AN INVESTIGATION OF THE INTERPERSONAL SENSITIVITY OF

SELECTED SECONDARY SCHOOL PRINCIPALS AS PERCEIVED BY

CAMPUS IMPROVEMENT TEAMS

A Dissertation

by

WILLIAM ROBERT WALTERS

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2008

Major Subject: Educational Administration

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ABSTRACT

An Investigation of the Interpersonal Sensitivity of Selected

Secondary School Principals as Perceived by

Campus Improvement Teams. (May 2008)

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To anyone who wishes to work in educational administration, having a clear understanding of how one perceives others, how one is perceived, and how one interprets what one perceives is a great advantage in relating to many different kinds of people (Owens, 1995, p. 40). Schoonover (1988, p. vi) stated, "Interpersonal skills are the basis for all management practices. They represent the foundation for productive work and employee satisfaction." The degree to which school principals possess interpersonal skills could be pivotal in the creation of a school climate conducive to student success. Unfortunately, research findings are very limited in clarifying high school principals' interpersonal skills. Thus, the research is vital in the investigation of the perceived relationship between principals' interpersonal sensitivity and the perceptions of the campus improvement teams of the principals' interpersonal sensitivity. Research is needed to add to the theoretical and practical dimensions of the principal's interpersonal skills.

This study utilized a blend of descriptive research methods and naturalistic

inquiry to gain insight into the differences between the principal's perception of his own interpersonal sensitivity and the perceptions of his campus team members. An important implication of the study was that awareness of the differences in perception between the principal and the campus team members is an important step in the development of interpersonal skills for the principal.

The findings of the survey instrument showed that there were differences in the self-assessments of the principals and their respective campus teams' assessment of their interpersonal sensitivity. Among the differences was overall, the male principals tended to rate themselves higher on the instrument than did their campus teams and the female principals tended to be rate themselves lower than did their campus teams.

The ability to perceive the needs of others and affect their behavior is essential in leadership. Being aware of the skills of interpersonal sensitivity is the first step to putting into practice the theories of management, motivation, and decision making.

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CHAPTER I

INTRODUCTION

The National Policy Board for Educational Administration (NPBEA) took on the task to organize and define the knowledge and skills base for educational administration. The result of the project was to establish 21 domains representing the core of the materials required for the successful school leader. The 21 domains are grouped into four broad areas one of which is interpersonal sensitivity. The Interpersonal Domain includes motivating others, interpersonal sensitivity, oral and nonverbal expression, and written expression (Hoyle & Crenshaw, 1997, p. v). The NPBEA defines *sensitivity* as "perceiving the needs and concerns of others; dealing tactfully with others; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural differences; and relating to people of varying backgrounds" (Hoyle & Crenshaw, 1997, pp. 1-2). Interpersonal skills are also noted in the American Association of School Administrators, *Performance Standards for Superintendents,* under standard number three, Communication and Community Relations. Included in this standard are the skills of written expression, group leadership, building consensus, effective community relations, and promoting dialogue with diverse community groups (Hoyle, English, &

The style and format for this dissertation follow that of the *Journal of Educational Research*.

Steffy 1998). *Interpersonal skills* have been defined by Schoonover (1988) as being more than just communication. "At the most basic level, they are special kinds of effective behaviors—ways that most people influence and respond sensitively to one another. These skills are not just simple actions and responses, but a complex pattern of behaviors that fit each interaction between individuals and each context" (p. 13).

"If schools are to function effectively as human organizations to meet human needs, they must be permeated by an atmosphere of interpersonal sensitivity" (Hoyle & Crenshaw, 1997, p. xv). School leaders must address the constant changes in our schools and still reaffirm the value of the people in the organization. Goens (2000, p. 30) stated, "To see through the mirage of power and control, leaders must connect with followers through values and common purpose" and "Leaders touch the heart and spirit, as well as the mind" (p. 32). In a changing, collaborative work setting, leaders must not only create visions but also inspire others to carry out those visions. "In most cases, the primary barrier to change is not the lack of vision, but the lack of interpersonal skills" (Schoonover, 1988, p. 5). "Studies of reasons for failure in school administration clearly show that it usually results from the inability of the administrator to work with people and not from incompetence in technical skills" (Muse, Sperry, Voelker, Harrington, & Harris, 1993, p. 5). Further, "in a wide variety of professional work involving relationships with people—whether as a psychotherapist, teacher, religious worker, guidance counselor, social worker, or clinical psychologist—it is the quality of the interpersonal encounter with the client which is the most significant element in determining effectiveness" (Muse et al., 1993, p. 5). Interpersonal sensitivity in the school begins with the principal (Hoyle &

Crenshaw, 1997, p. xvi).

The real-world demands placed on exiting high school students reflect the need for a learning environment that is permeated with interpersonal sensitivity and school success. Current literature on high school reform illustrates this need. "Improving the quality of high school education is essential to maintain U.S. economic competitive-ness. The high school curriculum must integrate academic and applied curricula to ensure that students have both a solid academic foundation and well developed skills in problem solving, critical thinking, and interpersonal communication" (North Central Regional Educational Lab [NCREL], 2005, p. 1). Perkins-Gough (2005) wrote, "High schools need more rigor and more student support, with an emphasis on the former" (p. 88). In a study by the Education Trust (2005) sponsored by the Bill and Melinda Gates Foundation, it was stated, "It is generally acknowledged that American high schools are not nearly as good as they need to be. Large numbers of students—30 percent or more—do not even make it to graduation" (p. 3). The Education Trust (2005) found that trends could be identified in successful high schools, especially in those schools that are beating the statistics with minority student groups. The trends are:

(1) They start with the data. Data is information about people that is used with meticulous care.
(2) They focus on instruction, they pay attention to what they teach and how they teach it.
(3) They find ways to connect students to adults in the building. They make sure that students are known by adults who care about them and their progress.
(4) They organize themselves around the belief that all students can and will learn. (p. 24)

Statement of the Problem

To anyone who wishes to work in educational administration, having a clear understanding of how one perceives others, how one is perceived, and how one interprets what one perceives is a great advantage in relating to many different kinds of people (Owens, 1995, p. 40). The principal has been identified as the critical element in the development of a positive school climate, high student achievement, and school effectiveness (Karpicke & Murphy, 1996). We are unsure to what extent the inner characteristics of the person, their temperament or personality can be trained or developed (Owens, 1995, p. 33). Schoonover (1988, p. vi) stated, "Interpersonal skills are the basis for all management practices. They represent the foundation for productive work and employee satisfaction." The degree to which school principals possess interpersonal skills could be pivotal in the creation of a school climate conducive to student success. Unfortunately, research findings are very limited in clarifying high school principals' interpersonal skills. Thus, the research is vital in the investigation of the perceived relationship between principals' interpersonal sensitivity and the perceptions of the campus improvement teams of the principals' interpersonal sensitivity.

Purpose of the Study

The purpose of this study was to assess the level of interpersonal sensitivity of selected secondary school principals as perceived by the campus improvement teams. Research is needed to add to the theoretical and practical dimensions of the principal's interpersonal skills.

Research Questions

The following questions were posed.

1. What are the perceived differences between secondary school principals' ratings of their own interpersonal sensitivity and the ratings of their interpersonal sensitivity as perceived by the campus improvement teams?

2. What are the reasons for these differences in perception as viewed by the principals?

Operational Definitions

Academic Excellence Indicator System (AEIS): Evaluation system developed by the Assessment Division of the Texas Education Agency that rates campuses on a number of predetermined criteria.

Administrative Personnel: Principals and Assistant Principals in middle school, junior high schools, or high schools.

Campus Improvement Team: Team made up of faculty members to work with the administration for the improvement of school and its programs.

Campus Performance: The level of the rating given by the Texas Education Agency on academic excellence.

Interpersonal Sensitivity: As defined by the National Policy Board for Educational Administration (1993) (as cited in Hoyle & Crenshaw, 1997), perceiving the needs of others; dealing tactfully with others; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing

multicultural differences; and relating to people of varying backgrounds (Hoyle &
Crenshaw, 1997, pp. 1-2).

Secondary School Administrators: Principals and Assistant Principals in middle
schools, junior high schools, and high schools in selected districts.

Selection Process: The process a district may use to screen, interview, and select
secondary principals.

Selected Texas Public Schools: Districts selected on the basis of their represent-
ativeness of the Texas secondary public school demographics.

Staff Sensitivity Scale: The sensitivity scale for the staff, developed and validated
by John R. Hoyle of Texas A&M University, consist of 39 items to identify how staff
members perceive principal behavior.

Assumptions

The following assumptions were made in this study.

1. The *Staff Sensitivity Scale* is validated to measure perceptions of principals
   and teachers about the interpersonal sensitivity skills of principals.

2. Teachers and principals surveyed will honestly and objectively respond to
   the questions posed on the survey instrument of this study.

3. The interpretations of the data collected will accurately reflect that which
   was intended by those surveyed.

Limitations

1. This study will only measure the perceptions of teachers and principals in secondary schools in five 5A public high schools in the Dallas, Texas, area.

2. Principals included in the research will have been assigned to the selected campus for at least three school years prior to this study. There is no data about the total number of years for each principal.

Methodology

Population

The population for this study was the principal and campus site-based team members of five 5A high schools in the Dallas area. The principals in these schools and each of the campuses' site-based teams were surveyed.

Instrumentation

The survey instrument used is the *Staff's Sensitivity Scale* developed by John Hoyle and Harry Crenshaw. The instrument is a Likert-type scale consisting of 39 indicators of interpersonal sensitivity. Scale validity was verified by Hoyle and Oates (1998, p. 150). "The first instrument, a 39-item Staff Sensitivity Scale, was administered to 1,231 teachers in 26 schools. Of these, 573 (47%) of the Staff Sensitivity Scales were returned and deemed usable for analysis" (Hoyle & Oates, 1998, p. 150). Hoyle and Oates (1998) believe that "the data gathered from the Staff Sensitivity Scale are valid since participants were assured that no attempt would be made to identify individual principals by name or school" (p. 150). Findings by Hoyle

and Oates (1998) stated that "this sampling of the Staff Sensitivity Scale revealed that, as a whole, the 26 principals exhibit high levels of interpersonal sensitivity" (p. 150). A beneficial implication of the study by Hoyle and Oates (1998) was that the Staff Sensitivity Scale provided principals with concrete information for developing a personal improvement plan for developing higher levels of interpersonal sensitivity (p. 150).

Procedure

Five 5A high schools in the Dallas area were chosen on the basis of their representativeness of the Texas school population. The schools were examined for minority percentages, completion rates, and numbers of economically disadvantaged students. Permission was sought from the superintendent and research committee of the district for their principals and site based teams to participate in the study. The principals were sent a packet of instructions in order for them to complete the survey. The same procedure was used for the members of the site-based team. The team members completed the surveys according to their perceptions of the principal's interpersonal sensitivity. On the completion of the surveys the ratings of the principal and the ratings of the team members were examined. A blend of descriptive research methods and naturalistic inquiry was utilized. Based on staff perceptions, the principals from each school were interviewed to gain further insight into their perceptions of their own interpersonal sensitivity and how it may differ from members of the campus improvement team.

Serving over 55,000 students, the district has six 5A high schools with one

alternative evening high school program. The ethnic breakdown of the district closely approximates that of the state with 18.5% African American, 36.9% Hispanic, 36.9% white, 0.5% Native American, and 7.2% Asian/Pacific Islander. The following descriptive information on the district high schools is comprised of data from the most recently posted Academic Excellence Indicator System school reports of 2004-2005 along with the district and individual high school Web sites.

High School B serves 2,106 students, and employs a staff of 155. There are 16.7 students per teacher. The principal at High School B has served three or more years at the school and the school has a 2005 School Accountability Rating of academically acceptable. The school maintains a user-friendly Web site and has well articulated mission and belief statements. High School B has a completion rate of 98.2% and a dropout rate of 1.8% of grades 9-12. At risk students comprise 50.2%, economically disadvantaged comprise 22.3%, and limited English proficient is at 11.6%. The ethnic breakdown of the student population varies slightly from the district in the white population which is at 57.7% and the Hispanic population which is at 23.2%.

High School A, one of the first in the district, sits on the site of one of the earliest schools in the district. The colorful history is traced through the Civil War to present day. High School A serves 2,350 students and employs a staff of 203. There are 14 students per teacher at High School A. The principal has been at High School A for three or more years and the campus has a 2005 Accountability Rating of academically acceptable. The school maintains an informative Web site brimming with the accomplishments of students and illustrating a wide variety of programs for the students. The school is proud of its heritage and rich traditions. The completion rate

for the school is 98% and has a dropout rate of 2% for grades 9-12. At risk students comprise 55.7%, economically disadvantaged comprise 37%, and limited English proficient at 12.4%. The ethnic breakdown of the school follows very closely to that of the district.

High School D serves 2161 students and employs a staff of 185. There are 15 students per teacher at High School A. The principal has been at High School D for three or more years and the campus has a 2005 Accountability Rating of academically acceptable. The school maintains a Web site with a mission statement and the school song along with the music. The completion rate for the school is 97.5% and has a dropout rate of 2.5% for grades 9-12. At risk students comprise 64.8% of the student population, economically disadvantaged at 38.3%, and limited English proficient at 13.2%. The ethnic breakdown of the school population varies from that of the district with Hispanics at 28.9% and whites at 49.5%.

High School E is the second newest high school in the Garland district. High School E serves 2,615 students and employs a staff of 186 with a student to teacher ratio of 16.6. The principal has served at High School E for three or more years and the campus has a 2005 Accountability Rating of academically acceptable. The school maintains a Web site that is packed with school information and very attractive. The mission statement is articulated. The completion rate for the school is 98.7% and has a dropout rate of 1.3% in grades 9-12. At risk students comprise 46.9% of the student population, economically disadvantaged 18.7%, and limited English proficient 4.2%. The student ethnic breakdown varies from the district with only 17.2% Hispanic and 59.2% white.

High School C serves 2,257 students and employs a staff of 199 with 13.4 students per teacher. The principal has served at High School C for three or more years and the school has a 2005 Accountability Rating of academically acceptable. The school maintains a Web site that would be useful to parents and students and the mission and belief statements are clearly articulated. The completion rate for the school is 98% with a dropout rate of 2% for grades 9-12. Twenty percent of the student body is at risk, 37.7% are economically disadvantaged, and 15.6% are limited English proficient. The student ethnic breakdown varies from the district and every other high school with 33.9% Hispanic, 28.9% white, and 18.3% Asian/Pacific Islander. This school has the largest group of Asian/Pacific Islander.

Data Analysis

Qualitative data were obtained and described using basic survey research as outlined in *Educational Research: An Introduction* (Gall, Borg, & Gall, 1996). Comprehensive descriptive data was gathered and analyzed on each of the five schools and responses on the *Staff Sensitivity Scale* by site based teams and principals was analyzed for each campus. Applying qualitative assessment strategies allowed the researcher to establish possible differences between the perceptions of interpersonal sensitivity ratings of principals and campus improvement teams.

Significance of the Study

"The traditional view of a leader as an authoritarian decision maker is obsolete. True, leaders must at times make unpopular and difficult decisions, but they should

do so in a collaborative process (Stolp & Smith, 1995, p. 68)." Sergiovanni (2000) stated that two kinds of leaders will emerge: "Leadership that encourages and enables schools to be adaptive to changes in their environment; and leadership that seeks to change the environment itself" (pp. 6-7). The best leaders build an esprit de corps through their presence, affirmation, excellent communication, and understanding (Schoonover, 1988, p. 39). These are interpersonal skills and require interpersonal sensitivity to be able to implement them well. Schoonover (1988, p. 5) also stressed the importance of interpersonal sensitivity by this statement: "By some expert accounts, two-thirds of the failures that occur in organizational settings stem not from technical or structural deficits, but from failures in relationships." Chapman and Willis (1982) in regard for skills for principals, found that "principals, teacher association representatives, school council presidents, and Education Department officials perceived personal qualities and interpersonal skills as the most important competencies required" (p. 149). As stated earlier by Owens (1995), how we perceive ourselves and how others perceive us can be critical in our effectiveness as leaders. "To be an effective leader on an interpersonal level, one must accurately perceive the behavior of others" (Muse et al., 1993, p. 3). To underscore the importance of inter-personal skills, Willis found that the "highest proportion of the principal's time was spent in direct, personal interaction with others" (Chapman & Willis, 1982, p. 149). Current literature by Chopra (2002), Evans (2005), Ferguson (2002), Fullan (2005), Kessler (2002), Ogbu (2003), Rothstein (2004a, b), and Wheatley (2002) supported the concept of the pervasiveness of interpersonal sensitivity as it relates to school culture and performance.

This study provided ideas on the perceptions between selecting principals and school effectiveness. This study may also provide districts and personnel managers with strategies for developing sensitivity among their teachers and administrators. Finally, this study provided valuable information useful to administrative preparation programs to better prepare their students for a career in school administration.

CHAPTER II

REVIEW OF THE LITERATURE

Leadership provides the encouragement and the shelter for venturing and risking the unpopular. It gives support for ethical behavior and creative ways for doing things better. The result is team effort and a network of constructive interpersonal relationships that support the total effort.

(Greenleaf, 1977, p. 60)

Introduction

This review covered the historical context of human relations in work and school, interpersonal sensitivity and the human side of schooling, links between interpersonal sensitivity and leadership performance, links between interpersonal sensitivity and multicultural diversity, links between interpersonal sensitivity and the black/white achievement gap, and links between principal's interpersonal sensitivity and student performance.

> During the course of their busy days, principals constantly interact with others. These contacts may be positive or negative, productive or nonproductive, satisfying or stressful, simple or complex. "Understanding and being sensitive to the points of view of others is essential because more and more we spend our days with others and the problems created by being with others (Smith, 1966, p. 3)." (Muse et al., 1993, p. 3)

Historical Context

The awareness of interpersonal sensitivity and interpersonal skills and its effects on the human side of schooling has its roots in the human relations movement in the 1940s. "The human relations movement developed in reaction to the formal tradition of the classic models of administration" (Hoy & Miskel, 1996, p. 12). One of the progenitors of this movement was Mary Parker Follet "who wrote a series of brilliant

papers dealing with the human side of administration, believed that the fundamental problem in all organizations was developing and maintaining dynamic and harmonious relationships" (Hoy & Miskel, 1996, p. 12). Owens (1995) reflected on this movement:

> By the mid 1950s a new concept of organization was gaining wide acceptance among students of educational administration. This new concept recognized the dynamic interrelationships between (1) the structural characteristics of the organization and (2) the personal characteristics of the individual. (p. 293)

Chester Barnard conceptualized the interactions between the organization and the individual in the formal and informal organizations. Barnard (1968) stated, "The most useful concept for analysis of experience for cooperative systems is embodied in the definition of the formal organization as a system of consciously coordinated activities or forces of two or more persons" (p. 73). The informal organization is based on the observation that "persons are frequently in contact with each other when their relationships are not governed by any formal organization" (p. 114). "By informal organization I mean the aggregate of personal contacts and interactions and associated groupings of people…" (p. 145). Barnard's analysis of the formal and informal organizations gives rise to the basic principles regarding the interaction of the two entities. "That formal organizations, once established, in their turn also create informal organizations; and that informal organizations are necessary to the operation of formal organizations as a means of communication, of cohesion, and of protecting the integrity of the individual" (p. 123). "Barnard was one of the first to apply a social science approach with his analysis of organizational life in *Functions of the Executive*" (Hoy & Miskel, 1996, p. 16).

The human side of organizations is also illustrated in the works of Abraham Maslow in the field of motivation in the 1960s. "The genius of Maslow's work lies in the hierarchy of needs: that human needs start with survival, then unfold in an orderly sequential hierarchical pattern that takes us toward continued growth and development. Prepotency is the term Maslow used to describe that one cannot be motivated by a higher need until the lower needs are first met" (Owens, 1991, p. 48).

Mintzberg (1973) published *The Nature of Managerial Work* in which he emphasized the human side of organizations by categorizing managerial activities.

> Managerial activities may be divided into three groups—those that are concerned primarily with interpersonal relationships, those that deal primarily with the transfer of information, and those that essentially involve decision-making. (p. 56)

Mintzberg delineated the interpersonal roles of the executive into three interpersonal functions: figurehead, leader, and liaison (p. 59). "The leader role is clearly among the most significant of all roles, and has received far more attention than any others" (p. 61). Further describing the interpersonal work of the leader, Mintberg conveyed the idea that no role better defines the relationship of the manager with his subordinates than that of the leader. In this role, the leader creates the context in which they will work and be motivated. The leader is responsible for hiring, training, and promoting his subordinates. For the sake of efficiency, the leader must balance organizational needs with needs of his subordinates. Of the three roles, the power of the manager is most clearly demonstrated in the leader role (1973, p. 96-97). "The societal shift toward greater organizational democracy will cause managers to spend more time in the leader role" (Mintzberg, 1973, p. 167).

Numerous studies of leader behavior conducted in the 1950's and 1960's revealed

remarkable agreement on the point that leadership can best be understood in terms of two specific kinds of behaviors: (1) behavior that gives structure to the work of the group (for example, how the work is to be done, when, by whom, and so forth), and (2) behavior that is perceived by subordinates as showing consideration for the subordinates as human beings. (Owens, 1995, p. 294)

"Perhaps the most powerful learning to have arisen in the first century of organizational studies concerns what is now obvious: that the key to understanding organization lies in understanding the human and social dimensions" (Owens, 1995, p. 326). "One of the first efforts to address interpersonal sensitivity skills was made in the 1940s when T-groups gained in popularity (Seashore, 1970). Also known as Sensitivity Training and Laboratory Training, T-groups were developed by the National Training Laboratory for Group Development" (Muse et al., 1993, p. 6). "Wynn's (1957) study of interpersonal relations in educational administration led to the organization of a human relations training program that included the use of T-groups at Teachers College, Columbia University" (Muse et al., 1993, p. 6).

Since Wynn's study, sensitivity training has been generally understood to incorporate the following objectives:

(1) to understand better one's behavior, its impact on others, and the ways in which one's behavior is interpreted by others; (2) to understand better the behavior of others and to more accurately interpret verbal and nonverbal cues in order to become more aware of and sensitive to the thoughts and feelings of others; (3) to understand better group and intergroup processes, specifically those that facilitate and inhibit group functioning; (4) to improve diagnostic skills in interpersonal and intergroup situations (by accomplishing the first three objectives); (5) to put learning into practice so that real-life interventions will more successfully increase member effectiveness, satisfaction, or output; (6) to analyze better one's interpersonal behavior and to learn how to help oneself and those with whom one interacts achieve more satisfying, rewarding, and effective relationships (in Campbell & Dunnette, 1968). (Muse et al., 1993, p. 7)

"In the human relations approach to organizational management, sensitivity is an

essential element of many interpersonal skills" (Muse, 1993, p. 4).

Interpersonal Sensitivity and the Human Side of Schooling

The only power the principal really has is that of creating a context where everybody, students and adults, can be at their best.

(Beaudoin & Taylor, 2004, p. 132)

Interpersonal sensitivity was derived from the National Policy Board for Educational Administration's efforts to better prepare principals. "The result of that effort was the development of twenty-one domains, which established the core understandings and capabilities required to be a successful principal" (Hoyle & Crenshaw, 1997, p. v). "Although sensitivity is an integral part of leadership, it is often inadequately expressed in practice" (Muse et al., 1993, p. 4).

Future administrators will need to learn more about creating learning environments than they will about orchestrating organizational efficiency. The National Association of Secondary School Principals (NASSP) developed the assessment center method as one way to help select school administrators with the potential for creating such environments (Hersey, 1977). This method emphasizes positive interaction among educators and provides participants with feedback so they can assess their interpersonal skills.

Sensitivity was one of the 12 interpersonal skills on which NASSP chose to assess potential principals. The behavioral outcomes expected of sensitive principals in NASSP's assessment center program are:

- Ability to perceive the needs, concerns, and personal problems of others;
- Tact in dealing with people from different backgrounds;
- Skill in resolving conflicts;
- Ability to deal effectively with people on emotional issues; and
- Knowledge of what information to communicate and to whom. (Jeswald, 1977) (Muse et al., 1993, p. 7)

"The effectiveness of the school depends on an interpersonal climate in which individuals feel valuable and supported by their colleagues" (Hoyle & Crenshaw,

1997, p. 129). The interpersonal skills necessary for school leaders are listed in *Skills for Successful 21ˢᵗ Century School Leaders.* Hoyle et al. (1998) defined the skills as follows:

> Write and speak effectively; Demonstrate group leadership skills; Formulate strategies for passing referenda; Persuade the community to adopt initiatives that benefit students; Engage in effective community relations and school-business partnerships; Build consensus; Create opportunities for staff to develop collaboration and consensus-building skills; Integrate youth and family services into the regular school program; Promote ongoing dialogue with representatives of diverse community groups. (p. 308)

The importance of the interpersonal climate in which the school should operate was reflected by Owens (1995) in the citation of the work of Purkey and Smith, in the 1980s, in a synthesis of effective school research.

> The most persuasive research suggests that student academic performance is strongly affected by school culture. This culture is composed of values, norms, and roles existing within institutionally distinct structures of governance, communication, educational practices and policies, and so on. Successful schools are found to have cultures that produce a climate or "ethos" conducive to teaching and learning … efforts to change schools have been most productive and most enduring when directed toward influencing the entire school culture via strategy involving collaborative planning, shared decision making, and collegial work in an atmosphere friendly to experimentation and evaluation. (p. 308)

In *Creating a Positive School Culture*, Beaudoin and Taylor (2004) described the elements of a good leader in the following way.

> What makes good leaders is not so much what they accomplish, but how they make people feel. In order for administrators to promote such a context, they must be connected to their staff and be in touch with each person's true experience. In particular, networking in more subtle and personalized ways with each individual may in fact be more effective and successful. (p. 132-33)

In addition, "The most successful principals in our research were also those who were able to engage their staff in shared meaning and goals" (Beaudoin & Taylor, 2004, p. 133).

In creating a positive school culture, Beaudoin and Taylor's (2004) research found five criteria to be associated with effective principals: "Communicate constructively, be a proactive ally, be a supportive administrator, be available and be visible, and lead with integrity" (pp. 134-36).

> School culture is shaped and impacted by the strengths and weaknesses of the leader. When you walk into any school, there is a feel, a sense, an atmosphere that is very real. School culture, though it involves many intangibles, is as real and powerful as the wind. It is reflected in student performance, parental involvement, faculty turnover, community support, and alumni giving, to name just a few indicators (Maxwell & Black, 2001, p. 1).

School culture was defined by Stolp and Smith (1995) as "historically transmitted patterns of meaning that include the norms, values, beliefs, traditions, and myths understood, maybe in varying degrees, by members of the school community" (p. 13). The link between an interpersonal climate in schools and student success was supported by Hoyle and Crenshaw (1997). "A supportive learning community emphasizing a family atmosphere has been identified as one of the success factors of effective schools. This requires being sensitive to the way students feel and perceive how they are accepted, their comfort zone, and the order in the school" (p. 32). Maxwell and Black (2001) exemplified this aspect of interpersonal sensitivity and student performance to a greater extent:

> The need for connection is also significant for teachers privileged to instruct this new generation of relational, emoting kids. Unlike previous generations, they are not impressed with positions, titles, or degrees. They will relate, however, to teachers who take the time to know and accept them. Students can become withdrawn, defiant, and unmotivated when they sense a teacher is not connected to them and their world. (p. 3)

"The challenge before school leaders is to develop sensitivity to, and awareness of, the elements that are difficult to measure but that greatly shape school culture.

Actions and words should be weighed carefully in light of their impact on school culture" (Maxwell & Black, 2001, p. 5). Schools are not just about academics, but about addressing the child as a whole, wrote Janis Wiley (2000). "The whole child includes their values, relationships, family, peers, and community" (Wiley, 2000, p. 163). Janis Wiley is part of the Child Development Project (CDP) in St. Louis, Missouri. CDP is a comprehensive school-reform model that focuses on character development. The program ties academic achievement to values and unites the curriculum of the school to the home and helps to create a caring group of learners (p. 164). The program is based upon four core principles. The first of these is to establish warm, stable, and supportive relationships. The second is to consider the social and ethical aspects of learning. The third is to recognize and support intrinsic motivation. The fourth principle is to teach in ways that support the student's construction of meaning (p. 165). This program depends on the principal and faculty possessing a high degree of interpersonal skills.

In *Reframing Organizations*, Bolman and Deal (1997) spoke to the diversity of the organization and conflict. "Interpersonal strife can block progress and waste time. It can make things unpleasant at best, painful at worst. Some groups are blessed with little conflict, but most encounter predictable differences in goals, perceptions, prefer-ences, and beliefs. The larger and more diverse the group, the greater the likelihood of conflict" (p. 155). Bolman and Deal continued with an explanation of why our attempts to resolve conflict often fail, "Many change efforts fail not because managers' intentions are incorrect or insincere but because managers lack inter-personal skills and understandings. Popular organizational remedies such as quality

improvement, process reengineering, and self-managing teams often mire in bogs of interpersonal misunderstanding and miscommunication" (p. 149).

Hoyle and Slater (2001) identified elements in our culture that undermine our ability or willingness to work closely together, "Hyper-individualism tends to undermine a sense of trust, norms of cooperation, and expectations for reciprocity and mutual obligation; it diminishes the feeling that one ought to work with others to make society better" (p. 791). "The general term that has been used to refer to these networks of reciprocity and cooperation and the various sentiments that underpin them is 'social capital'" (Hoyle & Slater, 2001, p. 791). In framing the general societal context in which our schools operate and in which children grow and develop, leading with love and its necessity is described by Hoyle and Slater (2001):

> A sense of disconnectedness and a desire to overcome it, a wish to be in contact with others, the feeling that others are necessary if things are to be whole or complete, and a longing for the community of others are essential parts of love's architecture. It is these parts that are lost with the growth of radical individualism. The decline of social capital indicates the absence of these ways of thinking and feeling.

> How much do our schools reinforce and foster among our children a sense of community and of working together as opposed to a sense of individualism and working at odds? How much do they cultivate the natural feeling of wanting to share with others and wanting to cooperate with them in a common enterprise and vision?" (p. 791).

There is the idea of social capital for students also as expressed by Leithwood and Riehl (2003). Students bring their knowledge, dispositions, behavioral habits, values and preferences to school. They have formed these in part from their relationships and interactions with the community, parents, and others in their social sphere. These are forms of social capital (p. 9). It is dependent on the school leader to emphasize the

use of social capital to enhance the learning environment. School leaders must establish positive relationships between educators, students and their families and communities with a deep trust (p. 9).

In the book, *The Leadership Secrets of Billy Graham*, Myra and Shelley (2000), spoke of Billy Graham's determination to lead with love: "Billy may be viewed by many as all sweetness and light, but his life and spirit are the results of gritty determination to love God, to lead from that love, and to forgive, and even learn from, his 'enemies'" (p. 80).

"School leaders must have a sense of caring, compassion, and good humor that sets the tone for the entire school or school district…. Children come to school each day not to fit the school's expectation of them but to be accepted, to avoid embarrassment, and to find their places in societal groups" (Hoyle & Slater, 2001, p. 794.)

The Links between Interpersonal Sensitivity and Leadership Performance

Leadership is to this decade what standards-based reform was for the 1990s.
(Fullan, 2005, p. 34)

Gardner (1999) spoke of personal intelligences in his book *Intelligence Reframed*. In this work, Gardner defined *interpersonal intelligence* as "a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others" (p. 43). Schein (1988) wrote, "All interpersonal relationships involve efforts to lead and influence…. How we influence the situation to achieve our goals is, however, one of the most complex and multi-faceted

processes in the human situation" (p. 84). "Effective principals set the tone and climate for their schools, outline high expectations for student and faculty members, establish discipline standards, engage faculty members in explicating goals and instructional processes, and provides leadership for all aspects in their buildings" (Wendel, Kilgore, & Spurzmen, 1991, p. 14).

The effective schools research of the 1990s greatly influences our actions toward reforms. "The early effective schools research was quickly seized upon as the basis for developing programs for improving the schools" (Owens, 1995, p. 309). Zigarelli (1996), in his analysis of effective schools research, concluded, "All of the effective schools research concluded that principals with strong leadership skills and a willingness to actively participate in the classroom create better schools. Moreover, schools that afford principals more control over hiring and firing of personnel, but do not overwhelm them with other managerial tasks, are believed to be more effective" (p. 103).

Gardner's (1999) work supported the statements of Schein and Fullan in his discussion of interpersonal intelligence and leadership. The goal of leaders is to change the behavior of others and thus frame events and possibilities to help their followers think differently about their world and their place in it (p. 126). Gardner continued, "The art of the leader is to create and refine a story so that it engages the attention and the commitment of followers, thereby changing their views of who they are, what they are committed to, and what they want to achieve and why. Effective leaders pay careful attention to the reactions of their early audiences and constantly refine their stories" (pp. 127-28). Gardner's description of intelligences crucial to

leaders reflected the NPBEA guidelines for principals in the interpersonal domain.

> Which intelligences are crucial to leaders? First, they are gifted in language; they can tell effective stories and often can write skillfully, too. Second, they display strong interpersonal skills; they understand the aspirations and fears of other persons, whom they can influence. Third, they have good interpersonal sense—a keen awareness of their own strengths, weaknesses, and goals—and they are prepared to reflect it regularly on their personal course. Finally, the most effective leaders are able to address existential questions: They help audiences understand their own life situations, clarify their goals, and feel engaged in a meaningful quest. (p. 128)

In 2000, the Main School Leadership Network (MSLN) was formed to address the growing deficit in school leadership in that state. Several observations from the MSLN initiative have underscored the importance of developing interpersonal skills in leadership preparation. "With each new group of MSLN participants, we are learning that, unless school leaders are engaged in assessing their impacts on themselves, their colleagues, and their students, their skills and sense of efficacy cannot grow" (Donaldson, Bowe, MacKenzie, & Marnik, 2004, p. 543). The MSLN approach helps young leaders develop skills through detailed observation and analysis of their own schools and through intense collaboration with experienced facilitators/coaches. The learning activities of the leaders are guided by Leadership Development Plans (LDP). The LDP serves to connect three dimensions of the leader's knowledge: their cognitive grasp of learning, instruction, child development, school organization and change processes; their interpersonal skills for working with large and small groups; and their intrapersonal understanding of their beliefs about themselves as leaders and people (Donaldson et al., p. 540). The participants "thrive on examining their own leadership efforts and relish the chance to explore new interpersonal skills, new models of practice, and their own internal capacities" (p.

540). MSLN also found that as principals come into the program their understanding of leadership was generally cognitive. Their view of leadership was to communicate ideas and using best practice methodologies and convince others to go and do likewise. It was found that when the principals' actions were examined that this "model of cognitive transmission of leadership" broke down. It was here that interpersonal and intrapersonal factors of leadership came under strong scrutiny. "Here we are learning more each day about the relational dimensions of school leadership and their intersection with leaders' self awareness, self confidence, and emotional intelligence" (Donaldson et al., 2004, p. 542). In summary, the MSLN helpx school leaders to develop for themselves a clear understanding of the models of leadership and a more practical idea of what it means to lead in their particular context (p. 524).

In exploring frameworks to help new principals master their many roles, Alvy and Robbins (2005), discussed skills that new principals must master to be successful. These frameworks included being student centered and making student success the centerpiece of the school and, in addition, to also be a leaner while leading. It is important for the new principal to learn his faculty strengths and school culture. The next was to act ethically and build strong relationships with faculty, students, and school community and operate in an environment of trust. In one example it was noted that, "eventually, the staff and community supported the principal's decisions, and student achievement rose" (p. 51). The next frameworks were efficient manage-ment and building strong relationships. In building relationships the authors recognize that schools are organizations of people. Our students, parents, and faculties are a

community within a larger community. It is noted that these groups of people will either unite around a common cause or will act as individual entities going in their own directions. The principal who builds trusting relationships can establish a school culture where all these entities can work together (p. 52). "Relationships also depend on the emotional attitude of the principal. Especially in stressful times, the eyes of organization members turn to the leader" (p. 53).

> Fullan (2005) also provided credence to the interpersonal attributes of leadership: Kegan and Lahey (2001) say that we need leaders who are effective at leading the language community: The idea is not only that leaders should pay attention to how they speak and what they say but also that leaders have the opportunity to create places, or channels for … forms of communication between and among all the members of the community (p. 188). (Fullan, 2005, p. 49)

> Fullan also continued by citing Perkins (2003):

> Progressive interactions build organizational intelligence and encourage people to step in that direction by giving communicative feedback, exercising inquiry-centered leadership, avoiding coblaboration, and cultivating trust in a common vision and civil process. (2005, p. 210)

> In his article, *E-mail: Boon or Bane for School Leaders*, school administrator Glendinning (2006) spoke to the drawbacks of utilizing electronic communication in

place of personal interaction with our parents. This reliance on the ease of electronic communication may have some unintended negative consequences as noted by Glendinning, "I fear that, the more we come to rely on email, the less we will value interpersonal skills and direct talk, the less interest we will have in others, and the freer we will be to ignore them. This dehumanizing tendency is troubling in general and particularly alarming for schools, where the quality of individual relationships is so critical to their missions and its success" (pp. 84-85).

Support for the interpersonal aspect of leadership is also found in publications by

National Association of Secondary School Principals and the American Association of School Administrators (AASA). In *Leadership* published by NASSP, Gearino (1999) wrote of communication: "Of all the qualities of leadership, this is the one that counts most. It is a matter of simple logic: Unless you can explain and inspire, you cannot lead…. What's more, communication is s two-part formula. It's not explain or inspire. It's explain and inspire" (p. 14). Paul Houston (2001), Director of AASA, wrote in the *Kappan* of school leaders, "Superintendents must be great communicators. They must be outstanding facilitators. They have to know how to take the pulse of the public and how to sell their ideas. Persuasion is the ultimate tool for a superintendent of education" (p. 432).

In *Leadership Jazz*, DePree (1992) spoke of the awareness of the human spirit: "In a special way, all the qualities of a good speaker stems from this one. Without understanding the cares, yearnings, and struggles of the human spirit, how could one presume to lead a group of people across the street? In modern organizational jargon, people skills always precede professional skills" (p. 221). In an earlier book, *Leadership Is an Art*, DePree (1992) described leadership as a matter of heart. "Leadership is much more of an art, a belief, a condition of the heart, than a set of things to do. The visible signs of artful leadership are expressed, ultimately, in its practice" (p. 148). Pellicer (2003) wrote that "leaders are servants to their followers in that they seek to remove the obstacles that prevent them from doing their jobs and give them the freedom and incentive to live up to their potential, while completing themselves as human beings" (p. 17). "By linking the importance of beliefs, values, and dreams to leadership behaviors, Sergiovanni (1992) stressed the importance of

'joining the heart and head of leadership with the hand of leadership'" (as cited in Pellicer, 2003, p. 16). Kessler (2002) wrote:

> Attending to the souls of our schools is a difficult leadership challenge. Perhaps the most challenging paradox a leader must hold today is the tension between standards and soul. A school based solely on standards could easily become an arid, numerical, test-driven landscape that cannot nourish true learning, turns teachers into managers and students into robots. (p. 9)

Grasek (2005) stated in the *Kappan* that administrators should "become the connective tissue of the school culture, linking academic rigor and interpersonal compassion" (p. 377). Grasek also identified four functions of the school leader. "Both students and teachers are engaged in a collaborative process—truth seeking. A school administrator's ministerial capacity—to listen, comfort, support, and inspire—is vitally important to the cultivation of an energetic learning community" (p. 378).

As mentioned earlier, Howard Gardner asserted that leaders need to be ready to answer existential questions. The NASSP Standards for the Principalship as well as the NCPEA standards for the superintendency advocate strong interpersonal skills in order to meet the needs to the school clientele. Paul Houston (2002), Director of the American Association of School Administrators, wrote an article in *The School Administrator* advocating the consideration of spirituality in school leadership. Out of this avocation of the spiritual side of leadership, came an entire issue of *The School Administrator* devoted to the topic authored by educational leaders from the world over. In his rationale for this issue Houston (2002) wrote:

> Second, as I talked with school leaders across the country, I heard them profess a longing for meaning and comfort. Our jobs are difficult and draining. They sap our physical and moral energy. We must replenish our supply. One way to do so requires we go inside ourselves and find that part within us that is more than flesh or bones. I have pointed out that the work we do is more of a calling and a

mission than a job-what Cornel West once described as "soul craft." (p. 2)

Stokley (2002) described the spiritual side of leadership against a backdrop of

experiences in the behavioral sciences at the National Training Labs. He wrote:

> In my view, to be a spiritual leader requires us to be at peace with ourselves. This can come about through personal experiences. Feedback from others may tell us how we are coming across and affecting others in our relationships. For more than 30 years, I have been a trainer with the National Training Labs, based in Bethel, Maine, and Alexandria, Va., where I and other behavioral scientists annually spend a week or two at retreat locations. These human interaction laboratories introduce people to group dynamics and interpersonal relations using experiential methods and theoretical frameworks…. Spiritual leaders must feel free to be themselves and have confidence in talking about themselves, especially talking about those areas known to one's self and not known to others. (p. 4)

Stokley (2002) continued with this line of reasoning regarding school climate and

purpose with these two passages:

> In conducting meetings, the tone or climate approaches a spiritual dimension when those attending feel free to safely express their views and when all make an effort to listen and respect what is being stated

> The spiritual leader sees the complex system or organization as being horizontal-that is, despite disparate titles and compensation levels, he or she sees others as equals working together in a learning community with a clear and common purpose" (p. 5).

> Chopra (2002) also made a connection between the human spirit and leadership:

> When the final story is told, leadership is the most crucial choice one can make. It is the decision to step out of darkness. Only someone who can find wisdom in the midst of chaos will be remembered as a great leader. Yet matching needs and responses is our birthright, built into our brains as well as our spirit. (p. 6)

Fullan (2002) weighed in on the spiritual aspect of leadership with the idea of a

"moral purpose writ large" (p. 1). "I am going to use a somewhat cumbersome phrase

'moral purpose writ large' to indicate we are talking about principled behavior

connected to something greater than ourselves that related to human and social

development…. In point form, there are four aspects of leadership:

- Making a difference in the lives of students
- Committed to reducing the gap between high and low performers within your school or district
- Contributing to reducing the gap in the larger environment, and
- Transforming the working (or learning conditions) of others so that growth, commitment, engagement and the constant spawning of leadership in others is being fostered. (2002, p. 2)

Fullan (2002) continued with the idea of creating a climate conducive to teaching and learning:

Raising achievement scores is one thing, creating a dynamic-engaged teaching profession is another. We are working with the British to determine what policies would transform the working conditions of teachers. Such transformation requires passion, commitment and sustained energy. In short, you need many leaders working with moral/spiritual force. (p. 3)

"The key to understanding the next phase of developing educational systems is to realize that spiritual leadership and long-term accountability are intimately related" (p. 6).

In his article, *A Way to Engage, Not Escape,* Soder (2002) also spoke of the spiritual paradox for educators as did Kessler. "A closer look reveals something more, something paradoxical: Spirituality is critical not as a way to escape but as a way to engage. Joining spirituality to leadership is a pragmatic, down-to-earth way to engage ourselves intelligently, effectively and ethically" (p. 1).

Hoyle (2002) wrote, "Without a spiritual side, a leader's lacks depth in understanding of human motives and can destroy organizations and innocent lives" (p. 2). He continued,

Not only religious leaders have recognized the need for people to display spiritual leadership in their daily lives. People from other walks of life including psychologists and biologists have recognized the need for vital connection between

leadership, spiritual values, and the well-being of ourselves and our communities. (p. 2)

Making the connection between spiritual leadership and servant leadership, Hoyle continued:

Gifted leaders today recognize that the functions and strategies of leadership fall short without the spiritual side. Leaders of today's school systems know about the power of servant leadership in creating successful schools. The empowerment of staff, teachers, and students and the practices of site-based decision making and academic teaming are widespread. Collaboration and care-giving are the lexicon of university professors and corporate managers who wish to emphasize bottom-up rather than top-down leadership. (p. 2)

Solomon and Hunter (2002) spoke to connecting, intangible qualities and purpose:

Spirituality is a meaning system that has wide-ranging impact on how we think and act in everyday life. From our perspective, spirituality is a sense of profound connection to things beyond and/or within one's self…. Spirituality, then, is a meaning system par excellence because it provides a framework for making sense of so many of the intangible qualities of life, such as one's purpose within the grand scheme of life and perhaps even the universe. (p. 3)

Wheatley (2002) in her article, *Spirituality in Turbulent Times*, stated her belief that leaders in all fields are bearing the burden of providing answers to existential questions.

This is truer in public education than in any other profession. Educational leaders bear the brunt of all of society's dilemmas and problems. Instead of supporting these leaders as they deal with this unending complexity of social problems, communities more often demand that superintendents fix everything. When they don't succeed at this superhuman challenge, they're dismissed and another potential savior is hired. (p. 3)

Sergiovanni (1992) introduced the concept of the covenant school in *Moral Leadership: Getting to the Heart of School Improvement.* The covenant school concept may well be the embodiment of the essence of moral and spiritual leadership.

When purpose, social school contract, and local school autonomy become the basis of schooling, two important things happen. The school is transformed from

an organization to a covenantal community, and the basis of authority changes, from an emphasis on bureaucratic and psychological authority to moral authority. To put it another way, the school changes from a secular organization to a sacred organization, from a mere instrument designed to achieve certain ends to a virtuous enterprise. (p. 102)

The links between interpersonal sensitivity are illuminated and emphasized by the ideas of these authors. The concepts of spiritual leadership, moral/spiritual force, stepping out of darkness, and purpose and meaning are all linked to our ability to perceive the needs of others, and to hold as a value, to meet those needs by the definition of interpersonal sensitivity by the NPBEA. I conclude with Kessler's (2002) idea of the paradox between the standards and the souls of the students we teach: "But when both the soul and the standards are honored and school leaders ride the paradox, an environment for learning is created that is strong enough to hold all the tensions, trends and turmoil of American life" (p. 9).

The Links between Interpersonal Sensitivity and Student Cultural Diversity

Educating an increasingly diverse group of students constitutes a major concern of schools. It is imperative that schools respond, in context, to the multicultural and the diverse reality of the populations they serve.

(Palmer, 2005, p. 54)

In the report, *What We Know About Successful School Leadership* (Leithwood & Riehl, 2003) (as cited in Hoyle, Björk, Collier, & Glass, 2005), it was noted that "the increasingly complex environment in which public schools are embedded is radically changing the work of school administrators and how they lead. For example, changing characteristics of the school population, including differences in cultures, disabilities, and socioeconomic status as well as learning capacities, are increasing

demands for interagency collaboration for the delivery of services to families and children" (p. 4). The report also emphasizes a set of core leadership practices that includes "effective communication with multiple and diverse stakeholders" (p. 4). The report was concluded with the following on school leadership:

> Successful school leaders respond productively to the opportunities and challenges of educating diverse groups of students (Leithwood & Riehl, 2003, p. 6). Changing community contexts and increasing diversity in student characteristics are compelling educators to examine prevailing practices to ensure that those whom have been least well served by schools historically learn and succeed so that as adults they can participate in the social, political, and economic mainstream of American society. (p. 5)

The American Association of School Administrators' *Standards of the Superintendency*, states in Standard Three, indicator three, that the superintendent should know and be able to, "understand and be able to communicate with all cultural groups in the community" (Hoyle et al., 2005 p. 65). In Standard Six under Instructional Management, indicator seven states that the superintendent should "demonstrate an understanding of the total development of the student, including his/her physical, social, emotional, cognitive, and linguistic needs" and in indicator seven, "describe instructional strategies that are multiculturally sensitive and learning style oriented" (p. 132).

> To be effective, multicultural education must be integrated into the educational environment in school programs and not merely by an add-on. To guide this integration, principals must first be sensitive to the uniqueness of each person in their schools and develop a richer knowledge base and a set of attitudes and values that will assure the inclusion of multicultural programming. (Hoyle & Crenshaw, 1997, p.13)

Friend and Pope (2005) believed that we need "an honest assessment of the script each of us carries in our heads about who can learn, what they can learn, and how

they can be taught are more important than ever" (p. 57). Hoyle and Crenshaw's

assertion that inclusion of multicultural programs is imperative is supported in a

resounding manner by Friend and Pope (2005):

> Inclusion is a belief system. It is an understanding that all students-those who are academically gifted, those who are average learners, and those who struggle to learn for any reason—should be fully welcomed members of their school communities and that all professionals in a school share responsibility for their learning. (p. 57)

"To recognize multicultural differences is one thing, but to do something about it is

another. You need to develop servant leadership behaviors and attempt to reach for a

'cause beyond oneself' in thought and deed for all children and youth and adults"

(Hoyle & Crenshaw, 1997, p. 14). "It is impossible to see the world through the eyes

of people different from us racially and culturally. However, it is possible to develop

a knowledge about their backgrounds and continue to sensitize your actions and

words to reflect respect for each person in your school community" (p. 15).

In 2001, in a predominantly Hispanic neighborhood, the community members

forced the school district to keep their promises and provide them with smaller high

schools that can address the needs of their children. Stovall and Ayers (2005)

described the process of building the community school around the extant culture and

its outcomes in this neighborhood. The district adopted a small schools approach. In

September of 2005, the district opened the school that offered an environment based

upon hard lessons learned in the successful city schools. The new school was small,

housing 360 or less students, it was connected to the community, and it was focused

on a rigorous curriculum. "Because anonymity in school often proves to be a recipe

for disconnection and even disaster, the school will encourage close relationships

between students and caring adults" (p. 36). In connecting with the community, community members were engaged in meaningful ways such as setting of standards for the school. Parents and students are organized into committees to review school policies and the school budget. The committees are to ensure a focus on rigorous curriculum. In this approach, "Student differences should not imply deficiencies. True multicultural and collaborative school design and implementation cannot occur without the explicit recognition of such differences such as race, class, and gender in our schools" (p. 37). The school jargon of *at-risk*, *urban*, and *low-performing* are not used and is acknowledged as having a stigmatizing effect on African American and Latino students (p. 37). The lesson learned from this small school approach is that there is no substitute for an engaged and authentic community in which for our schools to operate.

In another small-school approach reform is the Bronx Lab School and the Bronx International High School. "These schools were formed in the Bronx to serve low-performing minorities and new English-language learners. They serve approximately 300 ninth to twelfth grade students who speak 33 different languages" (House, 2007, p. 378). Aside from being small schools, what these schools have in common is a strong commitment to graduate all their students and prepare them for college. "At the core of these schools is the belief that high expectations and caring, supportive communities will produce higher levels of student engagement and achievement" (p. 378). The author notes that creating these kinds of schools, with high achievement and commitment is not easy. It requires strong leadership from the founding princi-pals and new ways of thinking about instruction, roles, relationships, and professional

development (p. 379).

The Links between Interpersonal Sensitivity and the Black/White Achievement Gap

> *Thus for the first time in the nation's history, raising achievement levels among racial and ethnic minorities and closing achievement gaps are the explicit goals of federal policy.*
>
> (Ferguson, 2002, p. 3)

"As the roles of religious organizations and families in the lives of many students decline, schools are increasingly important in the lives of young people, especially disadvantaged students (Goodlad, 1994). Therefore, it is more important than ever that our schools be safe, positive places that are conducive to learning, fostering positive relationships, and helping students prepare for the future" (Pasi, 2001, p. 17).

"The achievement gap, the persistent disparity between the performance of African American and Hispanic students and that of white and Asian American students, is perhaps the most stubborn, perplexing issue confronting American schools today. Closing the gap is widely seen as important not just for our education system but ultimately for our economy, our social stability, and our moral health as a nation" (Evans, 2005, p. 582). In 1964 James S. Coleman, a sociologist at Johns Hopkins University, was commissioned by Congress to conduct a study on the black/white achievement gap to demonstrate that blacks attended inferior schools. Coleman concluded, "To his own consternation, that variation in school resources had very little—almost nothing—to do with what we now term the test score gap between black and white children" (Rothstein, 2004a, p. 13). Writers Robert Evans (2005),

Richard Rothstein (2004a, b), and William Mathis (2005) all contended that the origins of the achievement gap are beyond the reach of the school setting. "When we set the achievement gap and schooling itself in the broader context of how children grow up, it becomes clear that the issue far transcends the classroom. Its roots lie well beyond the reach of the schools and so the underlying dilemma will require much, much more than school based strategies and programs" (Evans, 2005, p. 583). Mathis (2005) echoed the statement from Evans, "To deal effectively with the gap means we must deal with the underlying problems of society" (p. 591). Rothstein (2004) contended, "Much of the difference between the average performance of black children and that of white children can probably be traced to their social-class characteristics" (p. 107). Rothstein contended that social class differences in a stratified society may actually influence learning in school. He acknowledged that it is true that income and skin color themselves do not influence academic achievement, but the collection of characteristics that define social class differences inevitably influences that achievement (p. 2). Rothstein did contend that social class differences do influence the tendencies of families from different social classes. To exemplify, upper class families have jobs where they solve problems by collaborating with others and create new solutions and that they will interact with their children in a different ways than parents with blue collar jobs, where they perform a task with no collaboration or problem solving. "Children who are raised by parents who are professionals will, on average, have more inquisitive attitudes toward the material presented by their teachers than will children who are raised by working-class parents" (p. 2). Therefore, it follows that no matter what the expertise level of the

teacher is, the academic achievement of children of working-class parents will, on average, be less than that of middle-class children. Social and economic factors can also affect learning. Lower-class children have poorer health and are more likely to have substandard housing or be transient, both of which have been proven to effect student achievement. Differences in wealth among parents of different social classes are likely to be important determinants in student achievement. Wealthier parents are far more likely to have resources that support student achievement than parents of lower income (p. 3). This was supported by Hoyle et al. (1998): "However, school administrators know that a student's test scores, family income, and parents' educational attainment are closely linked. Tests and test scores, therefore, reveal the accumulated learning experiences of children and youth, not just their school learning" (p. 141).

In his study, *What Doesn't Meet the Eye: Understanding and Addressing Racial Disparities in High Achieving Suburban Schools,* Ferguson (2002) found, "Overall, African American and Hispanic Students in Minority Student Achievement Network districts had fewer family background advantages on average, had lower grade point averages, and reported less understanding of their lessons than Whites and Asians. They also had lower homework completion rates than Whites but spent virtually the same amount of time doing homework" (p. 10). Ferguson noted that skill gaps and differences in home academic supports appear to be the reasons for completing less homework and making lower grades, not effort or motivation (p. 10). In his conclusion of the study, interpersonal sensitivity to minority children was an important finding. "Perhaps the most interesting finding here is the distinctive importance of

teacher encouragement as a reported source of motivation for nonwhite students, especially African Americans, and the fact that this is truly a racial difference, mostly unrelated to measures of socioeconomic status. The special importance of encouragement highlights the likely importance of strong teacher-student relationships in affecting achievement, especially for African American and Hispanic students. It also highlights the importance of trying to understand racial and ethnic differences in how students experience the social environments of schools and classrooms (p. 11)." Ferguson continued on relationships and their importance in closing the achievement gap.

> Findings concerning encouragement focus attention on the possibility that effective teacher-student relationships may be especially important resources for motivating black and Hispanic students in particular. When teachers have strong content knowledge and are willing to adapt their pedagogies to meet student needs, adding good teacher-student relationships and strong encouragement to the mix may be the key. Such relationships and encouragement may help black and Hispanic students seek help more readily, engage their students deeply, and ultimately overcome skill gaps that are due in substantial measure to past and present disparities in family background advantages and associated social inequities. (p. 3)

Ferguson found agreement with Ogbu (2003) in his support of the importance of interpersonal relationships and learning in minority children. "Nonimmigrant minorities interpret their relationships with schools and teachers within the context of the overall enduring conflict between them and white Americans. As a result, they are more concerned with how they are treated or represented in the curriculum and with whether schools and teachers 'care for them' than with teachers' expertise in knowledge, skills, and language" (p. 53). "Not only must the teachers of gap children be trained, but they must also be trained in personal nurture" (Gant, 2005, p. 6). Ogbu

(2003) also stated that we may be asking the wrong questions about the black/white achievement gap. Ogbu maintained that we need to understand why other minorities are academically successful under conventional public school pedagogy and Black students are not. "The theoretical and policy-related question is: Why do some minorities adopt the conventional public school style, while Black students do not?" (p. 271).

Ogbu (2003) also advocated practices a district can adopt to improve performance in Black children. The first of these is in teacher expectations. "Teacher expectations have been shown to be an important cause of academic disengagement and low performance" (p. 286). Periodic workshops on setting teacher expectations have been helpful. Ogbu also recommended using different approaches in building relationships with Black parents. Conducting workshops to educate Black parents about the school system would be helpful. Workshops on the class leveling or tracking used in the schools would better help Black parents prepare their children, as well as workshops on class level differences, such as honors and advanced placement, and how to work with teachers to monitor their children's progress (pp. 287-288).

In *Building Student Achievement: In-School and Out-of-School Factors,* Clark (2002) looked at achievement in view of a student's overall lifestyle. In his findings, Clark suggested, "The factors that matter most for student achievement on standard-ized tests are as follows: Teacher instructional actions and expectations for students; students' total weekly out-of-school time in high-yield activities; activity quality; parental standards, beliefs, and expectations; and teacher-parent communication actions" (p. 13). In his findings, that the beliefs and attitudes of parents played a

significant role in the academic success of their children, Clark found in the analysis of the parental responses that students benefited when parents felt "personally supported by partnerships they had formed with their child's teachers" (p. 16). The action associated with this finding was "the student's teacher reached out and contacted parents, built rapport with the parents, and invited parents into a working partnership" (p. 18).

In conclusion, Clark (2002) found that the achievement gap between students of different races and social classes may be directly associated with differences in time-use habits of students, and the involvement of parents, mentors, and teachers in the student's activities (p. 17).

Authors Evans (2005), Rothstein (2004a, b), and Mathis (2005) contended that the causal factors of the black/white achievement lie beyond the school in the societal domain. Ferguson (2002), Ogbu (2003), and Clark (2002) all had findings that resonated with the implications for the practice of school administrators, that training and enhancement of skills in interpersonal sensitivity could have an impact on closing the achievement gap between African American and White students. Their findings pointed to practices, in the interpersonal domain, that can be thoughtfully considered, developed, and put into practice. To deal effectively with societal problems the principal should "strive to know better the children and youth of your community, their backgrounds, cultures, and values" (Hoyle & Crenshaw, 1997, p. 27). Hoyle and Crenshaw advocated the idea of "total service or integrated service schools" (p. 26) to address the many societal problems multicultural students face outside of school. The comprehensive approach to services would include the formation of a safety net for

students and incorporate the formation of schools that are smaller and more intimate places to learn. Health services would be tied to the program as well as after school programs to support learning and provide care and supervision. Health programs to deal with pregnancies, social diseases, and family violence need to be integrated into school services. School-wide initiatives are needed to foster extensive parental involvement and more teacher/parent interaction (pp. 24-25).

Sergiovanni (1992) described schools in Washington, DC, and New York which were much more effective in serving disadvantaged students. These schools were called focus schools and were made up of Catholic or public magnet schools. The zoned schools were regular public schools. All were inner city schools serving severely disadvantaged students. The focus schools were different from the zoned schools in that they had clear uncomplicated missions centered on what they wanted to provide their students and the ways in which they would influence their students' performance, attitudes and behavior. Secondly, the focus schools were strong organizations and had the ability to pursue their own initiates, solve their own problems, and develop their own community relationships (p. 100). There were several characteristics of the focus schools:

- They induce values, influence attitudes, and integrate diverse sources of knowledge.
- The focus schools concentrated all their efforts and energies on their conceptions of what students should be and know.
- They had a strong commitment to parenting and worked hard to mold students attitudes and values.
- They operated as problem-solving organizations. They were free to take whatever initiatives necessary to make things work.
- They worked hard to protect and sustain their distinctive character.
- They considered themselves accountable to parents, students, and parish groups. (Sergiovanni, 1992, pp. 100-101)

The sense of community, shared values, and collaboration of the focus schools exemplify the importance of interpersonal skills in this type of endeavor.

The Links between Interpersonal Sensitivity and School/Student Performance

Johnston and Wartel (1998) conducted a study "to explore the relationship between school culture, leadership style, and programmatic vision" (p. 56). Among the primary findings of their study was the following:

> During cases in which principals introduced a substantive, academic vision for the school, consistent with the core values of the extant school culture and surrounding community, accompanied by an assertive leadership style, only then did students experience academic gains and did faculty express strong feelings of efficacy (p. 56).

Fullan (2005) considered the interpretation of the results of a study done by the Hay Group in 2004. "… But note that the successful schools had a more demanding culture (one of the themes in my book)—hunger for improvement, promoting excellence, holding hope for every child" (p. 58).

Pellicer (2003) described a different link between interpersonal sensitivity and school success: "The most serious problem facing our public educational system in America is a lack of collective willpower that comes from a deep sense of caring about schools, children, and what schools can and should be doing for children" (p. 142). Pellicer summarized his analysis on the success of our schools with this statement, "Until we approach the problem of caring enough to lead with our hearts, we can never be as successful in educating children as we would like to be" (p. 140).

> In the words of Peter Senge (1990): "A shared vision is not an idea. It is not even an important idea such a freedom. It is, rather, a force in people's hearts, a force

of impressive power. It may not be inspired by an idea, but once it goes further—if it is compelling enough to acquire the support of more than one person—then it is no longer an abstraction. It is palatable. People begin to see it as if it exists. Few, if any, forces in human affairs are as powerful as a shared vision (p. 206)." (Pellicer, 2003, p. 153)

Stolp and Smith (1995) quoted William Cunningham and Don Gresso, "Effective cultures interact with structure to produce organizations of high morale, productivity, and quality" (p. 53). Cunningham and Gresso contended that culture is "the key to administrative practice and organizational improvement" (as cited in Stolp & Smith, 1995, p. 83). Pasi (2001) explained that the elements that make up a school's climate are complex but certainly include the "quality of interactions" among the students and adults and the respect and feeling of safety in the school environment (p. 18). It is "the quality of the interactions among all members of the community and the way students and adults relate to one another have the potential to make the most significant impact on hard-to-reach students" (p. 18).

Leithwood and Riehl (2003) stated that the effects of leadership appear to be mostly indirect and that "leaders influence student learning by helping to promote vision and goals, and by ensuring that resources and processes are in place to enable teachers to teach well" (p. 4). "Large-scale quantitative studies of schooling conclude that the effects of leadership on student learning are small but educationally significant. Although leadership explains only about three to five percent of the variation in student learning across schools, this effect is actually nearly one-quarter of the total effect of all school factors" (p. 4).

As Hoyle and Oates (1998) stated, "The literature on the principalship is filled with research on leadership style and behavior, instructional leadership, and best

practice; however, the research is practically silent on interpersonal sensitivity and how to measure this skill" (p. 149). A principal's awareness of interpersonal sensitivity and skills is important to his/her success as principal. "Principals who lack interpersonal sensitivity skills often have difficulty seeing themselves as others do" (p. 148). Further, "The results of self-examination measures or ratings of their skills by others may be useful in raising principals' awareness of their interpersonal skill level and foster improvement of these skills" (p. 148).

In the study by Hoyle and Oates (1998), the purpose was to provide in-service training for 26 principals and to validate three self-report instruments for the measurement of interpersonal sensitivity of school principals, one of which was the *Staff Sensitivity Scale* used in this study. The scales were developed from the research literature on interpersonal intelligence and leadership characteristics. A pilot test was conducted with graduate students and faculty at Texas A&M University, and the developers made alterations to the instrument to strengthen the content and construct validity. The *Staff Sensitivity Scale* was administered to 1,231 teachers in 26 schools (pp. 149-150). It was noted by Hoyle and Oates (1998) about the validity of the Staff Sensitivity Scale:

> The authors believed that the data gathered from the Staff Sensitivity Scale are valid since participants were assured that no attempt would be made to identify individual principals by name or school. This assurance was given not only to provide anonymity but also to encourage the principals to use the teachers' responses on the 39 items for feedback and self-reflection and to guide them in creating personal professional development plans. If the principals had thought that their interpersonal sensitivity profiles would be shared with colleagues and especially the superintendent, little if any participation by the principals would have occurred. (p. 150)

One main objective of this study was not to provide precise research by controlling all

variation, but to help the principals gain insight and feedback about their own interpersonal sensitivity (Hoyle & Oates, 1998, p. 150).

The results of this study showed that, as a whole, the 26 principals possessed high levels of interpersonal sensitivity. There were areas that were considered noteworthy to mention to the principals for the improvement of their skills. "A complete analysis of the data on two items revealed that 342 of the 573 teachers responded that their principal rarely or never 'discusses the teachers' career goals,' and 99 said that their principal rarely or never 'makes them feel important.' Moreover, the sample data on other items showed trends indicating that the principal rarely or never 'asks the teachers about their family' and sometimes 'doesn't care for all teachers as unique persons' or 'give enough encouragement'" (Hoyle & Oates, p. 150). The principals were encouraged to develop growth plans from the data given by his/her teachers.

The benefits of the study by Hoyle and Oates (1998) were to provide a closer link between theory and practice in interpersonal sensitivity for the principals and to provide concrete feedback to the principals concerning the views of their faculties and staffs. "The first step in the development of an appropriate level of sensitivity by any leader is awareness" (p. 153).

In summary, links between interpersonal sensitivity and the human side of schooling, leadership performance, diversity, the black/white achievement gap, and student performance exist in the current literature. Since the human relations movement of the 1950s and through the proceeding decades the literature reflects the growing knowledge base that emphasizes the value of interpersonal skills in work and school. Chester Barnard delineated the interaction between the formal and the

informal organization and stressed the fact that people do interact at work. Mintzberg identified the interpersonal roles of the executive wherein the leader role defines the context in which interpersonal exchanges take place.

In the 1970s, T-group research emphasized the importance of learning how to perceive how one's own behavior is perceived. In the 1990s, Owens asserted that the key to understanding an organization lies in understanding human social interactions. In 1993, Muse reminded us that sensitivity is pivotal in interpersonal skills. Hoyle and Crenshaw (1997) stated that the principal creates a climate in which people feel valued and supported while Purkey and Smith suggested that student performance is strongly affected by school climate (as cited in Owens, 1995). Hoyle and Crenshaw (1997), Maxwell and Black (2000-2001), and the Bill Gates Foundation (as cited in Education Trust, 2005) all spoke of the importance of connecting with students in meaningful ways. The terms *caring* and *compassion for students* are common in the literature.

In leadership performance, a definite trend was noted in framing the spiritual dimension of leadership and its effect on performance. Kessler (2002) mentioned the idea of the leader "riding the paradox" of the standards and the soul. Interpersonal sensitivity was shown to be very important in teaching culturally and ethnically diverse children. Ogbu (2003) described a need for special interaction with minority students in our schools as a primal step in improving their performance. The Hay Group (as cited in Fullan, 2005) illustrated the point that successful schools had a demanding culture that held high standards and hope for every student.

The literature supports links between interpersonal sensitivity and the social

context in which schools operate. The leader of the school is pivotal in creating the context in which teachers teach and students learn. Having a working understanding, of the developing knowledge base regarding interpersonal sensitivity, and the associated skills will most certainly be of value to the school administrator. Sergiovanni (1992) quoted a school superintendent: "The only way to improve American education is to let schools be small, self-governing, self-renewing communities where everyone counts and everyone cares" (p. 118).

CHAPTER III

METHODOLOGY

The purpose of this study was to assess the level of interpersonal sensitivity of selected secondary school principals as perceived by the campus improvement teams. Research is needed to add to the theoretical and practical dimensions of the principal's interpersonal skills.

Population

The population of this inquiry was the secondary school administrators and the site-based team from five 5A high schools. The schools were examined for their minority percentages, completion rates, economically disadvantaged students, and students per teacher (Table I). The school district was chosen on the basis of its availability for this study and their representativeness of the school population in the state of Texas. The principals of the high school campuses and their respective site-based teams were used.

TABLE 1. School Demographics

	Principal	Team Members	# of Students	# of Staff	Students/ Teacher	Completion Rate	Dropout Rate	At-Risk Students	Econ. Disab.	LEP	Afr. Am	Hisp.	White	Native Am.	Asian/ Pac. Is.
HS A	1	10	2350	203	14	98.0%	2.0%	55.7%	37.0%	12.4%	18.1%	33.9%	28.9%	0.7%	18.3%
HS B	1	9	2106	155	16.7	98.2%	1.5%	50.2%	22.3%	11.6%	13.7%	23.2%	57.7%	0.6%	4.7%
HS C	1	7	2257	199	13.4	98.0%	2.0%	22.0%	37.7%	15.6%	18.1%	33.9%	28.9%	0.7%	18.3%
HS D	1	5	2161	185	15	97.5%	2.5%	84.8%	38.3%	13.2%	19.3%	28.9%	49.5%	1.1%	1.1%
HS E	1	7	2615	186	16.6	98.7%	1.3%	46.9%	18.7%	4.2%	19.4%	17.2%	59.2%	0.7%	3.5%

Instrumentation

The survey instrument used for this study was the *Staff's Sensitivity Scale* as developed by Dr. John Hoyle and Dr. Harry Crenshaw. The survey instrument meets the canons of rational and construct validity (Thorndike & Hagin, 1969). The original scale as published in *Interpersonal Sensitivity* by Hoyle and Crenshaw (1997) was modified to a five-point Likert-type scale consisting of 41 indicators of interpersonal sensitivity. On the scale, a rating of 5 would be strongly agree and a rating of one would be strongly disagree. The questions were then categorized according to the interpersonal sensitivity characteristics they portrayed. The categories were as follows: Interpersonal Skills, Career Development, Environment, Student Management, Community, and Personal Attributes. These categories were formed to investigate whether certain aspects of interpersonal sensitivity were rated more highly than others. The categories also serve to make the data more meaningful and manageable. After the surveys were conducted, all five principals were interviewed by the researcher to explore the differences between the principals' individual perceptions of their own interpersonal sensitivity and that of his/hers staff's perception of his/her interpersonal sensitivity.

Procedures

This study was conducted during the spring semester of the 2006-2007 school year. Prior to this time the researcher was speaking with the director of research of the district and communicating with the principals of the individual campuses.

For security and confidentiality purposes, each school campus, received a code to

distinguish between campuses. A letter was delivered to each campus principal contain-ing instructions for each site-based team member to fill out the survey and submit their survey data. The survey process, from completing and submitting the survey, was timed at approximately 15 minutes. The largest campus improvement team had 10 members complete the survey; the smallest team had five members. Since the team members were evaluating their immediate supervisor, their confidentiality was protected and no procedures were used to identify individuals who completed the survey. If any question made the participant feel uncomfortable, they were instructed not to answer the question. Some participants declined to answer some questions on the survey as noted in the data tables. One principal declined to answer two questions.

The surveys were delivered to the principals and to the school secretaries. To further protect their anonymity in the research process, the school secretaries were responsible for giving the surveys to the campus team members. The surveys were completed and returned in sealed envelopes from the campus principal and from the campus team members. The secretaries made the contact when the surveys were completed and ready for pick-up from each school.

Upon receipt of the completed surveys, the researcher contacted the principals for interviews to explore their perceptions of their own interpersonal sensitivity based on the information they submitted as compared to the responses of their own campus teams. If a principal was recently assigned to his/her campus, less than three years, he/she was not used in the study. Out of respect for the principals' time and in keeping with the agreed upon access, thirty minutes was allotted for the principal

interview and in all five interviews we stayed within the allotted time-frame. On a few occasions, the principals elaborated on an answer and went beyond the scope of the question. This was not discouraged. The answers are presented in alphabetical order of the coded name.

Data Analysis

The survey data collected is ordinal in nature and averages were computed. Arithmetic averages were used because issues of size in N in each school indicated an N-785 difference between one principal and several team members and did not lend itself to inferential statistics. That is, each school has one principal and campus team may consist of 5 to 20 members. Each principal's average score, along with the average score of each campus team, was calculated. The difference between the principal's score and the average score of the respective campus team was calculated. The same difference was calculated for each of the subcategories. The data was also represented graphically.

The data table for each high school was constructed recording the responses of every participant on each item. The principal's responses and total score is in the first column followed by the responses of each campus team member in columns one through ten. Across each row, a faculty average for that item was calculated, followed in the next column by the principal's score minus the faculty average.

The survey questions were also grouped into categories based on their content. Questions 1 through 7 were noted as general interpersonal skills; questions 8 through 18 as sensitivity to career development; Questions 19 through 21 as sensitivity to

environment; questions 22 through 25 as sensitivity to student management; questions 26 through 31 as sensitivity to community; and questions 32 through 41 as sensitivity to personal attributes. These sub-categories were analyzed to determine if any area(s) of interpersonal sensitivity showed a greater difference between the principal score and the campus team average than any other area(s).

To corroborate the self report, interviews were conducted with each of the principals consisting of nine questions. The answers to these questions were analyzed to determine any patterns or trends that may reveal information about the principals' perception of their own interpersonal sensitivity.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this study was to assess the level of the principal's interpersonal sensitivity as perceived by the campus improvement teams. This study was an investigation of the interpersonal sensitivity of the principal as perceived by the campus improvement team. Five high schools were used in this study. The principals and their campus teams were surveyed using the *Staff Sensitivity Scale* (Appendix A). This research sought to answer these questions.

1. What are the perceived differences between the secondary school principals' ratings of their own interpersonal sensitivity and the ratings of their interpersonal sensitivity as perceived by the campus improvement teams?

2. What are the reasons for these differences in perception as viewed by the principals?

In the exit interviews with the principals nine questions were asked. Some of the principals were more verbose than others and that is reflected in the answers. Some definite trends can be extrapolated from their answers.

Survey Results

Survey results by school were reported. The principals were provided the study results for their own professional development and leadership. The investigation of the data revealed insights into the perceptions of interpersonal sensitivity by the principal and the campus team members. It also gave valuable feedback to the

principals that could be helpful in the development of their own interpersonal skills. The data also gave some indication of gender differences in self assessment of interpersonal sensitivity.

The responses to the surveys were recorded on individual data tables for each of the five high schools. Data tables two through six are all interpreted in the following manner. The first column on Table 2 is a representation of the item number on the survey instrument, the *Staff Sensitivity Scale* (Appendix A). In the second column of Table 2, the principals' responses to the self assessment are recorded. Starting in the third column on the table, are the campus team members responses of their assess-ment of their respective principal's interpersonal sensitivity. The campus team members' individual responses are recorded, beginning in the third column, and are labeled "Fac 1," "Fac 2," etc. Following the columns with the campus team members' responses, is a column noted as "FacAve." This is the average rating of all the team members on that item number. The next column is noted as "Principal-FacAve". This is the difference between column number two, the Principals' self-rating, and the "FacAve" on that item number. The last column is the sub-category total of all the differences in the previous column.

TABLE 2. High School A

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	Fac 6	Fac 7	Fac 8	Fac 9	Fac 10	FacAve	Principal-FacAve	Sub-category Principal-FacAve
1	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
2	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
3	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
4	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
5	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
6	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
7	4	5	4	5	5	5	5	3	5	3	3	4.3	-0.3	0.0
8	5	5	4	5	5	5	3	5	5	5	3	4.5	0.5	
9	5	4	5	5	5	5	4	5	5	5	3	4.6	0.4	
10	5	5	5	5	5	5	5	5	5	3	4	4.7	0.3	
11	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
12	5	5	5	5	5	5	3	5	5	4	3	4.5	0.5	
13		4	4	5	5	5	4	5	5	5	4	4.6		
14	5	4	4	5	5	5	4	5	5	4	4	4.5	0.5	
15		5	4	5	5	5	4	5	5	3	3	4.4		
16	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
17	5	5	5	5	5	5	5	4	5	5	3	4.7	0.3	
18	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	0.3
19	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
20	5	4	5	5	5	5	5	5	5	5	4	4.8	0.2	
21	4	4	4	5	5	5	5	5	5	5	4	4.7	-0.7	-0.1
22	5	5	5	5	5	5	3	5	5	5	4	4.7	0.3	
23	5	5	5	4	5	5	3	3	5	4	3	4.2	0.8	
24	5	5	5	5	5	5	4	5		4	3	4.6	0.4	
25	5	5	5	5	5	5	3	5	5	3	4	4.5	0.5	0.5
26	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
27	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
28	5	5	5	5	5	5	5	5	5	5	3	4.8	0.2	
29	5	4	5	5	5	5	5	5	5	5	3	4.7	0.3	
30	5	4	5	5	5	5	4	5	5	5	4	4.7	0.3	
31	5	5	5	5	5	5	4	5	5	5	4	4.8	0.2	0.2

TABLE 2. Continued

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	Fac 6	Fac 7	Fac 8	Fac 9	Fac 10	FacAve	Principal-FacAve	Sub-category Principal-FacAve
32	5	4	5	5	5	5	5	5	5	5	4	4.8	0.2	
33	5	5	5	5	5	5	5	5	5	5	5	5.0	0.0	
34	5	5	5	5	5	5	5	5	5	5	5	5.0	0.0	
35	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
36	5	2	5	5	5	5	5	5	5	5	3	4.5	0.5	
37	5	5	5	5	5	5	3	4	5	4	3	4.4	0.6	
38	5	5	5	5	5	5	4	5	5	4	3	4.6	0.4	
39	5	5	5		5	5	3	4	5	5	3	4.4	0.6	
40	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	
41	5	5	5	5	5	5	5	5	5	5	4	4.9	0.1	0.3
	193	194	199	199	205	205	183	198	200	191	152	**4.7**	0.2	

Prnc. Avg.   4.948717949
Fac. Ave   4.7

0.0	**Interpersonal Skills**
0.3	**Career Development**
-0.1	**Environment**
0.5	**Student Management**
0.2	**Community**
0.3	**Personal Attributes**

In High School A (Table 2), the principal declined to answer items 13 "accurately evaluate your performance" and 15 "provide helpful staff development" on the survey. The principal's average score was 4.94 out of 5 (Appendix B). The average faculty score of the campus team was 4.7 out of 5 (Appendix C). On 39 items on the survey, the principal was within a .6 difference on a five-point scale with their team members' assessment. On item number 21 on the survey "keep the building safe," the campus team members rated the principal higher by .7 than did the principal. The principal's assessment of building safety was slightly less than what his campus team members perceived. On survey item number 23 "solve classroom student problems," the principal rated himself .8 higher on a five-point scale than did his campus team members. As noted in Chapter III and also recorded on each data table, the survey questions were grouped into six sub-categories. In Appendix D, the graph of the sub-categories of the items on the survey, in all but one sub-category, that of environment, the principal's average ratings exceeded the campus team members' average ratings. The highest of these was in the sub-category of student management; the principal rated himself higher than did the campus team members by .5 on a 5-point scale.

In High School B (Table 3) the principal answered all items and had an average score of 4.9 (Appendix B) compared to the faculty average of 4.3 (Appendix C). On 17 of the survey items the principal was within .6 of his campus team members' average score. On 24 items on the survey, the principal rated himself higher than that

of his campus team members by .7 or greater. On eight of the 24 items, the higher rating was 1.0 or greater; the eight items on which the principal rated himself higher than did the campus team members were survey items numbers:

- 8 Help you improve your performance

- 9 Discuss your career goals

- 10 Delegate an important task to you

- 11 Praise your accomplishments

- 12 Give constructive feedback

- 30 Share power

- 36 Appear driven by school politics, not what's best

- 39 Appear willing to be a servant to others

In every sub-category the principal exceeded the faculty scores (Appendix D). In the sub-categories interpersonal skills and career development the difference in ratings was .7 and higher.

TABLE 3. High School B

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	Fac 6	Fac 7	Fac 8	Fac 9	FacAve	Principal-FacAve	Sub-category Principal-FacAve
1	5	5	4	5	5	5	5	1	4	4	4.2	0.8	
2	5	4	4	5	5	5	4	2	4	4	4.1	0.9	
3	5	5	4	5	5	5	5	3	5	3	4.4	0.6	
4	5	5	4	5	5	5	5	3	5	3	4.4	0.6	
5	5	5	4	5	4	5	4	3	4	3	4.1	0.9	
6	5	5	5	5	4	4	5	3	5	2	4.2	0.8	
7	5	5	5	5	5	3	3	3	3	4	4.1	0.9	0.8
8	5	3	4	5	4	3	2	3	3	2	3.2	1.8	
9	5	3	3	5		4	3	3	3	5	3.6	1.4	
10	5	5	4	5	4	3	5	1	4	4	3.9	1.1	
11	5	5	5	5	4	5	5	1	4	5	4.3	0.7	
12	5	3	4	5	4	4	4	3	4	5	4.0	1.0	
13	5		4	5	4	5	4	3	4	5	4.3	0.8	
14	5	5	5	5	5	5	5	5	5	5	5.0	0.0	
15	5	5	2	5	4	4	5	4	5	4	4.2	0.8	
16	5	5	5	5	5	5	4	3	5	4	4.6	0.4	
17	5	5	3	5	5	5	2	3	5	4	4.1	0.9	
18	5	5	3	5	4	5	4	3	5	4	4.2	0.8	0.9
19	5	5	4	5	5	5	5	3	5	3	4.4	0.6	
20	5	5	5	5	5	5	5	4	5	5	4.9	0.1	
21	5	5	5	5	5	5	5	4	5	5	4.9	0.1	0.3
22	5	5	4	5	5	5	5	5	5	5	4.9	0.1	
23	5		4	5	4	5	4	4	5	4	4.4	0.6	
24	5	5	4	5	4	4	4	4	5	4	4.3	0.7	
25	5	5	5	5	5	5	5	5	5	4	4.9	0.1	0.4
26	5	5	4	5	5	5	5	5	5	5	4.9	0.1	
27	5	5	4	5	5	5	5	5	5	5	4.9	0.1	
28	5	5	4	5	5	5	5	5	5	5	4.9	0.1	
29	5	4	4	5	3	5	4	4	5	4	4.2	0.8	
30	5	4	2	5	3	3	3	3	5	3	3.4	1.6	
31	5	5	4	5	4	5	4	3	5	5	4.4	0.6	0.5

TABLE 3. Continued

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	Fac 6	Fac 7	Fac 8	Fac 9	FacAve	Principal-FacAve	Sub-category Principal-FacAve
32	5	5	4	5	4	5	5	3	4	4	4.3	0.7	
33	5	5	4	5	3	5	4	4	4	4	4.2	0.8	
34	5	5	4	5	3	5	4	3	4	4	4.1	0.9	
35	5	5	4	5	4	5	4	3	5	5	4.4	0.6	
36	1	4	5	5	4	4	2	4	4	3	3.9	-2.9	
37	5	5	3	5	4	5	5	4	5	4	4.4	0.6	
38	5	5	5	5	5	5	5		5	4	4.9	0.1	
39	5	5	4	5	4	3	5		2	3	3.9	1.1	
40	5	5	4	5	4	5	4	3	4	4	4.2	0.8	
41	5	4	4	5	3	5	5	4	4	5	4.3	0.7	0.3
	201	184	166	205	171	191	176	132	183	167	**4.3**	0.6	

Prnc. Avg.   4.902439024
Fac. Ave   4.3

0.8	**Interpersonal Skills**
0.9	**Career Development**
0.3	**Environment**
0.4	**Student Management**
0.5	**Community**
0.3	**Personal Attributes**

In High School C (Table 4) the principal answered all items and had an average score of 4.6 (Appendix B) compared to the faculty average of 4.7 (Appendix C). On 31 of the survey items the principal was within .6 of his team members' ratings. On eight survey items the principal rated himself lower by .7 or greater than did his campus team members; those items were as follows:

- 4 Care for you as a unique person

- 5 Make you feel important

- 7 Ask about your family

- 8 Help you improve your performance

- 10 Delegate an important task to you

- 13 Accurately evaluate your performance

- 23 Solve classroom student problems

- 32 Is open to others

- 36 Appear driven by school politics, not what's best

TABLE 4. High School C

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	Fac 6	Fac 7	FacAve	Principal-FacAve	Sub-category Principal-FacAve
1	5	5	5	5	5	5	5	4	5.0	0.0	
2	5	5	5	5	5	5	5	5	5.0	0.0	
3	5	5	5	5	5	5	5	4	4.9	0.1	
4	4	5	5	5	5	5	5	4	4.9	-0.9	
5	4	5	5	5	5	5	5	4	4.9	-0.9	
6	5	5	5	5	4	5	5	5	4.9	0.1	
7	3	5	3	5	2	5	5	2	3.9	-0.9	-0.3
8	3	5	4	5	5	5	5	4	4.7	-1.7	
9	4	3	3	5	4	5	5	3	4.0	0.0	

TABLE 4. Continued

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	Fac 6	Fac 7	FacAve	Principal-FacAve	Sub-category Principal-FacAve
10	3	5	5	5	4	5	5	4	4.7	-1.7	
11	5	4	5	5	5	5	5	5	4.9	0.1	
12	5	4	5	5	5	5	5	5	4.9	0.1	
13	4	4	5	5	5	5	5	4	4.7	-0.7	
14	5	3	5	5	5	5	5	4	4.6	0.4	
15	5	4	4	5	5	5	5	4	4.6	0.4	
16	5	3	5	5	5	5	5	5	4.7	0.3	
17	5	3	4	5	4	5	5	5	4.4	0.6	
18	5	3	5	5	5	5	5	5	4.7	0.3	-0.2
19	5	5	5	5	5	5	5	4	4.9	0.1	
20	5	5	5	5	5	5	5	4	4.9	0.1	
21	5	3	5	5	5	5	5	4	4.6	0.4	0.2
22	5	3	5	5	5	5	5	4	4.6	0.4	
23	3	3	3	5	5	5	5	4	4.3	-1.3	
24	4	4	3	5	4	5	5	5	4.4	-0.4	
25	5	5	5	5	5	5	5	5	5.0	0.0	-0.3
26	5	5	5	5	5	5	5	5	5.0	0.0	
27	5	5	5	5	5	5	5	5	5.0	0.0	
28	5	5	5	5	5	5	5	5	5.0	0.0	
29	5	5	5	5	5	5	5	5	5.0	0.0	
30	5	5	5	5	5	5	5	5	5.0	0.0	
31	5	5	5	5	5	5	5	5	5.0	0.0	0.0
32	4	5	5	5	5	5	5	5	5.0	-1.0	
33	5	5	5	5	5	5	5	5	5.0	0.0	
34	5	5	5	5	5	5	5	5	5.0	0.0	
35	5	5	5	5	5	5	5	5	5.0	0.0	
36	4	5	5	4	4	1	1	3	3.3	0.7	
37	5	5	5	5	5	5	5	5	5.0	0.0	
38	5	5	5	5	5	5	5	5	5.0	0.0	
39	5	5	5	5	4	5	5	3	4.6	0.4	
40	5	5	5	5	5	5	5	5	5.0	0.0	
41	5	5	5	2	5	5	5	5	4.6	0.4	0.1
	190	184	194	201	195	201	201	183	**4.7**	-0.1	

Prnc. Avg.   4.634146341
Fac. Ave   4.7

-0.3	**Interpersonal Skills**
-0.2	**Career Development**
0.2	**Environment**
-0.3	**Student Management**
0.0	**Community**
0.1	**Personal Attributes**

Of this list of eight survey items, numbers 8, 10, 23, and 32 were a 1.0 or greater difference between the principal's rating and that of the campus team members. In the sub-categories, only in the areas of environment and personal attributes did the principal slightly exceed the score of the faculty by .2 or less. In the sub-categories of Interpersonal Skills, Career Development, and Student Management the principal rated himself lower than did his campus team members (Appendix D).

In High School D (Table 5) the principal answered all items and had an average score of 3.7 (Appendix B) compared to a faculty score of 3.6 (Appendix C). On 18 survey items the principal was within .6 on a five-point scale of the ratings of his campus team members. On 22 survey items the principal gave himself a rating that was .7 or more difference than did his campus team members. Thirteen of these 22 survey items had a rating that was over .8 on a five-point scale higher than the campus team members. These items were as follows:

- 18 Inspire you to "be better than you were before"

- 21 Keep the building safe

- 25 Back you up if you are right

- 26 Appear sensitive to other ethnic groups

- 27 Respect culture

- 28 Respect gender

- 31 Treat all groups with respect

- 32 Is open to others

- 33 Appear happy

- 35 Show love for all kids

- 36 Appear driven by school politics, not what's best

- 37 Keep his/her word

- 39 Appear willing to be a servant to others

In the sub-categories the principal exceeded the faculty scores in the areas of student management, community, and personal attributes. The most pronounced of the sub-categories where the principal exceeded the rating given by the campus team members was at .8 in the area of personal attributes. In the sub-categories of inter-personal skills, career development, and environment the principal's scores were less than those of the faculty (Appendix D).

TABLE 5. High School D

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	FacAve	Principal-FacAve	Sub-category Principal-FacAve
1	4	4	3	5	4	3	3.8	0.2	
2	4	4	2	5	4	3	3.6	0.4	
3	4	4	4	5	4	5	4.4	-0.4	
4	3	4	2	5	3	3	3.4	-0.4	
5	3	2	4	5	4	5	4.0	-1.0	
6	3	4	4	5	3	3	3.8	-0.8	
7	2	2		4	2	3	2.8	-0.8	-0.4
8	4	3	2	5	3	3	3.2	0.8	
9	2	2	2	4	2	2	2.4	-0.4	
10	2	4	4	5	5	3	4.2	-2.2	
11	3	2	4	4	4	5	3.8	-0.8	
12	3	3	1	4	3	3	2.8	0.2	
13	3	3	4	4	4	3	3.6	-0.6	
14	4	3	5	4	3	3	3.6	0.4	
15	4	3	4	3	4	3	3.4	0.6	
16	2	3	3	4	4	3	3.4	-1.4	
17	2	3	3	4	4	3	3.4	-1.4	
18	4	3	3	4	3	3	3.2	0.8	-0.4
19	4	4	4	3	4	5	4.0	0.0	
20	2	4	4	4	4	4	4.0	-2.0	
21	5	4	4	3	4	5	4.0	1.0	-0.3

TABLE 5. Continued

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	FacAve	Principal-FacAve	Sub-category Principal-FacAve
22	4	3	4	4	5	4	4.0	0.0	
23	4	4	3	3	3	5	3.6	0.4	
24	3	4	3	3	3	5	3.6	-0.6	
25	5	4	2	4	4	5	3.8	1.2	0.3
26	5	5	1	3	5	5	3.8	1.2	
27	5	5	1	3	5	5	3.8	1.2	
28	5	5	3	3	5	5	4.2	0.8	
29	3	4	1	4	4	2	3.0	0.0	
30	2	4	3	4	4	3	3.6	-1.6	
31	5	5	1	4	4	5	3.8	1.2	0.5
32	5	4	1	4	3	2	2.8	2.2	
33	5	4	2	4	4	5	3.8	1.2	
34	3	4	2	5	4	5	4.0	-1.0	
35	5	4	1	4	4	5	3.6	1.4	
36	4	4	1	3	3	4	3.0	1.0	
37	5	4	2	4	4	5	3.8	1.2	
38	5	4	4	4	5	5	4.4	0.6	
39	5	4	3	3	4	5	3.8	1.2	
40	4	4	3	5	4	5	4.2	-0.2	
41	4	4	2	5	5	3	3.8	0.2	0.8
	153	151	109	165	157	161	**3.6**	0.1	

Prnc. Avg.   3.731707317
Fac. Avg.   3.6

-0.4	**Interpersonal Skills**
-0.4	**Career Development**
-0.3	**Environment**
0.3	**Student Management**
0.5	**Community**
0.8	**Personal Attributes**

In High School E (Table 6) the principal answered all items and had an average score of 4.5 (Appendix B) compared to a faculty score of 4.7 (Appendix C). On 38 items on the survey instrument, the principal was within .6 on a five-point scale of the ratings given by his campus team members. There were three survey items where the

difference between the principal's rating and that of the campus team members was .7

or greater. On all three items the principal's rating was lower than that of the campus

team members and are as follows:

- 1 Listen to you

- 34 Appear to have a good sense of humor

- 40 Appear caring

TABLE 6. High School E

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	Fac 6	Fac 7	FacAve	Principal-FacAve	Sub-category Principal-FacAve
1	4	5	4	5	4	5	5	5	4.7	-0.7	
2	4	4	4	5	4	4	5	5	4.4	-0.4	
3	4	4	4	5	4	4	4	4	4.1	-0.1	
4	4	5	5	5	4	4	4	5	4.6	-0.6	
5	4	4	5	5	4	4	4	5	4.4	-0.4	
6	5	4	5	5	5	4	4	5	4.6	0.4	
7	4	4	4	4	4	4	4	4	4.0	0.0	-0.3
8	4	4	5	4	4	5	4	4	4.3	-0.3	
9	4	4	4	4	4	4	4	4	4.0	0.0	
10	4	4	4	4	4	4	4	4	4.0	0.0	
11	5	5	5	5	5	5	5	5	5.0	0.0	
12	4	4	5	4	5	4	5	4	4.4	-0.4	
13	4	4	4	4	4	4	4	4	4.0	0.0	
14	5	5	5	5	5	5	5	5	5.0	0.0	
15	4	4	5	4	5	5	5	4	4.6	-0.6	
16	5	4	5	5	5	5	5	5	4.9	0.1	
17	4	4	4	5	4	5	5	4	4.4	-0.4	
18	5	4	5	5	5	5	5	5	4.9	0.1	-0.1
19	5	5	5	5	5	5	5	5	5.0	0.0	
20	5	5	5	5	5	5	5	5	5.0	0.0	
21	5	5	5	5	5	5	5	5	5.0	0.0	0.0
22	5	5	5	5	5	5	5	5	5.0	0.0	
23	4	5	5	5	5	5	5	5	5.0	-1.0	
24	5	4	5	5	5	5	5	5	4.9	0.1	
25	4	5	5	5	5	5	5	5	5.0	-1.0	-0.5
26	5	5	5	5	5	5	5	5	5.0	0.0	
27	5	5	5	5	5	5	5	5	5.0	0.0	
28	5	5	5	5	5	5	5	5	5.0	0.0	
29	5	5	5	5	5	5	5	5	5.0	0.0	
30	4	4	5	5	5	4	5	4	4.6	-0.6	
31	5	4	5	5	5	5	5	5	4.9	0.1	-0.1

TABLE 6. Continued

Item #	Principal	Fac 1	Fac 2	Fac 3	Fac 4	Fac 5	Fac 6	Fac 7	FacAve	Principal-FacAve	Sub-category Principal-FacAve
32	5	5	5	5	5	5	5	5	5.0	0.0	
33	5	4	5	5	5	5	5	5	4.9	0.1	
34	4	4	5	5	5	5	5	4	4.7	-0.7	
35	5	5	5	5	5	5	5	5	5.0	0.0	
36	5	5	5	5	5	5	5	5	5.0	0.0	
37	5	5	5	5	5	4	5	5	4.9	0.1	
38	4	5	5	5	5	5	5	5	5.0	-1.0	
39	5	4	5	5	4	5	5	5	4.9	0.1	
40	4	4	5	5	5	5	5	5	4.9	-0.9	
41	4	4	5	4	5	4	5	4	4.4	-0.4	-0.3
	185	183	197	197	194	192	196	193	**4.7**	-0.2	

Prnc. Avg.   **4.512195122**
Fac. Ave   **4.7**

-0.3	**Interpersonal Skills**
-0.1	**Career Development**
0.0	**Environment**
-0.5	**Student Management**
-0.1	**Community**
-0.3	**Personal Attributes**

In all but one sub-category, that of environment, the principal's scores were less than those of the faculty. In the sub-category of environment the principal's and the faculty's scores were the same.

Overall, there were two faculty members that declined to answer item number 39, "Appear willing to be a servant of others?" The other unanswered items, five in total, were all different. A trend that emerged with the principals, which may or may not be attributed to gender, was that all the males in the study exceeded their team members' assessment of their interpersonal sensitivity. For the females in the study, the team members' of their interpersonal sensitivity exceeded the principal's assessment (Appendix E).

Out of six subcategories and five principals there were 16 instances where principals rated themselves higher than their team members; only two of these instances were by female principals. There were 12 instances where principals rated themselves lower in the sub-categories than did their team members; eight of these were by female principals. The male principals tended to rate themselves higher than their respective campus team members in the sub categories of student management, career development, and community. The female principals rated themselves lower than their team members in the sub-categories of interpersonal skills, career develop-ment, and student management (Appendix E). In a study, which explored the relation-ship between gender and self-ratings and other ratings, Dr. Kenneth M. Nowack (2006) of Envisia Learning, found that males tend to rate themselves higher in the interpersonal domain relative to females in the areas of sensitivity, coaching/development, employee development, and leadership. In another study, *Gender Differences in Organizational Leadership*, Dr. Robert Kabacoff (1998), it was noted, "Women tended to score higher on leadership scales measuring an orientation toward production and attainment of results. Men tended to score higher on scales assessing an orientation towards strategic planning and organizational vision. In addition, women tended to be rated higher on people-oriented leadership skills, while men tended to be rated higher on business oriented leadership skills" (p. 1). The managers in this study were rated by self, peers, supervisors, and direct reports. These studies lend support to gender differences in self and other ratings.

Sergiovanni (1992) also pointed out gender differences is school leadership by quoting Joyce Hampel, "Hampel points out that men and women generally have

different goals when it comes to psychological fulfillment. Men tend to emphasize individual relationships, individual achievement, power as a source for controlling events and people, independence, authority, and set procedure. Women by contrast, tend to emphasize successful relationships, affiliation, power as the means to achieve shared goals, connectedness, authenticity, and personal creativity" (p. 136).

In summary, the survey instrument showed a difference in the principals' perceptions of their own interpersonal sensitivity and that of their campus team members. Overall, the male principals rated themselves higher in interpersonal sensitivity than did their campus teams and the females rated themselves lower in interpersonal sensitivity than did their campus teams.

Exit Interview Results

On the completion of the surveys by the principal and campus team members, and after the survey data were recorded and analyzed, the principal was contacted to schedule an exit interview. The purpose of the interview was to explore the principals' thoughts and/or observations about the survey and the responses of their campus team members. The interview consisted of nine questions and took no more than 30 minutes to complete. All five principals were asked the same questions, in the same order. The answers were scripted by the researcher.

To gain insight into the differences between the principals' assessment of their own interpersonal sensitivity and the campus teams' assessment of their interpersonal sensitivity the principals' responses to the exit interview questions were considered. The interview questions drew the principals' attention to the survey questions and

allowed them to reflect on their self assessment of their interpersonal skills and the assessment of their interpersonal skills by their campus team members. The survey questions represent the interpersonal skills noted in the definition of interpersonal sensitivity by the NPBEA.

Questions and Responses

Q: On your completion of the Staff Sensitivity Scale, did you have any specific thoughts or observations regarding your interpersonal skills?

Principal A. It made me think of how many times I do and do not compliment the faculty on the jobs they do. Do we tell them they do a great job? I always try to be visible in the building…. I write personal notes to teachers to encourage them.

Principal B. We are the servants to the teachers and, on any given day, I am concerned about how the faculty feels. Our role is to support them so they will do better jobs.

Principal C: The way to the students is through the teachers. I must be there for the teachers; they deserve me at my best. I judge myself pretty harshly on these skills.

Principal D. It made me feel pulled in so many ways when I need to focus on one thing. It made me wonder if I am short changing everything.

Principal E. No specific thoughts about this. If you are weak in this area you surround yourself with people who are strong. Interpersonal skills come naturally to me; I don't have to think about them. The number one factor in being successful is whether or not you communicate!

Q: Were you able to identify any interpersonal sensitivity skills on the self assessment of which you thought you were particularly strong?

Principal A. No, I did not.

Principal B. In the broader categories, I think I will be strong in the indicators that demonstrate sensitivity to people, safety, and student management.

Principal C. I always listen to people and have an open door! I identify with parents and care deeply about people. I have a good sense of humor. I also stress safety and try not to show fear or frustration. We must emulate what we want to see.

Principal D. I think I am strong in the career development category and I delegate tasks well. I try to model the expectations that I have for others.

Principal E. I am good at praising the staff and at being tactful. I like to laugh a lot!

Q: Were you able to identify any interpersonal sensitivity skills on the self assess-ment that you thought were in need of development?

Principal A. I always want to study the situation and make sure I have all the facts. There are times some faculty members want me to make decisions faster. I am not quick on the draw. Some faculty members may have left because of this.

Principal B. Probably on how much I work with them on career development. I do want to help them get to where they want to be. I don't want anyone to continue to be miserable. Sometimes my role is to help them see that they are miserable.

Principal C. I need more time to walk the building and talk with people. I want them to know I care about them. I don't feel that one hundred percent of what I do is

important. I want to be with teachers and students.

Principal D. I have over 150 teachers. I think probably in the category of the personal attributes of the principal, such as appear caring or appear tactful.

Principal E. I think giving individual feedback. People need to know they are appreciated.

Q: On what skills did you think the faculty would rate you highly?

Principal A. Some faculty told me they rated me highly on the instrument. I think they would rate me highly on being consistent.

Principal B. I don't know.

Principal C. I am people oriented. The faculty would rate me most highly on being open.

Principal D. I think in the category of career development.

Principal E. I think they will say I am strong in two areas. I am sensitive to each of them because we are family here and everyone is important. I am also strong in student management.

Q: On what skills did you think your faculty would say you need to develop?

Principal A. None

Principal B. I need to work more in staff development.

Principal C. Probably in the category of career development. I can't really tell.

Principal D. I don't know.

Principal E. I don't think the faculty would say that I am bad at anything. I work

hard and the AP's keep me in touch with what is going on in the building.

Q: How important are interpersonal skills for a person in your position?

Principal A. Interpersonal skills are the most important. The faculty must trust and believe in you as principal.

Principal B. They are very important for dealing with parents, it is so important to treat everyone with respect. We need the support of the parents for our decisions in front of the student. We need to work with the parents and bring them along with the decision. If we make mistakes, I am not afraid to apologize the parents or to students.

Principal C. Interpersonal sensitivity is the most important set of skills. The number one quality and emphasis is on people skills.

Principal D. They are very important!

Principal E. The principal has to lead in interpersonal sensitivity. I send out daily notes everyday because communication is so important. There should be no surprises! None!

Q: On a rank order of importance, would you rate interpersonal skills as being more important than expertise?

Principal A. Yes, I would rate it greater than expertise.

Principal B. I would rate interpersonal sensitivity higher than expertise. Take a look at personality. We need staff members with different personalities to meet the needs of all the teachers and students.

Principal C. I would choose interpersonal sensitivity over expertise.

Principal D. I think you must have both expertise and interpersonal sensitivity, but you must be able to relate to people.

Principal E. I will always choose interpersonal sensitivity over expertise because we must be able to communicate.

Q: Could you teach interpersonal skills to an intern who seemed to be lacking them?

Principal A. I have taught interpersonal skills to interns and have had a good success rate. Body language and communication are so important.

Principal B. No.

Principal C. I don't think it would be easy to learn people skills.

Principal D. I can work with people to help them get along.

Principal E. I can teach an intern administrative skills, but it is very hard to teach interpersonal skills. I believe you can improve interpersonal skills to a degree and grow in that area. We need certain personalities to work in certain areas.

Q: Can you identify the three top interpersonal skills that are most important to your work?

Principal A. Listening, a caring attitude for people, and encouragement.

Principal B. Praise and encouragement, listening, and setting high expectations.

Principal C. Listening and paying attention overtly, caring and following up with people, giving people your time.

Principal D. Set high standards for students, have sensitivity to groups or camps,

and listen to people.

Principal E. You must have a passion for kids, a genuine desire to work with kids, and great communication skills.

High School A

In High School A, question one, the principal stated that he made an effort to write personal note to his teachers to encourage them. This is consistent with the campus team members' evaluation on survey item number six "Give encouragement when you need it." On this survey item, the campus team members rated the principal 4.9 on a five-point scale. The principal also stated that he tried to be as visible in the building as possible. This may be reflected in the rating that the campus team members gave him on items numbers 21, "Keep the building safe," and 40, "Appear caring." On item number 21, the principal gave himself a rating of 4, on a five-point scale, and the campus team members rated him at 4.7. His high visibility in the building may have led to this higher rating by the faculty in their "feeling of safety" in the building. Also, on item number 40, the campus team members gave the principal a rating of 4.9, out of five, which may have also been influenced by the principal's high visibility; closely following the idea that caring may be demonstrated by a high level of presence with the teachers and the students. This finding particular finding harkens back to the literature in Beaudoin and Taylor (2004) in that, "The only power the principal really has is that of creating a context where everybody, students and adults, can be at their best" (p. 132). These three item surveys demon-strate the team members' assessment that they feel safe, cared for, and encouraged in

their work with the students. That alone, is a powerful context for the principal to create.

On the second question, the principal of High School A did not identify any skills on the survey in which he thought he was particularly strong. Of the 39 survey items responded to by the principal, the principal gave himself a rating of 5 on 38 items and a rating of 4 on one item. On 17 survey items, the campus team members rated the principal at 4.9 or 5 on a five-point scale. The highest ratings of the campus team members' was on survey item numbers 33, "Appear happy," and on 34, "Appear to have a good sense of humor." Clearly, the campus team members identified areas of particular strength in skills. Additionally, in the sub-category of interpersonal skills comprised of survey item numbers one through seven, the campus team members assessed the principal six 4.9 ratings and one of 4.3. The rating of 4.3 was for item number 7, "ask about your family."

On the third exit interview question, Principal A said that he always studies the situation and gathers all the facts before making a decision and noted that some of the faculty members have expressed that they want him to make decisions faster. The principal also concluded that some faculty may have chosen to leave his faculty because of this. This may be reflected by the campus team members on survey item numbers 23, "Solve classroom student problems" and 25, "Back you up if you are right." The campus team members gave Principal A their lowest average rating, on the entire survey, of 4.2 out of 5, on this item; whereas the principal rated himself at 5. On item number 25, the principal rated himself at 5 and the campus team members rated him at 4.5. The principal described himself in his response to this question by

saying "I am not quick on the draw." This attribute of his leadership style and practice may be causal in his campus team members' lower assessment of his support for their decisions and management of student behavior. Principal A's practice of being slow and deliberate in his assessment of a situation and implementing the decision may be interpreted as non-support by the faculty. This emphasizes the need for the principal to have a clear understanding of how his behavior is perceived by others (Owens, 1995).

On the fourth question, Principal A identified "consistency" as a skill on which the faculty would rate him highly. Although no single survey item identified consistency as an interpersonal skill, inconsistency in a principal's actions or behavior may be revealed on several survey items, and particularly in the sub-categories of interpersonal skills, student management, environment, or personal attributes. No such indication was found. Principal A did not identify any skills on which he thought the campus team members would say he needed to develop. As already noted, his campus team members gave him his lowest rating on item number 23, "solve classroom student problems." This may indicate an area that needs development.

Principal A identified interpersonal skills as being "most important" for a person in his position. He also stated, "The faculty must trust and believe in you as principal." As noted earlier, it was in the sub-category of Interpersonal Skills that his campus team members gave him the highest concentration of top ratings. On the next question, Principal A also said he would give interpersonal skills a higher rank order than expertise of the job. He also stated that he has had good success in teaching administrative interns interpersonal skills emphasizing body language and communi-

cation. When asked to identify the three most important interpersonal skills for his work he chose listening, having a caring attitude, and encouragement. "Listening to you" is the first item on the survey and his campus team members rated him 4.9. Item number 40, "Appear caring" on the survey was rated as 4.9 by the campus team members. Item number 6, "Give encouragement when you need it" was also a 4.9 rating by the campus team members. The ratings by the campus team members, on these survey items, supported that the principal practices these interpersonal skills he identified as "most important".

High School B

On the first exit interview question, Principal B defines his role as a servant. He stated that his role as principal was to support the teachers so they will do better jobs. He also expresses concern about how the faculty feels. On item number 39 on the survey, "Appear willing to be a servant of others," his campus team members gave him a rating of 3.9 out of 5 while the self-rating of Principal B was a 5. In the first two sub-categories of items on the survey, Interpersonal Skills and Career, comprised of item numbers 1 through 18 on the survey, Principal B consistently rated himself higher than did his campus team members. On only item, number 14, "Set high standards for teachers" was his self-rating in line with the campus team members, both were a rating of 5 out of 5.

On what skills Principal B thought he would be particularly strong, he responded in the sub-categories of people (Interpersonal Skills), safety (Environment), and Student Management. In two of those three categories, his campus team members

agreed with him. In the sub-categories of Student Management and Environment he received some of his highest ratings from campus team members. Out of the seven survey items in those sub-categories, four items received a rating of 4.9 and the lowest rating of any item in those sub-categories was 4.3. The items on which he received a 4.9 were: number 20, "Keep the building clean"; number 21, "Keep the building safe"; number 22, "Set high standards for students"; and number 25, "Back you up if you are right".

On identifying those skills in need of development, Principal B identified those in Career Development. He stated that he did not want any employee to be miserable and wanted to help them get where they wanted to be. As with the sub-category of Interpersonal Skills, Principal B rated himself higher in Career than did his campus team members. He received his lowest ratings on the survey in this area. Principal B's lowest, single item, campus team rating on the entire survey was in this sub-category. On item number 8, "Help you improve your performance," the campus team members gave a rating of 3.2 out of five whereas the principal rated himself at 5. The campus team members support Principal B in identifying this as an area in need of develop-ment.

On the next question, Principal B stated he did not know of which skills the campus team members would rate him highly. As noted earlier, his campus team members gave him some of his highest ratings in the sub-categories of Student Management and Environment. In the next question, Principal B stated that his campus team members would say he needs to develop skills in the area of staff development. This was confirmed by the campus team members with their ratings in

the sub-category of Career. In this sub-category he received a rating of 5 on item number 14, "Sets high standards for teachers" which was his highest rating on the survey. But, also in the same sub-category, he received his lowest rating of 3.2 from the campus team members on item number 8, "Help you improve your performance." Setting high standards, without support for improvement can be problematic for faculty members.

In response to the importance of interpersonal skills, Principal B stated that interpersonal skills were very important in dealing with parents and everyone should be treated with respect. On survey item number 31, "Treats all groups with respect," the campus team members rated him at 4.4 out of 5. Principal B stated that he would also rate interpersonal skills as more important than expertise. When asked if he could teach interpersonal skills to an intern who lacked them he simply stated, "No." Principal B identified, as the most important interpersonal skills, praise and encouragement, listening, and setting high standards. On item number 1, "Listens to you," the campus team members gave a rating of 4.2. On item number 6, "Give you encouragement when you need it," the principal received a rating of 4.2. On items numbers 22 and 14, which deal with setting high standards for teachers and students, he received high ratings of 5 and 4.9.

High School C

Principal C stated that he judged himself pretty harshly on interpersonal skills. He also stated that the way to the students is through the teachers and the teachers deserve him at his best. In the sub-categories of Interpersonal Skills, Career, and

Student Management the principal rated himself lower than did his campus team members. Out of 41 items on the survey, Principal C received ratings of 4.9 or 5 on 24 of the survey items; this was the highest frequency of high ratings given by a campus team in this study.

Principal C identified four areas in which he thought he was strong on the survey. Those skills were: listening, caring deeply about people, having a good sense of humor, safety, and setting the example. The campus team members support the Principal's thoughts. The campus team members gave the principal a rating of 5 on "Listens to you"; 4.9 on "Care for you as a unique person"; 5 on "Appear caring"; 4.9 on "Laugh with you"; 5 on "Appear happy"; 5 on "Appear to have a good sense of humor"; and 4.6 on "Keep the building safe." Principal C did not identify any specific interpersonal skill on which he thought he needed development, but stated that he wanted more time to be with the students and teachers. Also that he wanted them to know he cares about them. From the campus team members it appears that the faculty knows that the principal cares about them.

Principal C predicted that the campus team members would rate him highly on being people oriented and open. On item number 32, "Is open to others," the campus team members gave the principal a rating of 5. In the sub-category of Interpersonal Skills the principal received very high ratings; supportive of the perceived practice of being people oriented. The lowest rating in this sub-category, and the lowest rating for this principal on the survey, was item number 7, "Ask about your family"; the principal gave himself a rating of 3 and the campus team members rated him at 3.9.

On the question of which skills the faculty would say he needed to develop,

Principal C said he really did not know but would guess career development. This was not supported by the survey results of the campus team members. The lowest rating in this sub-category was on item number 17, "Share in your defeats" at 4.4. In this same sub-category, there were two items on which the campus team members gave higher scores than did the principal by 1.7 out of five. On item numbers 8, "Help you to improve your performance," and item number 10, "Delegate an important task to you," the principal gave himself a rating of 3 on both items and the campus team members gave a ratings of 4.7.

Principal C identified interpersonal skills as the most important set of skills and would also choose interpersonal skills over expertise. On being asked if he could teach interpersonal skills to an intern who lacked them, Principal C responded that he did not think it would be easy to learn people skills. Principal C identified the three top interpersonal skills important to his work as listening, caring, and giving people your time. As noted, the campus team members support that Principal C listens, cares, and is attentive to people.

High School D

At the start of the exit interview, Principal D expressed that after participating in the survey and considering his interpersonal skills, he felt that he "was being pulled in so many ways". He also said, "It made me wonder if I am short-changing everything". Principal D gave himself the lowest ratings of any principal with an average rating of 3.7 (Appendix B). The campus team members also gave him the lowest ratings of any principal in the study with an average rating of 3.6 (Appendix

C).

In identifying skills on the survey, in which he would be particularly strong, Principal D chose the category of Career Development and delegation of tasks. While his campus team members rated him a 4.2 on item number 10, "Delegate an important task to you" in the sub-category of Career Development, this was not his highest rating on the survey. Principal D's highest ratings of 4.4 were on item numbers 3, "Laugh with you," and 38, "Keep what you say confidential." On identifying the skills on which he thought the campus team members would say he needed to develop, Principal D chose the sub-category of personal attributes, such as "Appear caring" or "Appear Tactful." While the principal gave himself a rating of 4 on item number 40, "Appear caring" and on item number 41, "Appear tactful"; his campus team members have him ratings of 4.2 and 3.8 respectively.

On those skills he thought the faculty would rate him highly, Principal D chose the sub-category of Career Development. In this sub-category the campus team members gave him ratings ranging from 2.4 to 4.2 out of five. On item number 9, "Discuss your career goals," the campus team members gave a rating of 2.4; on item number 12, "Give constructive feedback," the campus team members gave him a rating of 2.8. The campus team members did not support that this was a strong area for the principal. Principal D answered that he did not know what area of inter-personal skills that the faculty would identify as needing development.

Principal D identified interpersonal skills as being very important for a person in his position. On a rank order of importance, Principal D ranked interpersonal skills and expertise as equally important, but added "that you must be able to relate to

people." On the question of whether or not he could train an intern who lacked interpersonal skills he said, "I can work with people to help them get along."

The top three most important interpersonal skills to Principal D were: set high standards for students, have sensitivity to groups or camps, and listen to people. On setting high standards for students, item number 22 on the survey, the campus team members gave the principal a rating of 4, which is the same as the principal's self-rating. On item number 31, "Treat all groups with respect," the principal gave himself a rating of 5, while the campus team members gave him a rating of 3.8. On item number 1, "Listen to you," the principal gave himself a rating of 4, while the campus team members gave him a rating of 3.8.

High School E

Related to thoughts or observations about his interpersonal skills on completion of the survey, Principal E had no specific thoughts but stated that interpersonal skills come naturally to him and he doesn't have to think about them. He identified communication the most important factor in success. This is supported by the campus team members' assessment of the principal. The average score for the campus team was 4.7 out of five, with 4 being the lowest rating on the survey for this principal.

Principal E thought he would be particularly strong in the skills of praise, tactfulness, and laughing a lot. On item number 6, "Give encouragement when you need it," the principal gave himself a rating of 5, while the campus team members gave him a rating of 4.6. On item number 41, "Appear tactful," the campus team members gave a rating of 4.4 and on item number 3, "Laugh with you," gave a rating

of 4.1. Principal E thought he needed to develop in the skill of giving individual feedback. Item number 12, "Give constructive feedback," the campus team members gave a rating of 4.4 to the principal, while the principal gave himself a rating of 4.

On predicting what skills the campus team members would assign high ratings, Principal E said in sensitivity to people, because everyone here is important, and in the area of student management. In the sub-category of Interpersonal Skills, the campus team members assigned ratings of 4.0 to 4.7, out of five, and in Student Management the ratings assigned were 4.9 or 5. The campus team members supported the principal's prediction. On predicting what skills the campus team members would say the principal needed to develop, the principal said, "I don't think the faculty would say I am bad at anything." The lowest rating on this survey for this principal is a 4 and on 23 items on the survey the principal was given a rating of 4.9 or 5. On only eight items out of 41 on the survey, did the principal rate himself higher than the campus team members.

On the importance of interpersonal skills to his job, Principal E stated, "The principal has to lead in interpersonal sensitivity." Principal E also said he would always choose interpersonal sensitivity over expertise because people must be able to communicate. Principal E asserted that he can teach administrative skills to an intern but that interpersonal skills are very hard to teach. The top three interpersonal skills identified by the principal were more not specific to the survey, but included; having a passion for kids, a genuine desire to work with kids, and great communication skills.

In summary, regarding the principals' thoughts or observations about their own

interpersonal sensitivity the principals answered by giving examples of things they do to be supportive of their faculty and students. They described behaviors they practice to be supportive, such as writing notes to teachers and encouraging them. One principal also expressed that the questions made him feel pulled in many directions and made him wonder if he was not "short-changing" everyone. The responses of the principals to this question related primarily to the survey questions regarding "sensitivity to person." Among the interpersonal attributes in this sub-category were listening, being attentive, caring, and giving encouragement.

In the second question the principals' identified areas on the self-assessment in which they thought they needed development. The principals noted needing development, or improvement, in the areas of decision making, career development, making time to visit with teachers and walk the building, exhibiting personal attributes, and giving personal feedback to make faculty feel appreciated. The principals' responses here related most directly to questions eight through eighteen on the survey in the sub-categories of "career development" and "personal attributes."

When asked in what areas they thought the faculty would rate them highly, the principals responded candidly. The answers included being rated highly on being open, being consistent, and being sensitive to everyone because we are like family. One principal did not identify any area.

When asked in what areas the principal thought the faculty would say they needed to develop, the responses were equally frank. Two principals said no areas, one did not know, and the other two responded in career development and staff development.

In stating how important interpersonal skills were to their jobs the answers were

as one voice. Interpersonal skills are of prime importance for a person in their position. They stated, "The principal has to lead in interpersonal sensitivity," and "Interpersonal skills are most important. The faculty must trust and believe in you as principal." Another principal stated that interpersonal skills are the most important set of skills.

When asked to state if they would rank interpersonal sensitivity more highly than expertise, four principals stated they would. The fifth principal said both expertise and interpersonal sensitivity were needed, but that you must be able to relate to people.

When asked if they could teach interpersonal skills to an intern who lacked them the principals were varied in their responses. One principal reported that he had experienced good success in teaching interpersonal skills and one principal said "No." The other three responded that they could do some things to help others develop interpersonal skills.

In their last question, the principals were asked to identify the three most important interpersonal skills for their work. "Listening to people" came in most strongly followed by "caring and having passion" and "setting high standards." The principals expressed feeling pulled in all directions and meeting the expectations of their faculties as being overwhelming at times. This is not difficult to understand, as each campus employs between 150 and 200 faculty members and staff.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to assess the level of interpersonal sensitivity of selected secondary school principals as perceived by the campus improvement teams. This research is needed to add to the theoretical and practical dimensions of the principal's interpersonal skills. This study was limited to five high schools in the Dallas-Fort Worth metroplex in Texas. The demographics of the schools were studied and found to be similar to the demographics of the school population of the state.

The principals selected as participants had to be in their present assignment for at least three years so their faculty would know them well. The campus improvement teams varied in number from 5 to 10. These teams of faculty members participated in a survey to assess their principal's interpersonal sensitivity. The principal used the same survey instrument as a self-assessment. The instrument used was the *Staff Sensitivity Scale* developed by Dr. John Hoyle and Dr. Harry Crenshaw (Appendix A). It was modified to a Likert-type scale with 5 being "strongly agree" and 1 being "strongly disagree." On the scale were 41 indicators of interpersonal sensitivity. To further examine the data, the indicators were divided into six sub-categories: interpersonal skills, career development, environment, student management, community, and personal attributes.

The study was conducted in the spring of the school year in 2007. The students,

faculty, and principals were very busy preparing for the TAKS examinations. The instrument was used to assess the principals' interpersonal sensitivity as perceived by the respective campus team members. The principals' self-assessment was compared to the campus team members' assessments and differences in the scores were noted. The scores of the 41 items were averaged to derive an average principal score and the scores of the campus team members were averaged to derive a faculty average. The differences between the principals average score and the faculty average score were examined. In addition, an exit interview was conducted to gain further insight into the principals' perception of their own interpersonal sensitivity and how it may differ from the campus team members' perception.

This study was conducted to answer these questions: What are the perceived differences between secondary school principals' assessment of their own interpersonal sensitivity and the ratings of their interpersonal sensitivity as perceived by their campus improvement teams? What are the reasons for these differences in perception as viewed by the principals? The findings of the survey instrument showed that there were differences in the self-assessments of the principals and their respective campus teams' assessment of their interpersonal sensitivity. Among the differences was overall, the male principals tended to rate themselves higher on the instrument than did their campus teams, and the female principals tended to be rate themselves lower than did their campus teams.

Conclusions

From the data obtained in this study, several conclusions have been drawn, reflecting the findings of this study. These conclusions are based on the information and data secured from the instrument used in this study and the exit interviews with the principals. These conclusions represent only the findings in this study.

There were differences in the perceptions of the principals in the assessment of their own interpersonal skills and those perceptions of their respective campus team members. Three out of five principals exceeded their respective campus team members' assessments of their own interpersonal sensitivity. In 16 instances of the sub-categories, the principals exceeded their campus team members' assessments of their interpersonal skills, and there were 12 instances where the campus team members' assessments exceeded the assessments of the principals (Appendix D). Overall, three out of five principals tended to rate themselves more highly in their interpersonal skills than did the respective campus team members (Appendix E). Gender differences in self-ratings have been found in other studies as noted in the previous chapter. No trend was noted in the comparison of the high school scores among the schools (Appendix F).

In all five schools, there were differences between the principals' perceptions of their own interpersonal skills and the perceptions of the campus team members. The average ratings of all items on the survey as rated by the principals and the average ratings of the campus team members are shown in the Table 7.

TABLE 7. A Comparison of the Average Ratings of All Items on the Survey of the Self-rating of Principals and the Campus Teams' Perceptions

High School	Principal Avg. Rating	Campus Team Avg. Rating
A	4.9	4.7
B	4.9	4.3
C	4.6	4.7
D	3.7	3.6
E	4.5	4.7

While these data are a demonstration that the principals' and campus team members' average ratings for all items were close, within a 14% difference, the differences on individual survey items varied as much as 44%.

Individual high school differences were as follows:

- High School A: On 39 survey items the principal was within a .6 (12%) difference between his self-rating and that of the campus team members (Table 2).

- High School B: On 17 survey items the principal was within a .6 (12%) difference between his self-rating and that of the campus team members. On 24 survey items the principal rated himself .7 (14%) higher than did the campus team members (Table 3).

- High School C: On 31 survey items the principal was within a .6 (12%) difference between his self-rating and that of the campus team members. On eight survey items the principal rated himself .7 (14%) or more lower than did his campus team members; four of which were 1.0 (20%) lower than the campus team members (Table 4).

- High School D: On 18 survey items the principal was within a .6 (12%) difference between his self-rating and that of the campus team members. On 22 survey items the principal rated himself .7 (14%) higher than did the campus team members; 13 of these items were .8 (16%) to 2.2 (44%) higher than the campus team members (Table 5).

- High School E: On 38 survey items the principal was within a .6 (12%) difference between his self-rating and that of the campus team members. On three survey items the principal rated himself .7 (14%) lower than did the campus team members (Table 6).

To account for these differences, an exit interview was conducted, and the principals were asked nine questions. Some conclusions can be drawn from the answers to these questions. The first of these is that the principals expressed interest and concern about the development of interpersonal skills. They stated that inter-personal skills were very important in school leadership, and the ability to communi-cate with all groups is indispensable. The differences in the principals' assessments of their own interpersonal skills and the assessments of their respective campus teams may lie in the sheer numbers of employees, parents, and students with which the principals must interact. Perceiving the needs of 150 to 200 faculty and staff members, 2000-plus students along with their parents, and the community at large is an awesome task.

Relating to the different multicultural backgrounds of their constituencies only adds to the feat. The feat is not only to be sensitive to and recognize their needs, but also in addressing them. The principals mentioned "being pulled in many directions"

and being "overwhelmed" by their circumstances. They expressed their attempts at meeting the needs of the students and faculties, and their sincerity was evident. The interpersonal skills required of a leader to have meaningful interactions with campus teams, parents, and students were described by Pellicer (2003). In meaningful team building, the leader must create a climate of trust, support, encouragement, safety, risk-taking, challenge, creativity, and rewards for strong teams to emerge (Pellicer, 2003). Sergiovanni (1992) illustrated that for teachers to work together, it has to be more than the Hawthorne Effect. People have to "believe that their talents are valued and that they are important" (p. 115). From a personal perspective, Sergiovanni also spoke of covenant, autonomy, respect, caring, parity of mutual trust and goodwill, and values as the way to build strong school and partnerships between parents, teachers, and students (Sergiovanni, 1992)). In research by Beaudoin and Taylor (2004) it was found that the three most satisfying aspects of staff relationships for teachers were being a team member, collaborating, and sharing ideas.

The principals' leadership and expression of interpersonal skills was evident. In several cases, the minute I walked in the building and was greeted by school personnel. The deportment of the students in the halls demonstrated well-run schools. The displaying and celebration of student achievements was evident. The pleasant and polite demeanor of the faculty was also an example of a well adjusted environment. Without exception, all the facilities I observed were well maintained, clean, and orderly. The schools were well-supervised by administration and faculty alike. Teachers were at their duty stations in every building. It was evident to me that the leadership in these schools had a strong hand in creating these environments.

The principals also spoke of caring, passion, and communication with all stakeholders. Every principal did not express examples of their interpersonal skills on every indicator on the scale, though collectively they expressed many of them. A noteworthy caveat illustrated by the data needs to be stated: No principal will be proficient in every interpersonal skill. This may be another reason for the difference between the perceptions of the campus team members and the principals in their assessments. It may be that every participant in this study, principals included, had different expectations about what skills were most significant or important. What would be a meaningful expression of interpersonal sensitivity by a principal to one team member may not be meaningful to another. Expressing concern about one's family may be more meaningful to a team member than laughing with them, while supporting a teacher's decision may be more meaningful than expressing concern about their family to another. A young teacher, with no family, may find it more meaningful for a principal to help guide his early career.

Recommendations

There are several implications for practice and further research that became evident as I conducted this study. This study did raise the awareness of interpersonal skills with the participants. The principals took the opportunity, out of very busy schedules, to stop and consider their own skills as did the campus team members of the principals. As revealed by the authors cited in this study, interpersonal skills are pivotal to the establishment of the culture in a school building and to the enhancement of teacher and student performance. A profound awareness and understanding of how

a principal perceives his actions, and how he perceives his actions as viewed by others, are important skills in the communication process. The ability to perceive the needs of others and affect their behavior is essential in leadership. Being aware of the skills of interpersonal sensitivity is the first step to putting into practice the theories of management, motivation, and decision making. "The first step in development of an appropriate level of sensitivity by any leader is awareness" (Hoyle & Oates, 1998, p. 153). The use of the *Staff Sensitivity Scale* would be a valuable tool for inservice of principals and faculty members. It could assist principals in developing their inter-personal skills.

Comparing the self-assessment of interpersonal sensitivity by the principal to the assessment of his/her campus team has inherent problems with N as discussed earlier, but to increase the number of campuses may provide additional support for the findings in this study. The following are recommendations for further study.

- The ability to establish a relationship between the interpersonal skills of the principal and the success of the students, in a quantifiable manner, would be important information to consider in the preparation of school principals.

- The ability to isolate sub-categories of interpersonal skills and to determine which subcategories of interpersonal sensitivity most impact student perform-ance.

- The differences in the interpersonal skills of the principal as they relate to gender and/or experience levels would also contribute to the theoretical and practical knowledge base in educational administration.

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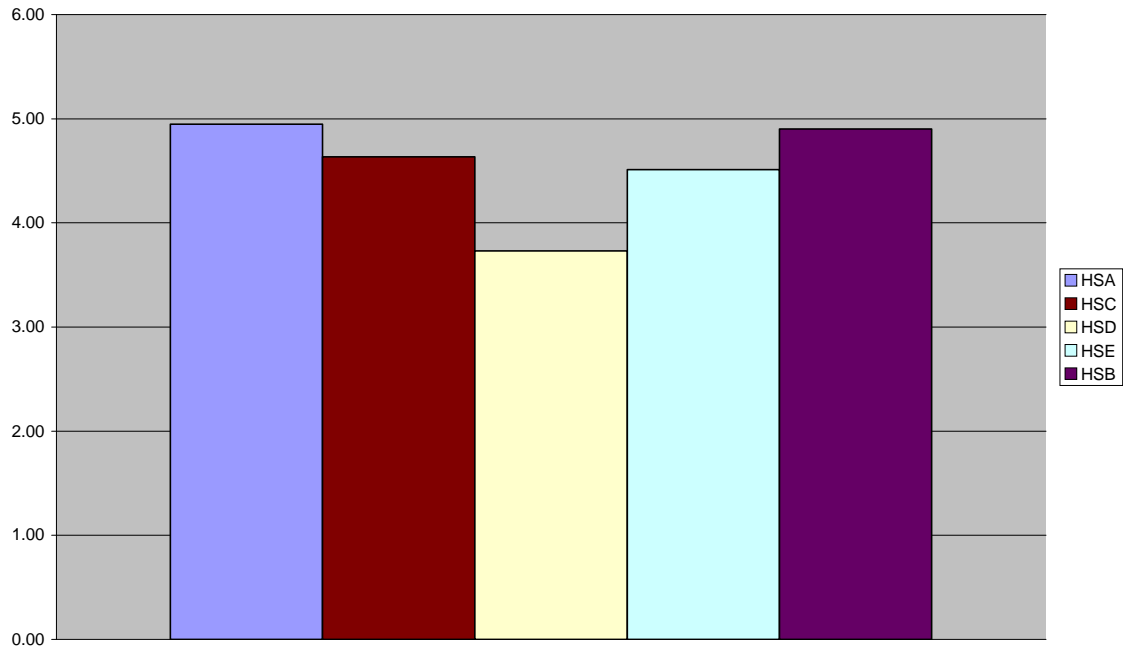**APPENDIX A**

STAFF SENSITIVITY SCALE

STAFF SENSITIVITY SCALE
John R. Hoyle, Texas A&M University

	Strongly Agree				Strongly Disagree
	5	**4**	**3**	**2**	**1**

Does your principal
1. Listen to you?
2. Is attentive to you?
3. Laugh with you?
4. Care for you as a unique person?
5. Make you feel important?
6. Give encouragement when you need it?
7. Ask about your family?
8. Help you improve your performance?
9. Discuss your career goals?
10. Delegate an important task to you?
11. Praise your accomplishments?
12. Give constructive feedback?
13. Accurately evaluate your performance?
14. Set high standards for teachers?
15. Provide helpful staff development?
16. Share in your victories?
17. Share in your defeats?
18. Inspire you to be "better than you were before"?
19. Acquire needed supplies?
20. Keep the building clean?
21. Keep the building safe?
22. Set high standards for students?
23. Solve classroom student problems?
24. Help you with parent complaints?
25. Back you up if you are right?
26. Appear sensitive to other ethnic groups?
27. Respect culture?
28. Respect gender?
29. Communicate clearly?
30. Share power?
31. Treat all groups with respect?
32. Is open to others?
33. Appear happy?
34. Appear to have a good sense of humor?
35. Show love for all kids?
36. Appear driven by school politics, not what's best?
37. Keep his/her word?
38. Keep what you say confidential?
39. Appear willing to be a servant to others?
40. Appear caring?
41. Appear tactful?

APPENDIX B

AVERAGE PRINCIPAL SCORE

Average Principal Score

APPENDIX C

AVERAGE CAMPUS TEAM MEMBER SCORE

Average Campus Team Member Score
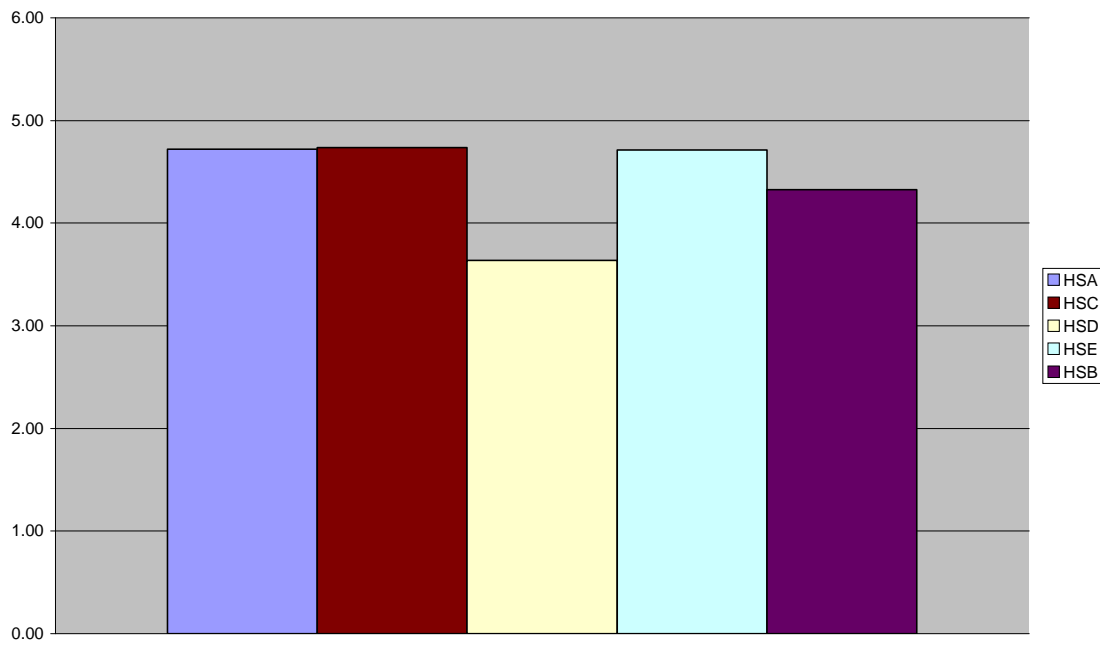
APPENDIX D

PRINCIPAL SCORE MINUS AVERAGE CAMPUS TEAM MEMBER

SCORE FOR SUB-CATEGORIES

Principal Score Minus Average Campus Team Member Score for Subcategories

	HSA
	HSC
	HSD
	HSE
	HSB
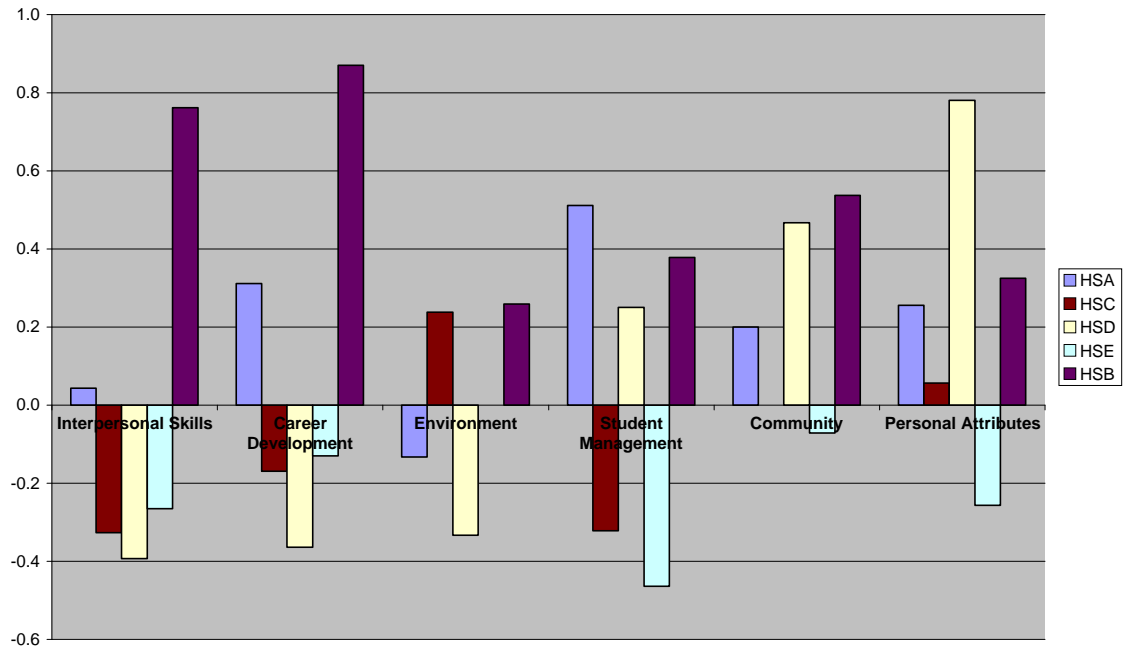
APPENDIX E

AVERAGE PRINCIPAL SCORE MINUS
AVERAGE CAMPUS TEAM MEMBER SCORE

Average Principal Self-Score Minus Average Campus Team Member Score
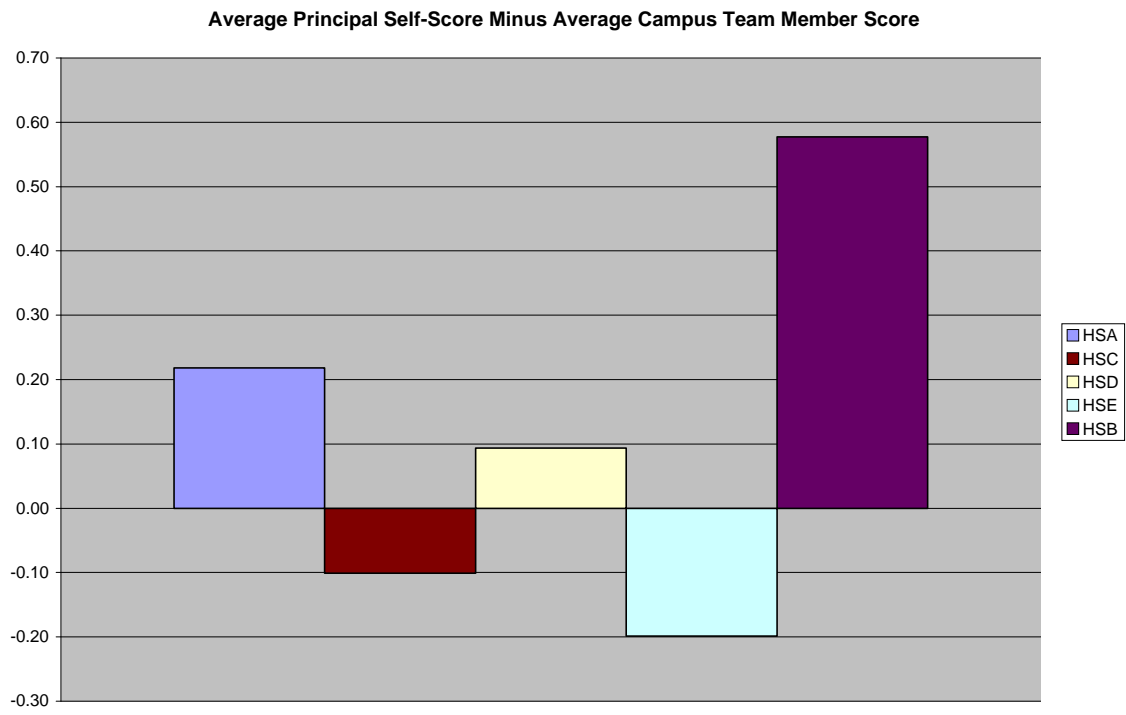
APPENDIX F

COMPARISON OF HIGH SCHOOL SCORES

HIGH SCHOOL COMPARISONS

Item #	High School A		High School B		High School C		High School D		High School E	
	Principal	Faculty	Principal	Faculty	Principal	Faculty	Principal	Faculty	Principal	Faculty
1	5	4.9	5	4.2	5	5.0	4	3.8	4	4.7
2	5	4.9	5	4.1	5	5.0	4	3.6	4	4.4
3	5	4.9	5	4.4	5	4.9	4	4.4	4	4.1
4	5	4.9	5	4.4	4	4.9	3	3.4	4	4.6
5	5	4.9	5	4.1	4	4.9	3	4.0	4	4.4
6	5	4.9	5	4.2	5	4.9	3	3.8	5	4.6
7	4	4.3	5	4.1	3	3.9	2	2.8	4	4.0
8	5	4.5	5	3.2	3	4.7	4	3.2	4	4.3
9	5	4.6	5	3.6	4	4.0	2	2.4	4	4.0
10	5	4.7	5	3.9	3	4.7	2	4.2	4	4.0
11	5	4.9	5	4.3	5	4.9	3	3.8	5	5.0
12	5	4.5	5	4.0	5	4.9	3	2.8	4	4.4
13		4.6	5	4.3	4	4.7	3	3.6	4	4.0
14	5	4.5	5	5.0	5	4.6	4	3.6	5	5.0
15		4.4	5	4.2	5	4.6	4	3.4	4	4.6
16	5	4.9	5	4.6	5	4.7	2	3.4	5	4.9
17	5	4.7	5	4.1	5	4.4	2	3.4	4	4.4
18	5	4.9	5	4.2	5	4.7	4	3.2	5	4.9
19	5	4.9	5	4.4	5	4.9	4	4.0	5	5.0
20	5	4.8	5	4.9	5	4.9	2	4.0	5	5.0
21	4	4.7	5	4.9	5	4.6	5	4.0	5	5.0
22	5	4.7	5.	4.9	5	4.6	4	4.0	5	5.0
23	5	4.2	5	4.4	3	4.3	4	3.6	4	5.0
24	5	4.6	5	4.3	4	4.4	3	3.6	5	4.9
25	5	4.5	5	4.9	5	5.0	5	3.8	4	5.0
26	5	4.9	5	4.9	5	5.0	5	3.8	5	5.0
27	5	4.9	5	4.9	5	5.0	5	3.8	5	5.0
28	5	4.8	5	4.9	5	5.0	5	4.2	5	5.0
29	5	4.7	5	4.2	5	5.0	3	3.0	5	5.0
30	5	4.7	5	3.4	5	5.0	2	3.6	4	4.6
31	5	4.8	5	4.4	5	5.0	5	3.8	5	4.9
32	5	4.8	5	4.3	4	5.0	5	2.8	5	5.0
33	5	5.0	5	4.2	5	5.0	5	3.8	5	4.9
34	5	5.0	5	4.1	5	5.0	3	4.0	4	4.7
35	5	4.9	5	4.4	5	5.0	5	3.6	5	5.0
36	5	4.5	1	3.9	4	3.3	4	3.0	5	5.0
37	5	4.4	5	4.4	5	5.0	5	3.8	5	4.9
38	5	4.6	5	4.9	5	5.0	5	4.4	4	5.0
39	5	4.4	5	3.9	5	4.6	5	3.8	5	4.9
40	5	4.9	5	4.2	5	5.0	4	4.2	4	4.9
41	5	4.9	5	4.3	5	4.6	4	3.8	4	4.4

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