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ABSTRACT

This study addresses the question of what principles need to be incorporated into the daily life of women in leadership positions to assist in their success. It is framed around the work of Carlos Castaneda, who describes the path of a warrior in metaphorical terms through seven principles of power: (1) knowing the battleground; (2) discarding the unnecessary; (3) choosing battles; (4) taking risks; (5) seeking retreat; (6) compressing time; and (7) exercising power. Each principle is defined and discussed as it is applied to a warrior's philosophy and to the philosophy of educational leadership. Two female principals are used as case models to illustrate these seven principles of power and the theoretical framework they provide. The principles offer a possibility for a metaphoric frame for interpreting and understanding successful leadership and establishing cultures in new schools, while serving as a vehicle for communicating the findings of the research, and turning insights into disciplined systems for success and survival. The work of Castaneda provides a guide to interpretive analysis of those intangible facets that are reflected in qualitative research and assist in interpretation of the work in the field, making it especially appropriate for work based on narrative, such as this study. (Contains 27 references.) (RT)

Building Bridges Through an Ethic of Caring

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Building Bridges Through an Ethic of Caring

This study addresses the question: “What principles need to be incorporated into the daily life of women in leadership positions to assist in their success?”

The historical movement and the struggle of women provide a foundation for the understanding of their survival in leadership positions. It has been and is a roller coaster. In its early beginnings, the bureaucratization of schools promoted men into the management of schools, limiting the opportunities for women. The suffrage movement in the United States, however, set the stage for a possible eventual increase in the number of women in school administration. A setback was seen in the movement for equal pay and the economic Depression of the 1930s, decreasing the number of women in leadership positions. World War II opened up more jobs for women, and then decreased them in the post-war era, as the G. I. Bill moved more men into school administration. The Cold War placed a panic driven protocol for more preparation of students in math and science, drawing from the field more men to both teaching and administration, in a typically male-driven field. For most of our history, societal expectations have conflicted with roles of leadership for women. Finally, the most recent women’s movement expanded on career options for women and drew some women away from education. However, many have persevered. In doing this, it is important to draw on the stories of the daily struggles of women in leadership positions in the schools to provide guidance to those currently on the same path.

This study is framed through the work of Carlos Castaneda (1967) who describes the path of a warrior in metaphorical terms through seven principles of power. These are: 1) Knowing the Battleground, 2) Discarding the Unnecessary, 3) Choosing Battles, 4) Taking Risks, 5) Seeking Retreat, 6) Compressing Time, and 7) Exercising Power. These principles are applied to the stories of site principals who are women, and modified to provide the reader with a guiding list for emerging women administrators. This work also builds on the work of C. Cryss Bruner (2000), who examined the daily engagements of women superintendents, applying the seven principles of power. This study adds to this base, broadening the use of the principles with the addition of the elements of drama and caring, clarifying why the application is particularly useful to explain success in women in many roles of schools leadership.

Castaneda (1981) describes the Principles of Power, that may be renamed the Principles of Leadership, offering a possibility for a metaphoric frame for interpreting and understanding successful leadership and establishing cultures in new schools, while serving as a vehicle for communicating the findings of the research, and turning insights into systems.

The use of metaphor may additionally be useful in the exploration of this research. Estes (1992) addressed the use of metaphors from data, organized and categorized to advance understanding, when she said, “this work is to show. . . what we have received through our sudden knowings from story, from body, from dreams and journeys of all sorts” (p. 33) This statement addresses the use and capturing of intangible data of events and life stories gathered through qualitative form as expressed through metaphor. Metaphor articulates that “intangible insight” that is often expressed in

interview data, through symbols and words, and as Weber put it, routinizes the extraordinary. Metaphors, then are the primary tool for helping us turn insights into systems. They explain the meaning of intangible things by comparing them to tangible things.

Carlos Castaneda, an anthropologist, described the Principles of Power through his research. His studies revolved around a Yaqui Indian from northern Mexico, don Juan Matus. According to Castaneda in the Eagle's Gift (1981, p. 1), don Juan possessed ancient knowledge, which in our time is commonly known as . . . “psychological science, but which in fact is a tradition of extremely self-disciplined practitioners and extremely sophisticated praxes.” While studying, Castaneda became an apprentice to don Juan. The narrator, Carlos, learns something about dealing with the multiplicities of the natural world in his work. He learns disciplines that exist in the world of the seer, a type of visionary who can combine intuitive “knowings” and rational sense with disciplined systems for success and survival. Castaneda works to reflect and share his new knowledge with the reader through his books.

C. Cryss Brunner (1999) provides an excellent precedent with a model that adapts Castaneda's system to help turn insights from the data into useful information. The system Brunner adapter is from the one described by the author in his series of books that began in the late 1960s. Castaneda's system provides disciplines for living “impeccably” in a world of multiple realities, something that is a part of the world of every new administrator. This system was applied to the study of women superintendent's, helping the researching to see a pattern in the intangible data. In this study, Brunner utilized

Castaneda's system as corresponding to something that existed in the experience of women superintendents.

In The Power of Silence: Further Lessons of don Juan, Castaneda (1987) relates don Juan's system for teaching warriors. This is the sacred training for their spiritual leaders. His system incorporates the use of seven Principles of Power. In using the seven Principles of Power, success in endeavors may be measured, both in the readings and studies of Castaneda and in the endeavors of new women leaders approaching the establishment of culture in a new school. These principles of power are: 1) Knowing the battleground; [know constituents and opponents, and the factual basis for any encounter – or know where you can find out] 2) Discarding the Unnecessary; [don't bring excesses into a situation --listen carefully.] 3) Choosing Battles: 4) Taking Risks; 5) Seeking Retreat; 6) Compressing Time [internal processes need to be expedient] and 7) Exercising Power [the metaphor of warrior can be applied to a leader who is engaged in exploring.

The first principle [of power] is "that warriors choose their battleground, a warrior never goes into battle without knowing what the surrounding are" (Castaneda, 1981, p. 278). Like this first principle, most of the mainstream literature on leadership advises leaders to know their surroundings, to know the culture (Bolman & Deal, 1991). Castaneda emphasizes that perhaps the most important thing to know to survive the battleground is how to communicate in terms established by their surroundings, and that learning to communicate effectively required a warrior's skills.

Castaneda describes the second principle, "Discarding the Unnecessary" through sharing a story that communicated to readers that often when we think something is

necessary, we are in some way dependent on it; it is this dependency that makes us weaker. This is not meant to imply that interdependency weakens us, it is just to give the message that warriors must be strong (Castaneda, 1981, p. 278).

Of the third Principle of Power: Choosing Battles, Castaneda states, “Aim at being simple. Apply all the concentration you have to decide whether or not to enter into battle, for any battle is a battle for one’s life. . . A warrior must be willing and ready to make his last stand here and now. But not in a helter-skelter way” (1981, p. 280).

Through his story about don Juan, Castaneda (1981) conveys to the reader that complications many times draw us off our central purpose and leave us confused. Don Juan advises warriors to “aim at being simple”. For the leader of a school, it is important that battles are chosen, that it is not possible to pursue all of them – prioritization is important -- planning is essential.

Taking Risks, the fourth principle, is described by Castaneda in the words, “relax, abandon yourself, fear nothing” (1981, p. 280). When speaking of this fourth principle, the author recalls a moment when, because of difficult conditions, he could not organize his thoughts. Because of this, he took deep breaths to relax. At this point, his teacher praised him and reminded him of the fourth principle. Castaneda came to understand that unless he could move into a state of relaxation where he feared nothing, he would not be able to move in the direction of the unknown; he would not be able to take a risk (1981, p. 280). In fact, according to Cantor and Bernay (1992), “Risk taking is a critical factor of successful leadership” (p. 158). Warren Bennis (1989) agrees. In his list of characteristics of future leaders, the reader finds, “Willing to take risks” (p. 41).

As Don Juan said, in Castaneda's (1967) book Journey to Ixtlan: The Teachings of Don Juan, "The basic difference between an ordinary [person] and a warrior is that a warrior takes everything as a challenge while an ordinary [person] takes everything as either a blessing or a curse" (Fields, 1994, p. 3). Brunner (1999) in her study of superintendents, showed that the women in the study understood that courage is not evident unless difficulty or adversity is present as well. The women in the study also had the courage to be self-reflective.

In his fifth Principle of Power, Seeking Retreat, Castaneda states, "When faced with odds that cannot be dealt with, warriors retreat for a moment. They let their minds meander. They occupy their time with something else. Anything would do" (1981, p. 281). Castaneda wrote that at one point in his warrior training he could not focus on a particular topic, so he got up and began to look around. He began examining the furniture in the room and even the buff-colored tiles that made up the floor. One of his trainers praised him for retreating for a moment by letting his mind meander. Castaneda was practicing the 5th principle, he was faced with odds that he could not deal with, so he retreated.

Castaneda (1981) relates that warriors, at times are confronted with so much new or confusing information that retreat is critical. In times of retreat, warriors do anything that takes their minds away from the confusion of the moment. After taking respites, warriors are ready to move quickly with sureness, they have regained their sense of purpose and self. We think clearer when we take care of our bodies as well as our minds. Further, as can be inferred from Castaneda's book, retreat is a part of the warrior's training. As a Principle of Power, it is as important as any of the other six principles. It

must be practiced along with the other principles or the warrior never reaches a state of impeccability nor experiences the three results of impeccable practice – which is how warriors solve the riddle of the heart.

Principle Number 6, Compressing Time. “Warriors compress time; even an instant counts. In a battle for your life, a second is an eternity; an eternity that may decide the outcome. Warriors aim at succeeding, therefore, they compress time. Warriors don’t waste an instant.

Primary ways that women in Brunner’s study (1999) compressed time:

- 1) Doing more than one thing at a time.
- 2) Thinking about more than one thing at a time.
- 3) Viewing the role as one relational thing to do.
- 4) Understanding the patterns of uncertainty and ambiguity.

Castaneda’s writings about the Yaqui Indians of Northern Mexico also reflect the deep connections between and among things. The words “living with ambiguity” touted by most leadership experts as a requirement of leadership and organizations of the future (Bennis, 1989, Hesselbein, Goldsmith & Beckhard, 1996, Morgan, 1993, Wheatley, 1992).

Principle 7: Exercising Power. Power and the exercise of power is at the heart of a warrior’s social role in Castaneda’s world, and at the heart of a school leader in our world. Castaneda’s trainer was most impressed with this principle, teaching Carlos that in order to apply it, that one must also apply the other six. In the application of power, the difference in outcomes is discerned between “power over” and “power with”. This emphasis of the author points to situations when power was given away where people

became all they could be and deserved credit for their successes. As the internal and external environments are addressed in this model of “power with” followers, this collaborative model of power is emphasized as a model for success. Castaneda’s model deals with perceptions of individuals within a particular context, and adds a leadership ability to simultaneously comprehend and make use of two perceptions of the world (the old and the new) and/or to know how to exist within a shifting system of perceptions while a new world view slowly replaces an old one.

This study examines the principles that need to be incorporated into the daily life of women in leadership positions to assist in their success, using a case study model to illustrate and the theoretical framework provided through the Seven Principles of Power of Carlos Castaneda. The work of Castaneda provide a guide to interpretive analysis of those intangible facets that are reflected in qualitative research and assist in interpretation of the work in the field.

Case Study #1- Kathy Kinley

Principal #1 – Kathy Kinley embodies a sense of drama in her everyday work, engaging in forthright, but always caring interactions. The principal has ascended in her educational career over the last 30 years and is characterized as a positive energetic, thoughtful leader. Whether it was working as a leader in her professional organizations, or serving on a male dominated Board of Education, Kathy found meaningful solutions to negative dilemmas. Her enthusiasm in focusing on effective teaching and learning propelled her into school administration. Her awareness of her community has defined her as a “gentle warrior” as she approaches its needs with passion and courage, and her knowledge of employee priorities and school board fiduciary responsibilities provided

her the breadth of experience to be thoughtful in affective critical decisions in education. A forceful leader? No. A dominant advocate? No. A positive, influential consensus builder and caring survivor? Yes.

What follows are entries that will be presented and then analyzed through the described frameworks. These are observations and interviews that have been verified by document analysis.

Notes from a caring principal: Back-to-school meeting with teachers

The principal, Kathy, gave the following information to faculty and staff after a full breakfast provided by Kathy. These are notes that illustrate the initial emphasis of the importance of the well being of all members of the ‘team’.

Kathy “I am honored to be your principal and to be a part of the staff.”

In each of the comments, she is speaking of support staff – the first part of the meeting.

Rosie – ruptured appendix at hospital. “Be careful to support her.”

Elaize – back to work after disability

Susan – husband had severe medical issues. Emergency surgery today.

Short office staff – “Please be patient and understanding.”

Need a card to Mimi – hospice care.

Kathy stated, “We can’t be here for the kids if we are not here for each other. It is important to keep connected. We are a family here at this school and we must remember that we cannot be there for the kids if we aren’t there for each other.”

We have gone through many changes, challenges and celebrations in the last year.

Some of the changes include a new driveway and parking lot.

Safety is primary, if our kids are not safe, they cannot learn. Safety comes first. We found the money there for wrought iron fencing so the gate can be locked.

Lots of physical changes to make the learning environment better for you and for the kids. Kathy stated, "Physical changes impact the learning environment."

Changes

Teachers were asked if there were any other physical changes that they were aware of that have been made. Some of the changes listed are as follows:

- 1) Kitchen being redone- all food in central kitchen – no separate staff lunch.
- 2) P.E. office almost completed.

Challenges

- 1) Enrollment – 1,047
- 2) "A challenge" (two lunch areas)
- 3) Math dept. – everyone in school need to help support the students and teachers to meet the benchmark for math.
- 4) 100 more 6th graders than 2 yrs. ago.
- 5) We are looking for credentialed person to be in the library to supervise kids in their research on a rotating basis.
- 6) Symbolism – Pencils given to all staff members from Kathy. The pencils were yellow with bees on them. Kathy said they reminded her of beeswax candles and that bees work together. She used metaphor of a bee. Yellow is the color for optimism - "It can be as sweet as honey, but we need to have teamwork It is important to sell our school."

- 7) Stresses of last year – student dying, “need to realize that last year we took our share of hits.” Important to look at pencils – yellow for optimism.”

Celebrations

- 1) Celebration – Brian – new grandfather
- 2) Celebration – Melanie – summer school – 600 students. “fabulous program committed entirely to improving test scores. Saw growth in every classroom. Fabulous program.” “It was just extraordinary – very focused. Summer school was the largest ever extended-learning program in our entire district.
- 3) Our students now have Saturday academies, as well as an after school program for English Language learners to help them with tutoring in individual subjects.
- 4) We received 93 points out of 100 in the grant application for extended learning from the state, and there is a good chance that there will be future funding for extending learning. The faculty was thanked for their hard work on this.
- 5) All of you played an important part – we had a 10 pt. increase in 8th grade language arts – all of you had a part of that – it is a cumulative effort. We are a team. Each department is important, and we all need to help each other.
- 6) Also – there is \$10,000 to work toward the conflict-resolution program for all of the students. (This was a statement of priorities.)

Continual Theme: “We Are In This Together.”

The principal emphasized the first step of power, “knowing the battleground,” emphasizing the need to teamwork, the second step, “discarding the unnecessary” in helping to provide focus, and the third step, “Choosing Battles” as the challenges ahead

were enumerated both by the principal and individual team members of the faculty and staff.

This principal displays a *taking care of business* attitude.

Kathy is very pointed, and deliberate with a pre-planned agenda.

Kathy "There is value in what you have done."

Next, the counselor, Mr. Bennett, is given the floor. One of his duties at the school is that of testing coordinator for the entire school. As Kathy finishes, she tells the staff and faculty who "it is important to give support to Gene (Mr. Bennett).

Mr. Bennett begins to hand out notebooks to the faculty.

The principal and vice-principal jump right in and hand out papers themselves. They display an attitude of "can do" and clearly do not expect teachers to do it.

As the counselor and assistant principal have the floor, they welcome ideas from the teachers as they are speaking.

Of the team effort, and "knowing the battleground, Dr. Kinley (Kathy) states, "We are going to hold kids to standards and need to hold ourselves to standards."

Everyone is part of the team effort. There is a choice, but everyone is a part. Teachers are told, "An action team is tied to each action plan. New teachers need to identify which plan they want to be part of."

This leader:
MODELS BEHAVIOR (ACADEMIC) AND SKILL ORIENTATION
MULTI-TASKS
IS AN EXCELLENT LISTENER
IS EXTREMELY ORGANIZED
IS EMPOWERING TO ALL AROUND HER
"Important to stay together and make the connection."

"Sometimes teachers objective is several grade levels below the grade taught – go up
Principal uses Bloom's Taxonomy in approaching tasks.

Asked for staff concerns.

Closing –“Thank you very much. I express heartfelt appreciation for all your work. Have a great year!”

A Different Meeting – 6th Grade Orientation for Students and Parents

Kathy, the principal, appears on stage, dressed in blue suit, her hair up, reflecting a professional image. Kathy – at beginning of 7th grade assembly stated, “I am very proud to be the principal of De Anza. I want to get you into the Cougar Spirit.” The cougar mascot then came out.

The meeting of parents, students, teachers, and administrators began with team pride. The Dancing Cougars (the name of the school team – Cougars), and their sponsor Elaine Porter, cheerleaders danced around the stage and the auditorium, engaging the parents and the students. The sponsor, Elaine Porter, said of the cheerleaders as they finished their last cheer, “They have the energy to press De Anza (the school) all the way to the moon.”

As they finished, Dr. Kathy Kinley, the principal, came to the lectern Kathy – on stage – she moved own lectern and asked for no help, stating, “We hope each of you will find something in De Anza for you.”

All students in the auditorium were given a planner with school rules and a planner for homework. Of the student planner, the principal stated, “Parents be sure that your students bring this home.” (STRESSING PARENT AND STUDENT

ACCOUNTABILITY)

KNOW THE BATTLEGROUND....DISCARDING THE

UNNECESSARY.....CHOOSING BATTLES.....TAKING RISKS....SEEKING

RETREAT....COMPRESSING TIME....EXERCISING POWER..

The principal emphasized that it was important for all of the students to “Read at least 20 minutes a night. This was emphasized not only for the individual child, but as a group that is was “very important we improve our reading scores.”

To achieve this goal, there are incentives for students that were discussed. Rosalie Ruggles, the mentor in charge of the Renaissance Program, stated, “If you do all of your assignments, you be eligible for the Renaissance Program. It is cool to get good grades.” Rosalie then translated her presentation into Spanish, emphasizing the importance of everyone understanding and being involved.

The assistant principal, Seldon, then came to the lectern and discussed the parent handbook that had been passed out to all of the parents, stressing the importance of parent involvement.

The principal concluded, stating, “We have many services at this school. “We want to give students every opportunity to succeed that we can. We encourage students to stay after school and get help or to come to our Saturday School.” To this end, she also described the Saturday program available to help students that is open 16 Saturdays a year – 8 – 12 noon.

Another Meeting. This Time Just For the Teachers

End of year meeting. Began with food and drinks being provided (as with all meetings) to the staff. Kathy walked around a u-shaped formation of tables, filled with teachers chatting, exhibiting an excellent give and take. She stood in the middle of the u-shaped formation, and held a hand microphone, that she took to teachers as they asked to speak. She began by talking about the motivational tool that had been given to the

students. She volunteered to be in a dunking tank for any student who had 15,000 points in an accelerated reader, demonstrating her commitment to students' reading.

Compliments were given freely. From Dr. Kinley:

"The track team has been extraordinary – it is because of the dedication of the two coaches and the support from the entire school (students, faculty and staff)."

"I was a yearbook advisor for years and I've seen the book and it is terrific. It is because of Brian's hard work." An emphasis is made on giving credit to individuals and mentioning their names.

"I want to thank Thelma with the effort on the yearbooks. She has been extremely successful."

During this time, Dr. Kinley walks around the "u" of the tables, maintaining eye contact with everyone. She complimented those working with students in summer school, stating, "Summer school is the single factor for extended advanced learning." There was clapping for faculty members.

Next, the budget for this year and the projected budget for next year was discussed, with "everything out on the table" for discussion. It was obvious that respect was given to Kathy, but she returned that respect, stating, "Everyone of you all part of the growth – our 8th grade scores are the highest – teachers are doing a great job!" She also gave credit to the bilingual aides saying that they are "doing a fantastic job" as well.

The message and demeanor was businesslike, but casual in stance, informative, with a sense of humor. As more serious issues of enforcement of dress code change was addressed, she quoted the current law, which included a change in allowing students to wear particular kinds of hats to school (something that had not been previously allowed).

After informing the faculty of the law, she exhibited a collaborative leadership style, posing to the teachers, “The real issue is do we want to try to enforce something that is a less than winning battle?” She brought to decision-making process back to the teachers, actually discussing the theory of dress code with a give and take of faculty members, stating, “We need to know how the staff feels.” This is after previously submitting surveys to parents, students, and teachers. This principal uses a research base from which to inform teachers and to arrive at decisions, modeling the importance of having all of the facts and the involvement of all. Problems that they have previously had with uniforms were listed for the faculty, stating that many students are choosing not to attend this school because they still have uniforms. A good discussion followed, with the faculty voting to not require uniforms for the students.

Finally, teachers were brought to tears and cheers by the leader, who put on the overhead, “Words to Lead By” (as presented at the CAEOP Annual Conference, Bakerfield, CA, March 1, 2002.)

Looking for Leadership? Look in the mirror.
A leader is . . . a dealer in hope.
Vision is the art of seeing things invisible.
Where there is no vision, people perish.
Study the past . . . live the moment.
Leadership is action . . . not position.
There are no shortcuts . . . to any place worth going.
Don't wait for your ship to come in . . . swim out to meet it.
Most things are difficult . . . before they are easy.
Act like you're invincible . . . know that you are not.
Fail to honor people . . . and they will fail to honor you.
Blame softly, praise loudly.
The more you say . . . the less they remember.
Be grateful for luck . . . but don't count on it.
It's not what happens when you're there. It's what happens when you're not.
Think with your heart.
Authority is . . . a poor substitute for leadership.
Hold everyone to a high standard. Hold yourself to a higher standard.

Listen and Lead.

Remember, there's always room at the top, but even more room at the bottom.

So . . . Seek out people better than you. Seek out people different from you.

Seek out people braver than you.

The time is always right to do what's right.

Keep your promises. Keep your confidences. Keep your temper.

Why not go out on a limb? Isn't that where the fruit is?

Enjoy the process . . . but crave the goal.

Real leaders are ordinary people . . . with extraordinary determination

We will either find a way . . . or make one.

Be not afraid of greatness. (From a motivational video produced by Sondra Thiederman, Ph.D.)

And so the end of the year was concluded, by the leader that knew her

battleground and summoned her armies around her, discarding the unnecessary,

choosing her battles carefully, taking risks when needed to meet the goals,

actively retreating to clear the mind and get the involvement of all, compressing

time to achieve the stated goals, and finally exercising power in a collaborative

model of "power with", sharing power in a caring leader-follower relationship.

This is a model for leadership success.

Building Bridges – Another Look

Most commonly, terms such as visionary, charismatic, honesty, and competency are used to define leadership characteristics (Bennis & Nanus, 1985; Kouzes & Posner, 1995). If these terms continue to be the norm by which we identify, choose, and mentor aspiring school leaders, the list continues to be "bland" to fit only those who subscribe to and adopt those cultural and traditional values. For those who aspire to be leaders and yet keep in tact their own cultural values, the decision can be costly. Leadership abilities, opportunities, and effectiveness can be improved if personal reflections and narratives are researched, published, and taught regarding other culturally based characteristics that are valued, cultivated, and pursued.

Regrettably, much of the social science literature on Hispanics and African Americans over the past century has sought to explain behavior via the pervasive use of negative stereotypes and misconceptions. This orientation has ultimately been utilized to blame Hispanics and African Americans for their seemingly low academic aspirations, poor academic achievement, and unlikely leadership skills at all educational levels (Haylock, 2000; Valencia, 1997; Baca-Zinn, 1989). Much of the research on Hispanic Americans is conceptualized from cultural deficiency model perspectives, which assume that Hispanic Americans lack motivation and are limited English proficient. In short, this group has been characterized as possessing negative cultural traits that do not fit into the cultural traits assumed necessary for intellectual leadership (Vasquez, 1982).

Given the dismal statistics frequently used regarding African American attainment in education and the disparaging pronouncements made by theorists about African American achievement, African Americans are not usually thought of when identifying, selecting, and recruiting candidates for leadership positions in schools and in educational administration programs. Additionally, Nieto (1996) has stated that the deficit theories popularized in the 1960s and 1970s are largely responsible for much of our current educational policy. She asserts that deficit theories also blame African Americans for school failure. Such actions overlook African Americans who succeed in spite of overwhelmingly negative caricatures of their culture, leadership abilities, and organizational skills (Nettles, 1990).

Referring to women as a homogeneous group masks significant racial and ethnic differences in both access to and experiences in positions of leadership. Women of different racial and ethnic groups, for example are not always viewed possessing

leadership characteristics. Studies show that because Hispanic American and African American women are discriminated against regarding both race and gender, leadership opportunities for these women are particularly limited or they are overlooked (Aguirre & Martinez, 1993; King, 1996). Of the studies that have examined the educational and leadership experiences of Hispanic Americans and African Americans, few have described or analyzed the experiences and thoughts of these women. Still again, very few studies have focused on their perceptions and principles of leadership.

The African American woman's experiences regarding leadership are different indeed from persons in other groups. Unlike Hispanic American females, African American women have not been portrayed as submissive or passive. Even though strong, matriarchal, vocal, etc., they are still not considered when leadership curriculum is developed, nor recommended for leadership roles, scholarship, and academic achievement recognition (Louque & Garcia, 2000; Kusum, 1998; Washington & Newman, 1991). In short, a cultural perspective of leadership is crucial to the increased understanding of academic success and leadership opportunities and educational administrative positions for women of color.

Case Study #2

Ms. Brown has been principal of the Perris Lake Continuation High School in Perris, CA for over ten years leading the teachers and students into the 21st century. Perris Lake, a part of the Perris Union High School District enrolls students who have not earned enough credits to stay at the two other high schools in the district. The district has kept her at the school to continue her successful strategies of graduating "at-risk" students even though other administrators have been rotated throughout the district.

She marvels in the fact that she is one of the few African American female principals in the county who has sustained the rigorous pressures and racial barriers of the position. She knows her opponents and the battleground on which they battle well. It is not necessarily the students, but upper level administration. There are no district level personnel who support her professionally. They just know she does outstanding work with the “at risk” students and has earned respect in the community.

She is lauded in the community for her “no-nonsense” yet, “down to earth” and “keeping it on the real” approach to discipline, leadership, and community. The challenge of developing school spirit, and building trust with students and the community were among her first priorities when she arrived at Perris Lake. Her focus was on the retention of students and graduating them. This purposeful philosophy and principle allowed this female leader to place the concerns about violence, academic achievement, and creating a productive learning environment as a high priority. Her strategy on how to earn and give respect to the students and teachers has proven to be an integral and successful leadership skill.

Case Study #2

Principal #2 - Ms. Brown has been the principal of Perris Lake Continuation High School in Perris, CA for over ten years leading the teachers and students into the 21st century, Perris Lake, a part of the Perris Union High School District, enrolls students who have not earned enough credits to stay at the two other high schools in the district. The district has kept her at the school to continue her successful strategies of graduating “at risk” students even though other administrators have rotated throughout the district. She marvels in the fact that she is one of the few African American female principals in

the county who has sustained the rigorous pressures and racial barriers of the position. She knows her opponents and the battleground on which they battle well. She is lauded in the community for her “no nonsense” yet, “down to earth” and “keeping it on the real” approach to discipline, leadership and community. The challenge of developing school spirit, and building trust with students and the community were among her first priorities when she arrived at Perris Lake. Her focus was on the retention and graduation of students. This purposeful philosophy allowed this female leader to place the concerns about violence, academic achievement, and creating a productive learning environment as a high priority. Her strategy on how to earn and give respect to the students and teachers has proven to be an integral and successful leadership skill.

A Day in the Administrative World of a Woman of Color.

Comments from a survivor:

June 20, 2002

9:30am

She comes in after hours today because of a meeting at the district office. Walking into office-Salutations to personnel in office.

“Good morning, how ya’ll doing? What’s up for today?”

Students and secretaries all greet the principal. She gets various pieces of information from aides, counselors, secretary.

Janice (secretary) “Good morning ...I have your messages for this morning and some papers for you to sign.”

Principal: “That sounds good. What’s going on around here today?”

She gets updated on teacher absences, scheduled appointments, and important phone messages.

She decides that before sitting to make phone call returns, she will walk the campus for a few minutes. She states she does this periodically, just to check on things and to hear things.

The school has about 11 teachers on campus for summer school, most of whom have been there for more than 7 years with an average of about 10 years.

10:30am

On her walk, to students out of class: “Where are you going? You know you are not supposed to be out here. I’d better not catch you out here again.” She says this with a kind of tough love..a sense of caring, a sense of parental admonishment. The 2 students respond with a nod and a wave. (A non-verbal alright signal.)

She checks to see if there are any substitutes in a few “challenging” classrooms. There is one, but the substitute has been there before.

She explains that since the students are considered “at risk”, she prefers substitutes who are not afraid of the kids, but someone who also respects them.

“ Good to see you back. You got everything you need?” Alright now, just let me know if there’s anything you need”. She peeps in and makes her presence known to both substitute and students.

She particularly wants to check on a teacher who students have been complaining about. She explains that she’s met with the teacher several times and the teacher has been complacent with minimal teaching methods for the students. The teacher doesn’t seem to

care anymore and this is like raw meat for the students, because they get to sit and do nothing. She explains that even though students are considered “at-risk”, most still want to complete their “unit” work and earn their credits. This teacher assigns work, but doesn’t explain it, check it or invite questions about it.

“He’s no good for my kids. He doesn’t respect them and he needs to get out of here. I’m going to help him get out of here too.”

She returns to her office.

Returns phone calls and makes new ones. Sets up appointments with community advisors, parents, and parole officers.

Strong, no-nonsense over the phone. Makes no promises, but reassures commitment and gathers support. Completely understands community support and effort to educate students.

11:30 Lunch time

Covers the office while students come in and out. Security and administrative designee are out at lunch watching the grounds and keeping in touch with the principal through walkie –talkies. Students have their section in the cafeteria. Certain students are not allowed to eat with others this week because of a potential feud over a girl.

“These students tend to play for keeps so there are no chances taken when it comes to “girlfriends” and “boyfriends” takeovers....but this is my territory, so I make the rules and I play for keeps.”

12:15pm

Plans for faculty meeting in two days on Thursday.

Checks with the secretary about plans. Topics. Agenda. Updates.

Conflict resolution - Makes topics relevant to what’s going on in the school and how to resolve conflict and address head on.

Direct, yet respectful.

Funny, yet firm.

Strong, yet compassionate.

Speaks with candor: “I know this neighborhood...this school...these students....no one knows them like I do. I’ve earned their respect and they give me information that they don’t even give the police.”

“I drive around this neighborhood and they all know my car.”

Conclusion

Leadership is a challenge for those who are brave enough to weather the battlefield. Leaders can learn from the themes of a warrior, as framed through the work of Starratt and Castaneda, if they are to succeed. As we know, Castaneda wrote about what he learned from the warrior, Don Juan, a Yaqui Indian from northern Mexico. The seven principles of power for Yaqui warriors that were outlined through his work could equally well be termed “principles of educational leadership”

Don Juan’s system offers guidance for living in a world of multiple realities, shifting perceptions, and changing paradigms. Its blend of intuitive leaps, rational “sense” and disciplined systems can help individuals survive in leadership positions. It’s applications are enumerated.

- ❖ Choose your battleground.
According to Don Juan, “A warrior never goes into battle without knowing what the surroundings are.” As an educational leader, learn all you can about your surroundings so you can choose the time and place for action.
- ❖ Discard the Unnecessary
Be willing to let go of what no longer serves your purpose. The dependency that makes you hold on too long can weaken your leadership.
- ❖ Choose your Battles
Don Juan advises warriors to keep it simple; apply your concentration to deciding whether to enter a particular battle. Stay focused on your central purpose and keep your priorities clear.
- ❖ Take Risks
Deep breathing in the face of fear can help you relax enough to organize your thoughts. It’s useful to frame a problem as a challenge instead of a curse; risk and adversity give your courage a chance to shine.

❖ Seek Retreat.

When things get overwhelming, take a break and let your mind meander. Do something physical. “We think clearer when we take care of our bodies as well as our minds.”

❖ Compress Time.

Every moment counts, in administration as well as battle.

Compress time by doing and thinking about more than one thing at a time.

❖ Exercise Power.

A collaborative model of “power with” will serve you better than “power over.” Sharing power in a caring leader-follower relationship is a model for leadership success.

Finally, Castaneda’s “Key to the Riddle of Caring in Relationships”

applies to the life and case studies of our leaders as a guidelines for success. The author states that caring must be acted out through the impeccable practice of the seven principles of power, if success is to be achieved. The case studies provided were specifically chosen as narrative examples of the achievement of this degree of success and as a guide for future leaders.

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