

A QUALITATIVE STUDY OF EXECUTIVE SUCCESSION:

JOHN W. THOMPSON AND THE

TULSA PUBLIC SCHOOLS

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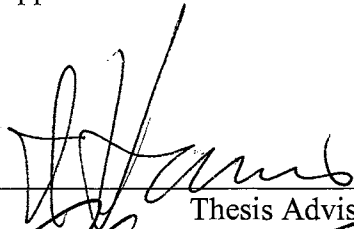
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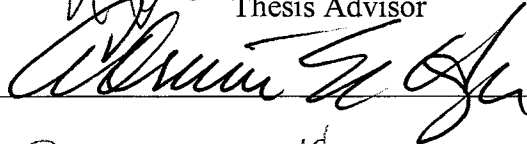
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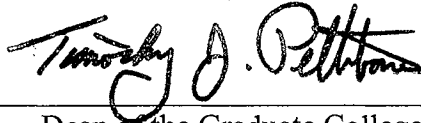
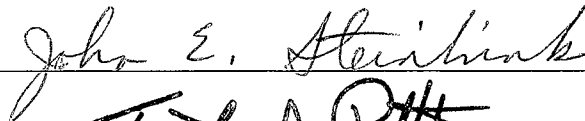
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CHAPTER I

INTRODUCTION

In 1962, Carlson used his manuscript titled “Executive Succession and Organizational Change” to examine the superintendency from the perspective of place-bound superintendents and career-bound superintendents. Carlson’s (1962) “Executive Succession” was used as the theoretical foundation for this qualitative study. John W. Thompson, Ph. D., was the focus of this study and how he approached the first two years of his executive succession as the new outsider superintendent of the Tulsa Public Schools. Thompson’s first two years as superintendent of the Tulsa Public School were from January 1994 to January 1996. He was the superintendent of the Tulsa Public Schools for six years until he left the district in March 2000. Thompson became the superintendent of the Pittsburgh Public Schools in July 2000, a position he currently holds.

According to Thompson’s (1995) resume, he began his career in 1966 at Rowan High School in Salisbury, North Carolina as a mathematics teacher and basketball coach. He went to Reidsville Junior High School in Reidsville, North Carolina in 1967 as a mathematics teacher and basketball coach. After one year at Reidsville Junior High School, he moved to Reidsville Senior High School where he was employed as a mathematics teacher and basketball coach for six years until 1974. His first administrative assignment came in 1974 when he became an assistant principal at Reidsville Senior High School. In 1980, he left Reidsville for High Point, North Carolina and took on the responsibilities as an assistant principal at Southwest Gilford High

School. He received his first and only principal's assignment in 1981 at Durham High School in Durham, North Carolina. He remained as the principal at Durham High School for five years until 1986 when he went to the central office as assistant superintendent for secondary education of the Guilford County School System in Greensboro, North Carolina. He received his first superintendency in 1989 as superintendent of the Warren County School System in Warrenton, North Carolina. After three years as the superintendent in Warrenton, he moved to Frankfort, Kentucky in 1991 to work in the Kentucky Department of Education as deputy commissioner of learning support services. From May 1992 to December 1993, he was the deputy commissioner, chief of staff for the Kentucky Department of Education in Frankfort, Kentucky.

Thompson was the first African-American hired by the Tulsa board of education to serve as superintendent. The board previously hired an African-American from within the school district to serve as interim superintendent on two separate occasions.

While the focus of this study has been to describe Thompson's actions as superintendent using Carlson's (1962) outsider concept, careful attention was given to the insider superintendent concepts to determine whether Thompson's actions displayed any association with an insider superintendent.

This study tested Carlson's (1962) concepts of outsider and insider superintendents and determined if Carlson's research as published 40 years ago still holds true. American society has changed in the past 40 years, especially in the area of public education and the role and complexion of the superintendent has changed. Forty years ago, superintendents in urban areas were not people of color. Thompson was Tulsa's first

African-American superintendent. This study does not focus on Thompson's ethnicity, but the reader needs to read this study with this knowledge.

Statement of the Problem

The board of education selects the superintendent of schools (Wiles and Bondi, 1985) and makes policies that govern the school system of the district (Blumberg and Blumberg, 1985; School Laws of Oklahoma, 2001). The superintendent of schools carries out the policies established by the school board (Blumberg and Blumberg, 1985).

The board's responsibility is to hire a superintendent and give him or her adequate support to direct and control the day-to-day operations of the school district (Scott, 1980).

The reality of superintendent life is such that turn over occurs every three to five years. "The average tenure of a superintendent ...is less than three years" (Owen and Ovando, 2000, p.1). However, sometimes that time is shorter and sometimes that time is longer. Carter and Cunningham (1997) found superintendents' tenure to ranged from two and one half years to six years. Carlson (1962) would describe the discrepancies through the concept of the insider and outsider superintendents.

Ideally, boards of education hire superintendents to stay. Boards are not hiring superintendents to come in for two and one half years to six years. The research indicated that superintendents' tenure is two and one half years to six years (Carter and Cunningham, 1997). Turn over occurs for a variety of reasons. Sometimes it occurs due to retirement or upward movement to a better job. Most of it occurs as a result of the high level of stress associated with the job (Carter and Cunningham). In other cases, superintendents moved on to another school district because they feel they have

completed their mission with that school district and it is time to move on to another school district. Some superintendents leave their school district due to conflict with the board (Norton, Webb, Dlugosh, and Sybouts, 1996).

While board members intend for superintendents to stay a long period of time, the reality is they only stay three to five years. Carlson (1962) would describe this anomaly by whether the outsider superintendent is a hopper, specialist, or statesman.

This study explored an outsider superintendent's ability to improve an urban school system. Carlson's (1962) outside superintendent concept was used to explore what Thompson did to improve the quality of education provided for the students attending the Tulsa Public Schools. Thompson's outsider status was described to determine how his lack of history, his conditions of employment, his use of rules, and his management of the social and power structures impacted his performance as superintendent.

This study provided a view of Thompson from the perspectives of the board members, central office administrators, high school principals, and middle school principals. A perspective is provided on how successful Thompson was at improving the quality of education in an urban school system and whether the changes he implemented improved the quality of education.

Purpose of the Study

The purpose of this study was to describe a two-year period of Thompson's tenure in relation to Carlson's (1962) five concepts of outsider superintendents. Specifically, these five concepts are the following: (1) outsider impact, (2) lack of history, (3)

conditions of employment, (4) use of rules, and (5) managing the two fronts consisting of teachers and central office administrators.

Research Questions

One broad research question guides this study: How do Carlson's (1962) five concepts of outsider superintendents describe a two year period of Thompson's tenure?

The sub questions that flow from these five concepts are the following:

Concept #1 Outsider impact: What impact did being an outsider superintendent have on Thompson's performance? What were Thompson's advantages coming in from the outside? What were Thompson's disadvantages coming in from the outside?

Concept #2 Lack of history: How did Thompson's lack of a history allow him to function as an outsider superintendent? Was Thompson a hopper, specialist, or statesman? What were the reasons for categorizing Thompson as hopper, specialist, or statesman?

Concept #3 Conditions of employment: What were the conditions of Thompson's employment? What were Thompson's mandates? What type of support did Thompson receive from the board for the changes he attempted to implement? What changes did Thompson implement? How did Thompson improve the quality of education in the Tulsa Public Schools?

Concept #4 Use of rules: How did Thompson use rules? How did Thompson use rules with teachers? How did Thompson use rules with principals? How did Thompson use rules with central office administrators?

Concept # 5 Managing the two fronts consisting of teachers and central office administrators: How did Thompson manage his relationship with teachers? How did Thompson manage his relationship with central office administrators? How did Thompson manage his relationship with principals? How did Thompson manage his relationship with counselors? What impact did Thompson have on the social system and power systems?

Procedures

A qualitative design was used to conduct this study. The qualitative design allowed the identification and selection of a purposive group sample that had the necessary information needed to complete this study. The use of the qualitative design provided assurance that the data used for this study was provided by the members of the group selected for this study. The qualitative design required contact with the members of the sample group for the purpose of collecting the data for this study.

Institutional Review Board Approval

The Institutional Review Board (IRB) granted approval for this study on September 20, 2001. The IRB approval form is attached in appendix A.

The Researcher

The researcher is Fredrick H. Wright, an African-American male born July 13, 1950 in Tulsa, Oklahoma. I was reared in Tulsa, graduated from Tulsa's Booker T. Washington High School in 1968, and have spent my adult life in Tulsa. I earned a

Bachelor of Science and Master of Science from Northeastern State College in 1972 and 1974 respectively. As a 30-year career educator with the Tulsa Public Schools, I have held the following positions: cooperative vocational educational training (CVET) teacher at Madison Junior School from 1972 to 1974, guidance dean at Central High School from 1974 to 1981, assistant principal at Gilcrease Junior High from 1981 to 1982, high school assistant principal at Central High School from 1982 to 1985, assistant principal at Will Rogers High School from 1985 to 1990, principal at Raymond S. McLain High School from 1990 to 1994, principal at Madison Middle School from 1994 to 1996, principal at Edison Middle School from 1996 to 1998, and principal at Nathan Hale High School from 1998 to the present.

Several factors facilitated my access to the Tulsa Public Schools for this study. My 30-year tenure with the district is important and relevant because I am the lens for the study. I have a long history with the district and I care about the district. I personally conducted the study and gathered the data needed to complete this study. Furthermore, I am African-American and so is Thompson. I believe these factors provided me with additional insights that other individuals would not have in conducting this research.

Data Collection

The long interview process was used to collect the data for this research study. An audiotape recorder was used to record each interview and notes were taken during the interviews. All portions of the interviews were transcribed by the researcher.

All interviews were conducted using predetermined questions. (See Appendix B for the interview questions.) Follow-up questions were not predetermined, but were

asked when appropriate to establish clarity to a response. Careful attention was given to conflicting information received during subsequent interviews. There was no need to conduct follow-up interviews.

Sample Group

The sample group interviewed was selected from school board members, central office administrators, high school principals, and middle school principals of the Tulsa Public Schools during Thompson first two years as superintendent. Given the networks and my history with the district is the reason I included the people in these four groups. Therefore, these were the people interview for this study. Careful attention was given to protecting the identity of the participants of the selected sample group by using pseudonyms.

Data Coding

The coding of the collected data was done using category worksheets similar to what Spradley (1979) refers to as domain analysis worksheets to determine areas of agreement, disagreement and mixed agreement. Particular attention was given to the phenomenology of the affect Thompson, as an outsider superintendent, had on the Tulsa Public Schools and the individuals interviewed.

Data Analysis

The data analysis came from the long interviews conducted with the members of the sample group and a review of the literature as it relates to how Carlson's (1962)

concept of outsider superintendents. The analysis of the data gathered from the observations should describe the impact of Thompson's changes on the Tulsa Public Schools. The analysis of the literature allowed me to determine in which of Carlson's outsider characteristics Thompson's attempts to change the Tulsa Public Schools are grounded.

Significance of the Study

The purpose of this study was to describe a two-year period of Thompson's tenure in relation to Carlson's (1962) five concepts of outsider superintends. This study adds to the research established by Carlson and others about the succession of superintendents and the impact the succession has on the school system. Scholars of the superintendency will be able to gain more insight as to what happens to a school district when a new superintendent takes office. Future superintendents will benefit from the knowledge and insight they gained from this study and; hopefully, it will give them some guidance and allow them to better understand the dynamics of their job as the new superintendent.

Summary

The purpose of this chapter was to introduce the study. This study described Thompson's executive succession as superintendent of the Tulsa Public Schools from January 1994 to January 1996 using Carlson's (1962) manuscript titled "Executive Succession and Organizational Change" as the theoretical foundation for this study. This study used five concepts from Carlson, (1) impact of outsider superintendents, (2) lack of history, (3) conditions of employment, (4) use of rules, and (5) managing the two fronts

consisting of teachers and central office administrators to examine Thompson's first two years as superintendent of the Tulsa Public Schools. This study was a qualitative study using the long interview process with a selected sample of school board members, central office administrators, high school principals, and middle school principals to collect the data needed to complete this study. The data were categorized using a domain style worksheet according to areas of agreement, disagreement, and mixed agreement in order to test Carlson's concepts while describing Thompson's first two years as superintendent of the Tulsa Public Schools.

Chapter II is a review of the literature. The review of the literature is used to present Carlson's (1962) concepts of insider and outsider superintendents. Chapter III presents the methodology used to conduct this study.

Chapter IV presents the findings. This chapter takes each question, both the lead questions and the follow-up questions, and summarizes the participants' responses to the questions. The summary of this chapter narrows the scope on how the participants viewed Thompson and presents the areas of agreement, disagreement, and mixed agreement. Chapter V presents the summary, conclusion, recommendations for further study and commentary.

Definition of Terms

Adversarial: Characterized by opposition, disagreement, and hostility.

Authoritarian: Characterized by enforcing unquestioning obedience to authority, as a dictator, rather than individual freedom of judgment and action.

Career bound superintendent: A superintendent who does not wait, but seeks the superintendent's position where ever it can be found. The only position this person holds in a school district is the superintendent's position. This person is also called an outsider.

Davis, Florene: The pseudonym for Thompson's outsider assistant superintendent for curriculum and instruction who had worked with him in another school district.

Guidelines: A standard or principle by which to make a judgment or determine a policy or course of action.

High challenge schools: Schools that scored below the 25 percentile on the State mandated norm reference test for three or more consecutive school years.

Hopper: An outsider superintendent who moves frequently from school district to school district. This superintendent always has an application on file in other districts. This person starts many different programs, but usually never completes any of these programs. By the time the people in the community figure out this superintendent he or she move on to another school district and starts the same process all over again (Carlson 1962).

JROTC: Junior Reserve Officer Training Corp, a leadership teaching program with a military emphasis that is taught by retired military officers and sergeants.

Urban school district: The Tulsa Public Schools.

Long interview: A method of inquiry used by the researcher to ask respondents a series of open ended questions and establish a dialogue that produced the facts and opinions needed to complete this study.

Low performing schools: Schools that scored below the 25 percentile on the State mandated norm reference test less than three consecutive years.

Place bound superintendent: A superintendent who waits in his or her home school district to become superintendent and completes his or her career in that same school district. This person is also called an insider.

Policy: Course of action established by the school district and approved by the board of education.

Quality of education: The implementation and enhancement of educational programs that provide students with opportunities to obtain higher levels of academic achievement.

Rules: “The term is used in a broad way to include such items as definition of work day, procedures for handling paper, and people and policy statements” (Carlson, 1962, p. 23).

Specialist: An outsider superintendent who makes a stronger commitment to the community than the hopper. The specialist usually specializes in one or two things and does these one or two things very well. Some are experts at finance, curriculum, building buildings, or getting voters to pass bonds. Once this superintendent has completed his or her task, usually five to six year, he or she moves on to another school district (Carlson, 1962).

Social structure: “People who identify with one another on an organizational basis rather than on a personal basis” (Carlson, 1962, p. 44)

Statesman: An outsider superintendent whose commitment to the community is four to ten years. This person usually does everything very well. When this person decides to leave the people in the community are disappointed that he or she is leaving (Carlson, 1962).

TCTA: An acronym for Tulsa Classroom Teachers Association. Also known as the teachers' union. TCTA is the professional organization for the Tulsa Public Schools' classroom teachers. TCTA is also the collective bargaining agency for classroom teachers.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this literature review is to report the views expressed by Carlson (1962) in his manuscript titled “Executive Succession and Organizational Change.” Carlson used this manuscript to examine the superintendency from the perspective of place-bound superintendents and career-bound superintendents. I have used Carlson’s “Executive Succession” as the theoretical foundation for this study. While the focus of this study will describe Thompson’s actions as superintendent using Carlson’s outsider concept, careful attention was given to the insider superintendent concepts to determine if Thompson’s actions displayed any association with an insider superintendent.

This review of the literature focused on five concepts outlined by Carlson (1962). These five concepts are used to (1) compare the differences between insider and outsider superintendents, (2) describe the impact the history of an insider superintendent has on a school district in comparison to the outsider superintendents’ lack of history, (3) review the superintendent’s conditions of employment, (4) explore how new superintendents use rules to shape the school district, and (5) to discuss the two fronts consisting of teachers and central office administrators that new superintendents must manage.

Insider and Outsider Superintendents

According to Carlson (1962), “the place bound superintendent is an insider” (p. 8). “The insider is the superintendent who waits for his or her turn or opportunity to become the superintendent,” (p. 8). One key characteristic of the insider superintendent

that must be remembered is the insider superintendent only wants a superintendent's position in a specific place, his or her home school district where he or she has spent most of his or her career (Carlson). The insider superintendent puts place above career. The career-bound superintendent, according to Carlson, "is an outsider" (p. 8). His career is always spread over two or more school systems. "He never served the district in which he is superintendent in any other capacity other than as superintendent" (p. 8). There are two key characteristics of the outsider superintendent. The first is that the career bound superintendent is a person who does not wait for a superintendent's position, but goes looking for a superintendent's position wherever it can be found. The second key characteristic is the outsider puts career above place. The outsider places greater value on a career as superintendent than on life in a specific community (Carlson).

Impact of the History

The insider has an established history with his or her school district as a result of the years spent in the district. The outsider does not have a history with the school district because he or she has never worked in the district in any capacity other than superintendent. Carlson (1962) described the insider and outsider in the following manner:

The insider has a history in the school system and, thus, has an established part in the organization's informal operations and activities. His ties, commitments, friends, enemies, and obligations are known. Outsiders, however, do not have a history in the school system. They are "strangers" in the sociological sense of the term (p.9).

The insider has a history with his or her home school district and along the way to the superintendency has established some friends and enemies. His or her friends, enemies, community ties, and obligations in the community are well known. The insider, usually the second in command, is more likely to conform to the judgment of others than people first or last in command. The outsider, on the other hand, does not have a history, is not known in the community, does not have ties and commitments, and does not have ready-made friends and enemies (Carlson, 1962).

Carlson (1962) identified three sub-types of career bound superintendents. They are hoppers, specialists, and statesmen. Carlson said,

Hoppers earn the name from their frequent moves from one school district to another. In addition to frequent moves, hoppers have at least two other characteristics. One is that their movements do not take them to increasingly larger districts. Each move is to a relatively small district like the one before.

The other characteristic is that hoppers always have an application “working for them.” They always are seeking a new superintendency (p. 9).

The hopper comes in on fire, he gets something done that is significant, but he does not like to stay long enough to finish what he started. He is well liked early in his term. However, he is unpopular with the board and the community by the end of his term. The community thinks he has moved too fast. He moves on to the next school district that is willing to hire him when he loses support from the community. His applications on file with other school districts make it possible for him to move on to the next job (Carlson, 1962). The hopper defends his or her job history or reputation by saying the community he or she just left was not ready for him or her (Carlson).

Carlson's (1962) views of the specialist was put in comparison with the hopper when he said,

A specialist makes a longer, more systematic commitment to community than does a hopper. But like a hopper, a specialist must move on once his task has been accomplished. The specialist is a man who has earned a reputation for doing some task very well; he gains his satisfaction from doing a specific job (p. 11, 12).

School boards hire a specialist for a specific job. After the specialist gets the task going well or completes the task the school board has other requests of the specialist or the specialist looks for a chance to start the same process in another school district (Carlson).

The specialist usually does one or two job areas very well. Some are financial gurus, some are instructional leaders, some are good at getting bonds passed that finance the building of school facilities, and some are good at shaking up the staff and making changes. Whatever their specialty, they do it well. Once the specialist has finished his or her job he or she moves on the next job while he or she is still popular (Carlson, 1962).

The statesman has a commitment to the community and is loved by most people in the community. The people in the community are sad to see the statesman leave when he or she moves on to the next school district. The statesman does several things very well (Carlson, 1962). Carlson described the statesman in the following manner:

The statesman's commitment to a community is somewhat longer than that of the specialist, and it is not narrowed. He usually stays in a position from four to 10 years and, during this time, he moves all phases of the educational program about as far as he can, and then at this point, he considers other jobs. The statesman

does not seek other jobs. Other school districts usually contact him. His moves are usually to a larger school district. He takes pride in not being a candidate for other jobs. He is concerned about the way the community views him once he leaves. He is called a statesman because of the quality of his work and the long amount of time spent in one school district (p. 12, 13).

Carlson's (1962) sub-types will narrow the scope on Thompson's superintendency and describe the reasons he functioned as he did.

Conditions of Employment

Carlson (1962) refers to the conditions of employment to determine when school board employ insiders or outsiders as the new superintendent. "If the administration of the school system is perceived as unsatisfactory, the appointment will go to an outsider. If the administration is perceived as satisfactory by the school board, the appointment will go to insider or an outsider" (Carlson, p. 17, 18). "School boards hope for a creative performance from outsiders and are happy with a stabilizing performance from insiders" (Carlson, p.18). With an insider the school district will continue along the present path and things will remain the same with little to no changes, (Carlson).

The outsider is given a mandate from the board (Carlson, 1962, p. 20). The mandate gives the outsider the needed support from the board to implement changes. The hiring of an outsider coupled with a mandate indicates the board wants a change from the old ways of doing things (Carlson).

"With the insider the initial relationship with the board is quite different, ... no clear mandate comes from the board" (Carlson, 1962, p. 21). The board is not concerned

with supporting the insiders because it has not given a mandate. The insider is not given the freedom to act; he has to justify his moves. There is also this preoccupation with the board and the community that the insider will promote his friends and his self-interest (Carlson).

The Use of Rules

Carlson (1962) examined the new superintendents' preoccupation with rules. "School superintendents, new to a particular position, tend to become preoccupied with rules and rule making early in their stay in office" (Carlson, p. 23). Carlson identified three reasons new superintendents engage in rule making. Superintendents have a need to give the impression that they are busy directing the organization. The making of rules is an activity that allows the new superintendent to give the impression that he or she is busy managing the day-to-day operation of the school district. The making of rules consumes time. It allows the new superintendent to show what he or she has been doing and he or she is easy to engage the district when he or she has limited knowledge about the district. One important need seems to be to create the impression that he is busily engaged in the vital organizational activities (Carlson).

"A second need, for which rule making is functional, involves the identity of the successor" (Carlson, 1962, p. 24). The new rules are his way of saying I am in charge and things are different now. This is also a litmus test to determine how he is perceived and how his proposed changes are perceived. The way the school system responds to the rules will also allow the new superintendent to determine how sensitive the school system is to change and how much they are willing to fight to keep things the same. The new

superintendent will also be able to determine who the supporters are and who the resisters are (Carlson).

Carlson (1962) examined insiders and outsiders as it relates to rules. “The place-bound superintendents Carlson observed gave attention to old rules” (p. 29). The insider superintendent tended to tighten existing rules, instead of changing or reshaping the internal commitments or the external ties of the school system (Carlson).

Carlson (1962) said, “The outsiders observed devoted about 85% of their rule-making activities to rules that filled in gaps or supplanted old rules” (p. 29). Carlson went on to say, “They did modify and redefine the commitments of the school system” (p.25).

Carlson (1962) referred to differential rule vulnerability to examine how rule making affected the employees of the school system. In doing so, Carlson said, Rule making is functional for successors in that it serves some of their needs in coming to terms with the organization. Rules, however, cannot “shape up” or “bring around” all sectors of a public school system. To the extent that rules are potentially damaging to an individual regarding (a) his formal status, (b) his work, (c) the method of his work, and (d) his responsibility and chain of command relationships, it can be seen that different sectors of public schools have dissimilar vulnerability to the potential damage from rules. Rules are no threat to the formal status of classroom teachers, for they are at the bottom of the professional hierarchy. Their status can only be improved. In other words, they cannot be demoted. Teachers are under the direct supervision of a principal who stands

between the teacher and the superintendent, to corrupt the authority and rules of the superintendent, (p. 30).

Rules can be used to harass teachers. It is difficult to gain teachers' obedience by trying to intimidate them with rules. It is relatively easier to control or gain obedience from administrators by the use of rules than from teachers, because administrators are much more vulnerable to damage (Carlson, 1962).

School administrators, for the most part central office administrators, are vulnerable to damage from rules. They can be sent back to the classroom or demoted to another administrative position. Therefore, it is much easier to get administrators to follow the rules and be obedient (Carlson, 1962).

Managing the Two Fronts Consisting of Teachers and Central Office Administrators

“Superintendents manage two distinct fronts; one with teachers and one with central office administrators in an effort to gain support he felt he needed” (Carlson, 1962, p. 32). The outsider superintendent seized all opportunities to build personal ties with the teachers. The outsider superintendent visited the teachers in the hospital and sent the get-well cards (Carlson). The outsider superintendent was totally different with the central office staff. He was impersonal and showed little concern for the personal lives; he was almost all business with the central office staff (Carlson).

“The insiders acted almost as if teachers did not exist” (Carlson, 1962, p. 39). Because of his history, the insider has supporters and nonsupporters (Carlson).

“With succession the informal power system might be drastically altered” (Carlson, 1962, p. 42). “What happens to the social system of a school district as it takes

on a new superintendent depends in part upon the origin of the successor” (Carlson, p. 42). The power and social structures of a school system might change with the arrival of a new superintendent. New power and social structures may develop or old social and power structures may solidify (Carlson).

“Insiders face a social system that is structured and outsiders face a social system that has been temporarily suspended because of his arrival” (Carlson, 1962, p. 43). When the outsider arrives, he or she takes on a social system that has been suspended and has a chance to reshape the conflict that may exist (Carlson).

“The need for loyalty seems to be the connecting link between new leadership and expansion of the administrative hierarchy” (Carlson, 1962, p. 44). The insider does not have the same need as the outsider to give direct attention to loyalty. The insider already has the support of some staff members. The outsider’s success depends on change. This need, without a support system in place, creates a reason for the outsider to reshape the school system (Carlson).

The outsider superintendent will add a greater number of members to his administrative team early in his tenure as a means of reshaping the school system than insider superintendents. Outside superintendents add more to their central office staff early in their tenure as superintendent” (Carlson, 1962).

Research on Carlson (1962)

The primary research on Carlson (1962) has been student dissertations. For example, Connor (1986) used her study to examine the possibility of a relationship between a school superintendent’s leadership style and organizational orientation, and the

socioeconomic status, as measured by property wealth, of the district of employment. The study was conducted using school districts in New York State. Carlson's research was used by Connor to define organizational orientation. This was a quantitative study that included responses from career-bound and place-bound superintendents. Connor concluded that leadership styles, relationship orientated and task orientated, varied throughout the state, regardless of property wealth.

Another example is Dusek's (1982) study. This study reexamined the differences between career-bound and place bound superintendents as outlined by Carlson (1962) and investigated whether these two career origin types differed in the importance they assigned to various educational issues. This study used two sources of data. One source of data was from a questionnaire used by a research team for a study that was done at Ohio State University that included Dusek as a member. Dusek's interviews of career- and place-bound superintendents provided the second source of data. Dusek made seven conclusions. (1) Carlson's career-bound and place-bound concepts were supported. (2) The differences suggest an exaggeration for extreme career- and extreme place-bound superintendents on a career continuum. (3) Career origin continuum is related to his perception of educational issues. (4) Mentors are important to superintendents. (5) Place-bound superintendent are found in small school districts. (6) Career-bound superintendents are less student-centered than place-bound superintendents. (7) A person may be placed on a career origin continuum, but time and situation may alter a person position.

Laidler's (1982) study is another example. This study was used to determine the career ladder pathways to the position of superintendent of schools in the State of

Michigan. This study was based on Carlson's (1962) model. It focused on the preparation of career-bound and place-bound superintendents and used the survey method to gather the data. The findings were (1) No one career path, (2) Many social, academic, and experience factors were common to successful superintendents, (3) Major career pathways were determined, (4) Pathways were changing from simple pathways to complex and diverse pathways, (5) Seventy percent of the successful superintendents were career-bound superintendents, and (6) The differences as it relates to the data by Carlson and others did not exist in Michigan. Laidler concluded that aspirants to the superintendency should prepare academically, become career-bound, seek diverse experiences, earn the support of employers and colleagues to foster sponsorship, and actively seek the position of superintendent.

Love (1996) used his study to examine Illinois public school superintendents to determine if there were differences between superintendents appointed from within their districts and superintendent appointed from outside their districts on selected professional and demographic characteristics. Love used Carlson's (1962) research on place-bound and career bound superintendents for his this study. Differences were determined to exist in the characteristics of superintendents appointed from within when compared to superintendents appointed from outside their districts. This study found that 29.1 percent of insider superintendents were likely to have been employed in larger school districts. Areas of Carlson's research were confirmed and differences with Carlson's research were also found. Differences were found in the superintendents' reasons for seeking their first superintendency. No differences were found in superintendents' reasons for seeking their next superintendency.

Wrubel's (1990) Superintendent Succession: Needs, Selections, and changes in Four New York Public School Districts is another example of research using Carlson's (1962) research. Wrubel's research was used to study the superintendency from the perspective of the nature of the position, the characteristics of the incumbents, and the matter of mobility from one incumbency to another. Superintendents were categorized by the job they did as assistant superintendents. Those who were assistant superintendents for personnel, finance, or labor negotiations were categorized as management candidates. Those who were assistant superintendents for instruction, supervisors of an academic area, or administrators in some aspect of the teaching or learning process were categorized as curriculum candidates. Wrubel determined that a predictability of performance existed among newly appointed superintendents attributable to their experience as management or curriculum experts, and as insiders or outsiders. Wrubel concluded that school board should realize that the selection of an outsider is a mandate for change and they face the likelihood of an increase in the administrative staff and the annual school budget.

Eight other dissertations were written using Carlson's (1962) research. However, none used Carlson's research as the primary focus of their study.

Summary

According to Carlson (1962) insiders are usually second in command and they bring a history with them to the superintendency. The outsider, on the other hand, does not bring a history with him to the school district. However, he moves from place to place as a hopper, specialist, or statesman.

The outsider is brought in to make changes and he is given a mandate and the support of the board. The insider is not given a mandate, he is expected to be a stabilizer, and he is usually not given the support of the board when trying to make changes.

The insider gives attention to old rules to tighten what exists. The outsider uses rules to fill gaps and send a message that a new man has arrived and things are going to be different. The use of rules has more of an impact on central office personnel and less of an impact on teachers.

Both the insider and the outsider have to manage two fronts, teachers and central office. Insiders are influenced by friends and enemies, while faced with the conditions of their employment. Outsiders try to build ties with teachers, while putting distance between themselves and central office personnel.

As the new superintendent manages the two fronts consisting of teachers and central office administrators, insiders face a social system and power system that are already in place. Outsiders face social system and power systems that have been suspended. The outsider has a chance to reshape the conflict. The outsider is concerned about loyalty and adds more staff to the central office during the early years of his stay in office as a way of creating loyalty. The insider is less concerned about loyalty because he is already established and adds to his central office staff over his term in office.

The purpose of this study was to describe a two-year period of Thompson's tenure in relation to Carlson's (1962) five concepts of outsider superintendents. This study also describes the differences between place-bound and career-bound superintendents. As I conducted this study, I continually reviewed Carlson's insider and outsider concept to

determine if Thompson, as a new superintendent from outside the Tulsa Public Schools, functioned as an outsider.

Additional research on insider and outsider superintendents is somewhat limited. Only five of 13 previously written dissertation used Carlson's (1962) "Executive Succession and Organizational Change" as the basis of their studies. None were similar to this study. Therefore, the review of the literature has been limited to Carlson.

CHAPTER III

DESIGN AND METHODOLOGY

This qualitative study was designed to describe a two-year period of Thompson's tenure in relation to Carlson's (1962) five concepts of outsider superintendents. Specifically, these five concepts are: (1) Outsider impact, (2) lack of history, (3) conditions of employment, (4) use of rules, and (5) managing the two fronts consisting of teachers and central office administrators. To accomplish this, it was necessary to select a sample, collect the data, and analyze the data. These procedures are described in the following sections: research design, population and sample, instrumentation, data collection, data analysis, and summary.

Research Design

The research design for this study was the qualitative long interview, which used predetermined questions designed to garner pertinent information. According to Merriam (1988) "In highly structured interviews, questions and the order in which they are asked are determined ahead of time" (p.73). All participants were asked the same questions in the same order. Merriam recommends this type of interviewing. "Interviewing for case study research, especially qualitative case studies, may use this highly structured format to gather common sociodemographic data" (p.73). Therefore, the purpose of using this design was to describe a two-year period of Thompson's tenure in relation to Carlson's (1962) five concepts of outsider superintendents.

Population and Sample

The population of this study was five board members, four central office administrators, three high school principals, and three middle school principals of the Tulsa Public Schools. All participants were in their respective positions during Thompson's first two years as superintendent of the Tulsa Public Schools.

The Tulsa Public Schools is an urban school district located in Tulsa, Oklahoma. The City of Tulsa with a population of 360,000 is situated in northeastern Oklahoma. The Tulsa Public Schools with 43,000 students is Oklahoma largest school district. There were 84 school sites when Thompson became Tulsa's superintendent in January of 1994. There were 57 elementary schools, 14 middle schools, nine high schools, and four alternative schools. One middle school was added to the district during Thompson's tenure in 1998. The board of education is a seven-member school board. Bruce Howell, Ph. D. preceded Thompson as superintendent. Appendix C is the organizational flow chart used during Howell's tenure. This format was being used when Thompson arrived as superintendent. Appendix D is the organizational flow chart Thompson implemented in July 1994 and used during the remainder of his first two years.

The board members who participated in this study served on the board of education when Thompson was selected as the superintendent of the Tulsa Public Schools and they participated in the selection process. These board members served on the board of education during the first two years of Thompson's tenure. They have a combined total of 47 years of service on the Tulsa school board.

Three of the central office administrators were serving in the central office when Thompson began his tenure as superintendent. One central office administrator was

promoted to the central office during the first year of Thompson's tenure. They have a combined total of 59 years as central office administrators for the Tulsa Public Schools.

The high school principals served in their position during the first two years of Thompson's tenure as superintendent of the Tulsa Public Schools. They have a combined total of 21 years as principals in the Tulsa Public Schools.

The middle school principals served in their positions during the first two years of Thompson tenure as superintendent of the Tulsa Public Schools. They have a combined total of 25 years as middle school principals in the Tulsa Public Schools.

Every effort was taken to protect the identity of the participants. All participants were assigned a pseudonym. Board members were assigned a last name beginning with the letter "B," central office administrators were assigned a last name beginning with the letter "C," high school schools principals were assigned a last name beginning with the letter "H," and middle school principals were assigned a last name beginning with the letter "M." Thompson's name is the only name that is not a pseudonym.

The sampling for this study was a purposive sampling. As stated by Erlandson, Harris, Skipper, and Allen (1993), "purposive and directed sampling through human instrumentation increases the range of data exposed and maximizes the researcher's ability to identify emerging themes that take adequate account of contextual conditions and cultural norms" (p. 82). The use of a purposive sampling allowed me to select the board members, central office administrators, high school principals, and middle school principals who were knowledgeable about Thompson's tenure as superintendent of the Tulsa Public Schools and; therefore, would be the most beneficial for the purpose of this study. Merriam (1988) agreed with Erlandson et al. when she said, "selecting

respondents on the basis of what they can contribute to the researcher's understanding of the phenomenon under study means engaging in purposive or theoretical sampling" (p. 76).

Therefore, I chose to exclude teachers, parents, and community people from the population sample because I believe the members of these three groups did not have the necessary knowledge needed for the participation in this study. Furthermore, the members of these three groups did not have the experiences with Thompson that would give the insight needed for this study. The qualitative interview process with these group members would not have provided the data needed for this research study.

Instrumentation

Equipped with a set of predetermined interview questions, I was the instrument used to collect the data needed to conduct this study. McCracken (1988) summarizes, "In qualitative research, the investigator serves as a kind of "instrument" in the collection and analysis of data" (p. 18). The interview questions used in this study were designed to provide information about five themes—insider and outsider superintendents, impact of history, conditions of employment, the use of rules, and managing the two fronts consisting of teachers and central office administrators. The interview questions consisted of 20 predetermined questions that were asked of all participants. McCracken was careful to point out "The questionnaire has several functions. Its first responsibility is to ensure that the investigator covers all the terrain in the same order for each respondent (reserving in a rough way the conversational context of each interview)" (p.24). There were five lead questions designed to investigate the themes with follow-up

questions designed to explore the lead questions more in-depth (see appendix B). Follow-up questions that were not predetermined were asked when necessary when there was a need for clarification or a need to explore the issue for more detailed information. I did ask follow-up questions as an attempt to resolve any conflict that existed in the information that participant provided as it related to what another participant had provided.

Draft interview questions were used to determine the quality and validity of the questions. One question was modified because it had the appearance of having two questions in one, was unclear, and confusing. The question was modified to two questions and listed as questions 5.1 and 5.2 on the list of interview questions. The data collected from the draft questions were not used for this study.

Data Collection

I contacted the participants by telephone or I made face-to-face contact to ask for an interview. All individuals contacted for an interview consented to an interview with only one exception. The data were collected between October 22, 2001 and February 28, 2002.

Once the participants granted verbal permission, they wanted to know the nature of my study. At that time, I gave them the title of my study and a brief overview of the study. My face-to-face requests for interviews were followed-up with a telephone call to the participants to establish the date and time of the interview. I placed a telephone call to each participant the day of the interview to confirm the interview. Three interviews were done in my office, two interviews were conducted in the home of the participants,

and the remainder of the interviews was conducted in the office of the participants. I told the participants the interview would last one hour. Interviews lasted from 30 minutes to two hours depending on how long the participant talked. All participants were required to sign the Oklahoma State University approved consent form (see appendix E). Each interview was recorded on a separate audiotape and labeled by name.

I transcribed all taped-recorded interviews with the use of my notes and my memory for the few portions of the tape recordings that were not clear. Every effort was made to transcribe the tapes shortly after the interview. However, the transcribing of some of the tapes took several hours over a period of two or three days. The interviews were transcribed verbatim so that the integrity of the interview would be maintained and to ensure that I did not take anything out of context.

All tapes were stored in a file box in my home until I delivered them to Dr. Burlingame for safekeeping. These tapes were used to help me with the audit trail. The transcripts of the tape-recorded interviews were kept in a file folder in my home. All audiotapes, transcripts, and field notes are to be destroyed upon the completion of this research study.

Data Analysis

The analysis of the data started with the first interview and continued throughout this study. Erlandson et al. (1993) summarizes that “the collection and analysis of the data obtained go hand-in-hand as theories and themes emerge during the study” (p. 111). I analyzed the data during each interview searching for different themes as they emerged. I made written notes of the emerging themes during the interview process. I analyzed the

data as I transcribed the type-recorded interviews and continued my search for the themes.

After completing the transcripts of the tape-recorded interviews, I reviewed the interviews and, using a highlighter, highlighted the data needed for this study. Erlandson et al. (1993) states, “one way to coordinate all of the different sources is to extract information from interviews, surveys, audiotapes, videotapes and artifacts and place the unitized information on note cards (or their equivalent on paper or computer disk)” (p.167). I extracted the data contained in the transcripts of the interviews. Using the Microsoft Excel program, I setup five Excel spreadsheets, one for each of Carlson’s (1962) concepts used in this study. The interview questions were placed at the top of each spreadsheet. The participants’ names were placed along the left margin of the spreadsheet. The data received from the participants were categorized under the corresponding questions. The spreadsheets allowed me to view and analyze the data received from one participant as it related to one question and compare it with the data from all participants as it related to the same question. I analyzed the data by continually moving from the spreadsheets containing the data, to the transcripts of the interviews, and my notes as I prepared the findings. Using a print out of the data from the spreadsheets and different colored highlighters, I color-coded the similar or like responses that had the same or related meanings. The color-coded responses were then transferred to what Spradley (1979) refers to as a “domain analysis worksheet” (p. 112). However, for the purpose of this study, I will refer to my worksheet as a category worksheet. As I continued to analyze the data, similar data were then categorized and viewed for areas of agreement, mixed agreement, and disagreement. Areas of agreement are those categories

that produced a significant number of responses from the participants to indicate agreement. Areas of agreement means a significant number of participants viewed Thompson in a particular way. Areas of disagreement are those categories that were viewed to be in conflict or disagreement with the areas of agreement. Areas of disagreement means a smaller number of participants' view of Thompson was in conflict with the participants whose view of Thompson was in agreement. Areas of mixed agreement are those categories that produced a moderate number of responses from participants or the category is not in total agreement with the areas of agreement or in total disagreement with the areas of disagreement. Mixed agreement represents the middle ground as it relates to agreement and disagreement and how the participants viewed Thompson. I gave careful attention during the summary of Chapter IV to identifying which participants were in the areas of agreement, mixed agreement, and disagreement.

Summary

The purpose of this chapter was to describe the methodology used to complete this qualitative study using the theoretical foundation of Carlson's (1962) concept of insider and outsider executive succession. This chapter explains the selection of the sample, the research design, the population and sample, instrumentation, data collection, data analysis.

The research design was the qualitative long interview process using predetermined questions designed to test Carlson's (1962) concept. The population sample was selected based on what they could contribute to this study. I, along with

predetermined interview questions, was the instrument used to collect the data needed for this study. The analysis of the data began with the first interview and continued with each subsequent interview. The researcher transcribed the tape-recorded interviews. The data were analyzed and extracted from the transcripts then placed on five excel spreadsheets. The spreadsheet data were analyzed and used to establish categories. The categories were analyzed to determine the areas of agreement, mixed agreement, and disagreement.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The following is an overview of how Thompson was viewed by the people I interviewed for this study and an analysis of these views based on Carlson's (1962) concept of Executive Succession and Organizational Change: Place-Bound and Career-Bound Superintendents of Schools. In this presentation of the data each interview question will be stated followed by the responses received from the participants. Participant responses are in the following order: board members, central office administrators, high school principals, and middle school principals. The analysis of the data explains the data collected as it relates to Carlson's concepts. The summary explains the data from respondent's area of agreement, mixed agreement, and disagreement.

Presentation of Data

Outsider Impact

Question: What impact did being the new superintendent of the Tulsa Public Schools from the outside have on Thompson's performance as superintendent during the first two years of his tenure?

Response: All five board members categorized Thompson as an outsider. They had no doubt that he was truly an outsider. Initially, Thompson had a positive impact on the district and the five board members viewed Thompson as having a positive impact on the district's public image through the media. Belser's response summarized the board members' view of Thompson's outsider impact: "Thompson brought freshness, new

ideas, new goals, direction, vision, and that created and stimulated enthusiasm for most of the staff and community initially.”

Central office administrators had different views on how they saw Thompson as it related to this question. However, they all agreed that Thompson was an outsider. One viewpoint described Thompson as a superintendent who brought a different approach to the management of the school district. With this new approach, Thompson was given permission to try new and different techniques that he had used in other school districts. Childers said: “Thompson saw things that he wanted a certain way and he moved to make them happen that way. Thompson’s outsider status gave him permission to do a lot of things he wanted to do.” Another view by central office administrators was that the people in the community were expecting a creative performance from Thompson and they were expecting him to experience success where other superintendents had failed. Clayton expressed this when he said, “The people in the community viewed Thompson as fresh blood with new ideas and creative programs. Therefore, Thompson was in a position to advance programs that the previous superintendent could not have done.”

High school principals, without hesitation, declared Thompson an outsider superintendent. High school principals presented two points of view on the impact of Thompson as an outsider superintendent. One view was that there were high expectations for what his leadership would bring to the Tulsa Public Schools. The second view was the need for Thompson to obtain the necessary knowledge to be successful as the superintendent of the Tulsa Public Schools. The following responses from high school principals described their views of Thompson as an outsider superintendent and the impact it had on his performance. Helt stressed high expectations

for Thompson's leadership when he said, "Thompson's arrival as the new superintendent from the outside gave the school district new life, new blood and a new opportunity."

Hannah expressed Thompson's need for knowledge,

The impact on Thompson's performance was that it made it extremely difficult on him. There was a learning period by which Thompson did not take advantage of it in terms of getting to know the community, the city, the type of (school) system we were, and it hampered him coming in from the outside.

Middle school principals indicated that Thompson had a lack of understanding of the dynamics of the school district. The members of the board of education were united with their support of Thompson. The people in the city were pleased to have an African-American superintendent and they had high expectations for his superintendency.

Thompson had to demonstrate his ability to serve as the superintendent of the Tulsa Public Schools. Thompson's arrival as superintendency was a time of change. The following responses summarized the middle school principals' views of Thompson as an outsider superintendent and the impact it had on his performance: Mixon said,

Thompson did not fully understand some dynamics that are always present in any organization. He brought with him his right hand person who was a female who did not understand all of the dynamics. ...He seemed to have the full support of the board. ...The community was excited that an African-American was appointed superintendent. ...The sense of the community was anticipation.

Morris said, "Thompson had to prove himself. I remember when Davis came in.

...There was a period for Davis and Thompson to have to prove themselves. ...Davis ended up leaving the district. ...You end up with a period when you get tested."

Question: What advantage did Thompson have coming into the Tulsa Public Schools from outside the school district as the new superintendent?

Response: Board members discussed two views regarding Thompson's advantages. One was his objectivity as it related to his new approach to providing leadership for the school district and the second view was that he was unknown and, therefore, people were not in a position to criticize him during the early days of his superintendency. Belser discussed Thompson's advantage due to his objectivity: "Thompson's advantages were new ideas, new goals, new direction, vision, that created and stimulated enthusiasm for most of the staff and community initially. New thinking." Brown said:

"Thompson's advantage was that he was an unknown quantity. Most people did not already have their minds made up when he came in." ...They (people) did not have any quantifiable things with which to criticize him. There were a lot of people who would like to have criticized him whether they would admit it or not. There was some hesitation because of his race, ...but they did not have anything objective to tie their second thoughts about."

Central office administrators' opinions varied when describing Thompson's advantages. Advantages indicated were his newness, his fresh ideas, his different approach to problem solving that allowed him to make changes that he wanted to make, his lack of baggage, and no obligations to friends. Childress expounded on Thompson's approach to problem solving when he said, "Thompson may have seen some things that needed to be done differently with fresh ideas. Thompson had different ways of attacking a problem that may not have been tried or thought of that might have been

successful in other places.” Collins described the impact of Thompson’s lack of obligations when he stated: “Thompson’s advantages were he did not have friends he owed anything and he did not have anyone pulling on him wanting favors.”

High school principals described one of Thompson’s advantages as a honeymoon period that provided him with a grace period to implement some changes that previous superintendents could not implement. Another advantage was his lack of knowledge about the district employees, which allowed him to gather information to determine who he wanted on his central office staff. Thompson had no allegiance or built in-group to whom he owed anything. Helt said, “Thompson had the honeymoon period when he started his superintendency. ...The honeymoon period allowed Thompson to implement, make moves.” Hatcher described Thompson’s information retrieval ability as an advantage. “Thompson’s advantage was he came in with a blank screen, able to make up his own mind as he retrieved information. Thompson had no perceived ideas.”

According to middle school principals, Thompson’s advantages were the honeymoon period he received, not having to go along with the old way of doing things, bringing new ideas to the district, and the support of the board. Thompson had no promises to keep, no legacies to fill, and he did not owe anybody anything. Mixon said, “There is always a honeymoon period. He did not have to go along with this is how we have always done it and that is why we should continue to do it but instead, he came in with new ideas.” Mitchell indicated “The biggest advantage for him or anybody else in that position is you have the benefit of mystique. ...I think the biggest advantage is just that unknown where you get the benefit of the doubt until proven otherwise.”

Question: What disadvantage did Thompson have coming into the Tulsa Public Schools from outside the school district as the new superintendent during the first two years of his tenure?

Response: All five board members agreed that Thompson's disadvantage was his lack of knowledge. They discussed Thompson's lack of knowledge about the district, the community, the people in the community, the employees, and the knowledge he needed to be an urban superintendent. Board member responses detailed Thompson's disadvantage due to his lack of knowledge. Beck said, "Thompson's disadvantage was he had no past experience with an urban board of education. Thompson had experience in an urban district as an administrator, but he did not have dealings with a board of education in that venue." Belser said, "Thompson's disadvantage was a lack of knowledge about the community and staff, places, people, ... and how things operated." Brown said,

Thompson was at a disadvantage because he did not know anything about the district. Thompson knew nothing about the history of the district. Thompson brought in Florene Davis, a friend and colleague from a previous district, as his assistant superintendent. ...So you had two brand new people, neither of whom knew anything about the district.

Central office administrators agreed Thompson was at a disadvantage because he did not know the school district and the Tulsa community. Thompson's lack of knowledge about school personnel, mostly administrative personnel, hindered him, as did the community's lack of knowledge about him. One central office administrator indicated that Thompson's ethnicity was a disadvantage for him. Collins explained the

extent of Thompson's disadvantage when he stated, "One of Thompson's disadvantages was that he did not know a lot of the personnel that were at the administrative level. Thompson did not know the community and the district." Clayton felt Thompson was at a disadvantage "because no one knew him." Clayton went on to say, "There were some who were highly suspicious of a person coming into the district not having understood the needs of the community." Cummins said, "The fact that Thompson was African American was a disadvantage. ...It caused Thompson to receive some criticism for doing certain things or reactions to certain things from people who had never criticized in those areas."

According to high school principals, Thompson's disadvantage was his lack of knowledge. He was a non-Oklahoman, therefore, he did not know the system, did not have a support group on which to lean, and did not know the people. Helt said, "The disadvantage that Thompson had was he did not know the system, the power bases, and not knowing all there is to know about the new job." Hannah stated, "The disadvantages that Thompson had ...he did not know our system; he did not have a crutch or group to lean on for support."

Middle school principals said Thompson's lack of knowledge about people's hidden agendas and his embroilment in contention situations was his disadvantage. Thompson had to learn how things were done in the state and the school district. Thompson lacked knowledge about the district that would have allowed him to honor what had occurred in the district before he came to Tulsa. Thompson had no basis on which to make informed decisions. Mixon believed that "Thompson's disadvantages

were not knowing where the minds are and how to avoid controversy.” Mitchell further supported this notion when he stated:

Thompson did not have the benefit of what had worked in the district or what had not worked. ...Thompson did not have the benefit of any kind of a basis to make informed decisions in that short time frame. He did not know the district, he did not know the players, and he did not know the evolution of why certain things are not in place.

Lack of History

Question: How did Thompson’s lack of a history as it relates to ready made enemies, friends, and obligations affect Thompson’s performance as the new superintendent during the first two years of his tenure?

Response: Board members focused on the advantages and disadvantages of Thompson not having a history with the district from five different points of interest. It was an advantage because he was given greater opportunities to implement programs and because he did not have friends to whom he owed obligations. The lack of ready-made enemies was also viewed as an advantage because there was no established group ready to sabotage his efforts. The lack of ready-made friends was a disadvantage because he did not have a built-in support group. His lack of ready-made friends was a disadvantage because when he reached out to establish relationships, he became indebted to those individuals or groups. As he attempted to establish relationships, he was more inclined to implement the plans of the more verbal members of the community. His lack of an established relationship with the central office staff was a disadvantage. The following

responses from Belser and Beck explain how board members viewed the impact that a lack of history with the district had on Thompson's superintendency: Belser said,

Thompson was a superintendent whose lack of a history caused him to be drawn into the clutches of the strong, more verbal persons and organizations in the system and the community who might have more narrow goals as opposed to a more broader view.

Beck said, "Thompson's lack of history caused him to draw people around him who he believed would be loyal to him. ...Thompson incurred some obligations with people who he went to for support."

The central office administrators approached this question from multiple perspectives. Thompson did not have ready-made enemies or people he could rely on for information and his lack of a history allowed him to take decisive action. Clayton said, "Thompson's lack of a history had a positive affect on his superintendency. ...Thompson's media attention put him in a good position to do things."

Childers said, "Thompson's lack of a history was not necessarily making a difference. ...He would charge ahead anyway. ...Thompson's lack of a history allowed him to step on some toes and if he did, so be it."

High school principals explained how Thompson did not make good use of the advantages associated with his lack of history. Thompson had not created any enemies, the people of Tulsa welcomed him with opened arms, and anything he wanted to do was accepted. According to Hannah,

Thompson blew it. Thompson had a golden opportunity to come in, everything was plentiful, it was a clean slate and he misread it, which was the worst mistake

a leader can do. Thompson misread patterns in the community, community groups, and staff within the school system. Thompson listened to the wrong people.

Middle school principals explained the affect of Thompson's lack of history by focusing on his lack of friends and enemies and the impact that his lack of friends had on his decision making process. Thompson's lack of a history allowed him to make decisions and not have to worry about offending friends. He had to decide with whom to ally, and which sources of information to use. There was a controversy with his assistant that caused him to be cautious. Thompson seemed to make decisions based on whoever had his ear. Middle school principals described the impact of Thompson's lack of history. Morris said, "It allowed him to make decisions that he did not have to worry about, well if I do this, I know so and so are going to be angry." Mitchell said, "Thompson inherited a lot of enemies or allies right off the bat, but he also had to clearly establish who he was going to ally himself with one way or another." Mixon further supported this notion when he said, "Whoever had his ear influenced him and his decisions for the district."

Question: Which of the following categories do you place Thompson: hopper, specialist, or statesmen?

Response: Board members placed Thompson in three categories. Beck and Belser viewed Thompson as a hopper. Blair viewed him as a specialist. Bales and Brown could not put Thompson in one category and decided he exhibited characteristics of both a hopper and a specialist. The hopper/specialist is not one of the original options I gave respondents during the interviews, but these two board members struggled with placing him in just one category. Therefore, I did not feel it was appropriate to force the issue

and require them to select a category other than what they truly felt comfortable selecting.

Central office administrators placed Thompson in three categories. Collins and Cummins saw Thompson as a specialist. Clayton placed Thompson in the hopper category. Childers had problems placing Thompson in one category and placed him in two categories, hopper and specialist.

The three high school principals and the three middle school principals agreed that Thompson was a hopper.

Question: What did Thompson do to cause you to qualify him as a hopper, hopper/specialist, or specialist?

Response: According to board members, Thompson was applying for superintendent positions in other school districts during his first year as the Tulsa superintendent. His name surfaced when superintendent job opportunities became available in other school districts. Thompson was viewed as a hopper because he seemed to spend his time trying to make a name for himself in Tulsa while seeking employment as a superintendent in other school districts. The rationale for the specialist portion of Thompson's hopper/specialist category was his work with the media as a PR person for the school district, his work with the district's budget and his efforts to get voters to pass the bond issues. Thompson was viewed as a specialist because he was considered a troubleshooter, specializing in identifying areas that were weak and making corrections.

Central office administrators used a variety of reasons to explain placing Thompson in the hopper, hopper/specialist, or specialist categories. He was considered a hopper because the board of education did not give him the security he wanted in a long-

term contract and because he was constantly applying for other superintendent positions. He was considered a hopper/specialist because he was continually applying for other jobs and because of his ability to get the district to see the need to change its approach to meeting the needs of the school district. He was viewed as a specialist because of his ability to get the voters to pass bond proposals and make long term plans for future bonds. The following statements from central office administrators supported the reasons for placing Thompson in the different categories: Clayton said, "Thompson was a hopper because the board did not offer Thompson that security the he requested and sought." Childers said, "Thompson was a hopper and a specialist." ...A hopper because "he was always keeping his resume out there. ...Thompson was a specialist in a sense of getting the district to move ...and helping people see the need to change." Cummins said, "Thompson was a specialist because he came in and passed a couple of bond issues ...and set in motion the passage of another bond issue."

The high school principals described Thompson as a hopper because he was always applying and/or interviewing for other jobs, and because of the constant media reports of his name associated with job openings in other school districts. Hannah said,

Thompson was a hopper because he was very short sighted. ...The media got reports of the fact that Thompson was constantly looking for other positions. It was obvious that he was more concerned with prestige and hype rather than substance.

Hatcher said,

He came in and was preparing his resume for his next job when he got here.

Thompson was someone who was trying to make a mark for his next job.

Everything that was undertaken during his time was to help build his portfolio.

Middle school principals explained that Thompson was a hopper because he was not stable, having held many different jobs in different states. Therefore, he was not seeking stability. He always had an application out there, and he always seemed available for a position. The controversy with Davis, his assistant superintendent, damaged his relationship with the board of education and caused him to be a hopper. There was always the threat that Thompson would be released or his contract not renewed. Furthermore, Thompson started many different projects, but never brought any of them to closure. The following statements from middle school principals supported their placement of Thompson in the hopper category: Mitchell said, "Thompson sought different jobs." Mixon said, "After the initial controversy (with Davis) things never really settled down in my opinion. I did not see a specialty area."

Conditions of Employment

Question: What were Thompson's conditions of employment or what do you perceive were Thompson's conditions of employment?

Response: Board members explained, with agreement, three conditions of employment. They were: getting voters to pass bond issues, public relations, and his wife was not to be an employee of the Tulsa Public schools. Other conditions of employment included the need for Thompson to communicate with board and keep them informed about district activities. He was also to provide the students with the opportunity to

receive a quality education. The board wanted him to improve shared decision making at the school sites. A condition of employment established by Thompson was a respectable salary. Comments from board members further explained Thompson's conditions of employment. Blair said, "He was to do public relations, beef up the programs, and pass a bond referendum. One of the conditions we told him was his wife would not be an employee of the Tulsa Public Schools." Brown said, "Thompson's conditions of employment were a respectable starting salary and he was needed to communicate well with the board. Another condition of employment was this was a job offer to John not John and his wife."

Central office administrators described Thompson's conditions of employment. He was to improve academic achievement, bring the district back into perspective, move some of the magnet school concepts to the other schools, move certain staff members out of their positions, and reorganize the central office staff because the board was not pleased with current employees. One central office administrator said the Chamber of Commerce was responsible for establishing Thompson's conditions of employment. Childers explained Thompson conditions of employment when he said, "Thompson was to take a relatively complacent district and make some things happen, reorganize the district administration and put different people in different positions because the board was not pleased with current employees, get things moving, and be a change agent." Clayton said, "Thompson was to improve academic achievement and there were external conditions placed on Thompson by various organizations in the community, primarily the Chamber of Commerce was requiring things be done."

One high school principal explained Thompson's conditions of employment from the position of what Thompson required from the board of education. Other conditions of employment discussed by high school principals were that Thompson was to manage the day-to-day operation of the school district, establish a positive public image, increase community involvement, get voters to pass bond issues, and restore order in the district. Hannah explained the conditions of employment that Thompson required when he said, "It was money. I always felt like he was driven by money and nothing else. Not dedication, duty, performance, nothing." According to Helt, "Thompson was to operate the schools, be that PR person, get the bond issues passed, be visible, and he was to be involved in the community."

Middle school principals explained Thompson's conditions of employment from varied perspectives. He was to advance site-based management, develop a partnership with the community, get voters to pass bond issues, improve student achievement, provide equity in programs for all children, manage the staff, and manage the district's finances. Morris said, "Thompson was charged with bringing site base management into the district and into a more prominent way of conducting business. ...He was to pass bond issues." Mixon explained Thompson's conditions of employment as, "student achievement, equity in programs for all kids, management of staff, and finance management."

Question: What mandates were given to Thompson by the board of education?

Response: The board members provided similar responses when discussing mandates given to Thompson. Four board members included improving the high challenge schools. Four board members included either communicating with the board or

maintaining a good relationship with the board. There was a close relationship between communicating with the board and good board relationships. Improving his relationship with the employees became a mandate after the first six months of his tenure. There were some similarities between conditions of employment and mandates. Some issues that were conditions of employment for some board members were considered mandates by other board members. Some board members categorized certain items as both conditions of employment and mandates. Not employing Thompson's wife started out as a condition of employment, but later became a mandate because Thompson wanted his wife to work in the Tulsa Public Schools. Communicating with the board, improving test scores in the high challenge schools, and getting voters to pass bonds are examples of conditions of employment that were also mandates. Blair detailed Thompson's mandates when he said,

One of the mandates was his wife was not going to be an employee of the district. And ... he was, before he goes out to share the vision or make promises to contingencies, he would come ...talk to his board. Another mandate was that he was not to be so dictatorial with employees at all levels and not belittling the employees. He was to have more written communication with his board members as to his activities.

Central office administrators were clear that they were not privy to any conversation about Thompson's mandates from the board. Their perceptions were that the board wanted Thompson to improve the quality of the district by making necessary changes, improve academic achievement, advance shared decision-making, improve test scores, get voters to approve bond issues, and personnel changes. According to Collins,

“Thompson was to increase test scores, make changes in the district, improve school facilities, and pass bonds. ...There might have been some personnel they (the board) wanted to remove from the district.”

One high school principal said he did not know. The other two high school principals answered the question based on their perceptions of Thompson’s actions. They viewed improved test scores, bond issues, and public relations as mandates issued to Thompson by the board of education. The following statements from high school principals further explained their perception of Thompson’s mandates: Helt said, “Thompson was to be a PR person for the district, pass bond issues, and bring order to the schools.” Hatcher said, “Thompson was to improve the test scores in north side schools and turn around the district’s image to better compete with the outlining school districts such as Jenks, Union, and Broken Arrow.”

Middle school principals explained Thompson’s mandates from the board. He was to develop site base management, develop a management training program for assistant principals, improve test scores and get the voters to pass bonds to fund the improvement of school facilities. Morris said Thompson was to, “Develop and make site based management a more prominent management style of the district, ...and bond issues.” Mitchell said, “They wanted test scores to improve.” ...We tried three bonds, so there must have been some kind of interest in improving our facilities, or physical environment plant.”

Question: What type of support did Thompson receive from the board for the changes he attempted to implement during the first two years of his tenure?

Response: All board members explained that initially, Thompson received a great deal of good support for the changes he wanted to implement during the first year of his tenure as the superintendent of the Tulsa Public Schools. Thompson lost support after his first year due to his autocratic management style and the controversy with Davis, his assistant superintendent. Beck said, “Thompson, initially, had great support for the changes he attempted to implement. The board was supportive of what he was doing, especially the first year, very trusting of the decisions he made. There were a lot of questions about personnel at the time.” Brown explained Thompson’s support and what caused that support to erode after the first year when he stated,

Thompson received pretty uniform support. ...He got resistance from the board on Florene Davis (the assistant superintendent he brought into the district).

...Unless something was done, the board would probably not vote to renew his contract. Davis elected to go someplace else. ...The process damaged

Thompson’s long-term relationship with the board.

Belser said “The support began to weaken mainly because it was kind of autocratic, his approach.”

Central office administrators felt that Thompson received good support for the changes he attempted during the first year of his tenure and his support slipped after the first year. One central office administrator described Thompson’s support as mixed and based on what was visual. Childers described “Thompson’s support from the board for the changes he attempted to implement as pretty good support.” ...Most of the things Thompson wanted to do took place.” Clayton said, “Thompson’s support from the board for the changes he attempted to implement was mixed. There had been considerable

support from some board members based on things they could see, especially in term of Thompson's efforts with the bond issue."

High school principals said Thompson received support from the board, along with tremendous leeway for the changes he attempted to implement. Hatcher said, "Thompson received almost unanimous support from the board for the changes he attempted to implement during the first two years of his tenure. ... They were on the honeymoon those two years."

Middle school principals said Thompson received good to strong support from the board for the changes he attempted during the first two years of his tenure. Mixon and Mitchell expressed similar views when they discussed Thompson's support from the board. Mixon stated, "Thompson received good support from the board for the changes he attempted to implement during the first two years of his tenure." Mitchell said, "Thompson received very strong support for the changes he attempted to implement during the first two years of his tenure."

Question: What changes did Thompson attempt to implement?

Response: According to board members, Thompson implemented changes in the area of professionalism of the people who worked in the district, promoted bond issues along with the dollar value of the bond issues, closed high school campuses for lunch, improved superintendent/parent/child relationships, moved forward with technology, added JROTC programs, restructured the central office, and placed different people in administrator positions at the central office. Beck described Thompson's implemented changes when he said,

Thompson made changes in the area of personnel changes. Thompson moved a lot of personnel around, I think he seemed to be really trying to shake things up, and he certainly did that. Thompson made changes in the physical appearances of the schools. Thompson began talking early on about a bond issue. Thompson was very bold and very big in terms of how much money to ask for. That was really great about his being here because nobody would have had the nerve to ask Tulsa for almost a hundred million dollars.

Brown said, “Thompson made changes by moving us forward in the area of technology. The technology segment of the bond issue was very important. The biggest ...Thompson brought JROTC to the Tulsa Public Schools. Personnel changes were top level administrators like the area superintendents.”

Central office administrators indicated that Thompson attempted to change the curriculum at the elementary, middle, and high school level. He reorganized the central office, added block scheduling at the high school level, multi-aged classes at the elementary level, technology, and facilitated passage of bond issues. According to Childers,

Thompson reorganized the organizational format at the central office and changed the structure at the central office. Block scheduling at the high school level, middle schools were pushed to continue with the middle school concept, multi-aged classes were pushed at the elementary level, he strongly pushed improving the use of technology throughout the district, bond issues were presented to the community, he pushed for improving professional development, and the creation of the Fulton Teaching and Learning Center to enhance professional development.

According to high school principals, Thompson implemented personnel changes, placed a JROTC program in the high schools, block scheduling in the high schools, facility up grades, and the bond issues. Hatcher said, “Thompson attempted curriculum changes, schedule changes (to block schedule), changing all the administrators throughout the district, facility changes with the passage of bonds. ...He (Thompson) was a major change player. ...You will change was his motto at that time.”

Middle school principals indicated that Thompson implemented administrative changes at the central office and made principal changes. Thompson changed the district from the area superintendent organizational format to the director format at the central office. Thompson presented the bond issues for voter approval, opened the Fulton Teaching and Learning Center for professional development, increased computer technology in the schools, and added the JROTC program in the middle schools and high schools. The following responses from middle school principals describe the changes Thompson implemented. Morris said, “Thompson put most of the principals into the positions they currently hold. ...The bond issues and helping with the facilities were changes. ...Technology was huge for Thompson; that change put computers in the schools. Mitchell said, “Thompson changed the central office structure from the area superintendent format to the assistant superintendent and directors format. ...Thompson implemented the JROTC programs in the district.”

Question: How did Thompson improve the quality of education in the Tulsa Public schools?

Response: Three of the five board members either did not think Thompson improved the quality of education in the Tulsa Public Schools or they were not sure he

improved the quality of education in the Tulsa Public Schools. These three board members recognized improvements Thompson made in the district, but they did not believe these changes improved the quality of education and two of them respectively explained that Thompson's lack of skills in curriculum and his personality prevented him from improving the quality of education. The other two board members explained that Thompson improved the quality of education with his posture of no tolerance for misbehavior, the expectation that parents were responsible for their children's behavior, and his contact with community and staff. Brown said,

I am not sure he did improve the quality of education. I do not think he succeeded in improving the educational levels in the district as he would have liked. We were not able to get our arms around fixing the problems at the high challenge schools. I do not think that he was equipped or set up to do that kind of looking. He was looking for quick answers.

Madison Bales said, "Thompson improved the quality of education by being more engaging than some of our other superintendents. Sometimes he went too far. Sometimes he was down right hard."

Central office administrators said Thompson improved the quality of education by improving school facilities. Other examples given were his focus on professional development, holding employees and students accountable, and made technology upgrading technology. Clayton said, "Thompson improved the quality of education with the creation of the Fulton Teaching and Learning Center ...and focusing a lot of emphasis on professional development." Collins said, "Thompson improved the quality of education by holding people accountable. Sometimes Thompson went overboard."

High school principals explained how Thompson improved the quality of education with his stand on students' attitudes and behaviors. He improved the quality of education by getting the voters to pass a bond issue. He required high schools to change to block scheduling, but that did not improve the quality of education. One high school principal was not sure that Thompson improved the quality of education. Hannah said, "Thompson improved the quality of education as a result of his stand on the attitude and behavior of the students." Helt said, "Thompson improved the quality of education with the passing of the bond issue ...with facilities, and equipment." Hatcher said, "I am not sure the quality of education was improved. ...A lot of things happened within block schedule. Those types of changes did happen, ...the education that he brought in specifically, I do not know that it did."

Middle school principals said that Thompson improved the quality of education with his genuine concern for children. He tried to put things in place that would allow children to have successful experiences, and provide a commitment to research based programs that would lead to student success. Thompson improved the quality of education by implementing JROTC and leadership programs in the middle and high schools, improving the quality of technology in the schools, getting voters to pass bond issues, and facility improvements. Mitchell said, "Just getting started with an infrastructure for technology and getting some buildings started to be repaired was certainly significant that improved, ...some road was paved for overall improvements."

Use of Rules

Question: How did Thompson use rules during the first two years of his tenure as superintendent?

Response: The board members views varied on how Thompson used rules but they agreed that Thompson used rules. They differed on how he used the rules and with whom he used the rules. One board member indicated that Thompson did not know the rules; therefore, he did not use the rules as they were intended. Comments from other board members pointed out how Thompson enforced the rules at his discretion, used rules to an extreme, based his actions on rules, and created the rules he used. The following board member responses described how Thompson used rules: Blair said,

Thompson did not use rules too well. He (Thompson) was not as thorough as he should have been. I do not think he spent enough time really learning some things that he should have. What I mean by that is really going through your board policy.”

Belser said, “Thompson was real loose with the rules. If it were those principals that he liked, yes, turn the head forget about it. Beck said, “Thompson seemed to have his own set of rules. Thompson is not a big policy person. He seemed at times unaware of policies that were in place that were rather important policies.” Brown said, “Thompson used rules like a weapon. Everything was from a rules standpoint. Black and white, there was no gray. ...I support zero tolerance, but not mandatory sentences.”

According to central office administrators, Thompson’s use of rules ranged from not a rules user to creating rules and always using rules. Thompson followed the rules although, due to his outsider status, he did not know policy well. Thompson would create

rules. Clayton explained how Thompson did not rely on rules when he said, “Thompson was not much of a rules person. Thompson expected you to know what the school board policies were and to work within the framework of those school board policies.

Thompson never imposed any rules.” Collins said, “Thompson had his rules. Thompson would make some of his own rules. There were times when I thought Thompson may have gone overboard with some of his own rules.” Cummins stated, “Thompson used rules consistently. ... Thompson had the board create additional rules.”

High school principals explained that Thompson created the rules and used the rules at his discretion to accomplish what he wanted to accomplish. He used rules to the point that there was no other way than his way. He used rules as he desired and created rules as he desired. Hannah said, “Thompson did what he wanted to do. ...I think he abused it. He utilized it to his own means. ...It was done by coordination with others.” Hatcher said, “Thompson shot from the hip, he made a lot of rule changes as he deemed necessary, and the rules were flexible.”

Middle school principals indicated that Thompson set the rules and applied the rules however he chose to apply the rules. Thompson used rules and he chose to use them based on the situation. Thompson use rules by setting the rules and was viewed as heavy handed and autocratic with the rules. Mixon said, “I think he was rather heavy handed. I perceived him as authoritative, autocratic, based on his decisions, not always the rules.” Mitchell said, “I know his style was kind of a free spirit, situational.”

Question: How did Thompson use rules with teachers?

Response: Board members indicated that Thompson used rules with teachers to an extreme with zero tolerance. He was inconsistent with rules and extremely

unprofessional. Brown explained how Thompson used rules to an extreme with teachers when he said, “Thompson used rules with teachers more as a weapon than as a guideline. Well, he was adversarial with teachers. He was adversarial with the teachers’ union. He was adversarial with individual teachers.” Blair said, “Thompson used rules with teachers inconsistently” and “Sometimes it was really good because if there was a teacher problem, like in board hearings, we definitely went by the rule book. ...He showed some favoritism, kind of depended on who it was, or where they were, or what section of town they were in.”

Central office administrators said Thompson expected teachers to know what was expected of them and follow board policy. Thompson cared about teachers, and focused on respect between teachers and students. Thompson implemented policies and procedures, and added more policies. Clayton said, “Thompson expected teachers to have a knowledge of what they were expected to do and follow the guidelines.” Cummins said, “Thompson implemented policies and procedures and added more policies whether it was for teachers or not.”

High school principals explained that Thompson was a no nonsense superintendent who used rules with teachers and was intimidating to teachers. Thompson used rules with teachers that he created at any moment when needed. However, he recognized TCTA’s influence. The following responses from high school principals validated Thompson’s use of rules with teachers: Hatcher said, “Thompson was very direct and a matter of fact type of person, which a lot of times, I perceived, created unrest among administrators and teachers because of his authoritarian manner of handling personnel.” Helt said, “I think a lot of the rules that Thompson came up with were the

rules he came up at the moment. He was very cognizant of TCTA and the influence of TCTA.”

Middle school principals explained that Thompson used rules with teachers by following a set of rules in the form of board policy. He developed administrative regulations and procedures when needed. He was heavy handed with his use of the rules with teachers and he left not doubt about what he wanted. Morris described Thompson’s use of board policies, “I think he had a set of procedures from the board, he had board policy handed to him. ...When those things were violated, he wanted disciplinary action taken against teachers.” Mixon said Thompson’s use of rules with teachers “was rather heavy handed.”

Question: How did Thompson use rules with principals during the first two years of his tenure?

Response: According to board members, Thompson used rules and applied the rules with principals like he did with no other group. Thompson made the rules and used rules to an extreme with principals. He made exceptions to the rules with principals based on where their schools were located in the city. Beck said, “Thompson used rules with principals as though the rules were his own rules. The biggest rule was we are going to do what I want. Rules of the district were pushed to the limit. They did not prevail over his personal rules.” Belser said, “Thompson used rules with principals unevenly. It seemed that if they were certain principals, on a certain side of town, there was a lot more tolerance.”

Central office administrators explained how Thompson applied the rules with principals, created rules to use with principals, and used the board policy as a rule that

allowed him to move or demote principals when he did not like what principals were doing in their particular schools. A principal's school location in the city (high socioeconomic area of the city verses low socioeconomic area of the city) determined how Thompson applied the rules with that principal. Cummins said,

Thompson was very strict with principals. The least little thing Thompson did not like would cause Thompson to put pressure on a principal, even moving or demoting the principal. ...Thompson treated principals differently based on where they were located in the city. Thompson's reaction was not consistent in all areas of the city.

Collins said, "Thompson may have brought some rules with him. The policy states that the superintendent can move principals at anytime and that is one of the things Thompson did. Thompson followed that rule to the maximum."

High school principals explained how Thompson used rules with principals at his discretion. Thompson used the established rules to his advantages to do what he wanted to do and he changed rules as he desired. Every principal was not required to conform to every requirement. Thompson used rules in a threatening manner and principals were extremely cautious with every move they made. Helt said, "Thompson used those (rules) to some extent as a threat. I think the role of a principal with Thompson was a lot of walking softly on eggshells." Hannah said, "Thompson used the rules to his advantage with principals. ...He circumvented policies to do what he wanted to do. ...Thompson put things in place to do the things he wanted to do."

Middle school principals explained how Thompson used rules with principals by requiring principals to do things according to how he wanted them done. Thompson was

autocratic when using rules with principals. This approach caused principals to feel devalued. He would collectively chew out principals during principals meetings and then talk about loyalty. He used the rules to make sure principals knew he had positional power. Mixon said, “Autocratic. Little input from principals. Folks began to feel devalued.” Mitchell said,

It was not uncommon for us to feel like we had a group rear end chewing at meetings. ...It was not uncommon for him to deal with us in settings that were group chastisements. Within the same setting or a different meeting, we would hear him talk about loyalty. ...He always was sure to let us be aware of his positional power.

Question: How did Thompson use rules with central office administrators during the first two years of his tenure?

Response: Board members said that Thompson used rules with central office administrators similar to the way he used rules with principals. He also used rules as he desired to accomplish what he sought. Loyalty was an unwritten rule that Thompson used with central office administrators. Blair said, “Thompson used rules with central office administrators about like he did with the principals.” Beck explained the significance of loyalty when he said, “Thompson used rules with central office administrators from the standpoint that they serve at the pleasure of the chief administrator. ...The first rule for him was loyalty. If you were not loyal to him, you were not welcomed.”

Central office administrators explained that Thompson expected them to do their jobs, do it well, and follow the rules, both sets of rules, board policy and Thompson

policy. Thompson used rules with central office administrators as aggressively as he did with principals. Clayton said,

We knew what the rules were. Thompson would tell them in no uncertain terms that he was not going to do their jobs for them. If they wanted to stay in their roles, they needed to understand what the rules were and abide by them. ...

Thompson's expectations were very high and he did write some evaluations for those who were not doing what was expected of them.

Collins said, "I did not think Thompson broke rules, but the personality conflicts or responding to professional people sometimes in a negative way can be rule breaking. ... Sometimes Thompson went overboard, but in all he did try to follow the rules."

Cummins said, "Thompson treated central office administrators about like he treated principals. Thompson was very strict and used a rather heavy hand with administrators."

High school principals indicated that Thompson used rules with central office administrators anyway he wanted. Thompson used the rules to promote people that he liked. He used rules with central office administrators in an intimidating fashion that caused central office administrators to fear how they responded to him for fear of losing their jobs. Hannah said, "I think we went from a system of educational worth, integrity, and worthwhile position to a you'll do good in this job, let's put you here, buddy."

Hatcher described central office administrators' reactions to Thompson's use of rules, "People were intimidated. They were intimidated and afraid to respond directly in fear of their job."

Middle school principals explained that Thompson was demanding with his use of rules with central office administrators and he wanted certain things. He did not know

who to trust in the central office. However, he was looking for someone to trust. Morris said, "I can tell you that in meetings that Mr. Coats related to us how Thompson was very demanding and wanted certain things." Mixon said,

I was not sure he knew whom to trust. ...Those first two years, he sort of floundered, not knowing whom to trust, being cautious and then not so cautious. ...Thompson was looking for somebody to trust because of the situation with his assistant (superintendent), it left him a little uncertain.

Managing the Two fronts Consisting of Teachers and Central Office Administrators

Question: What methods did Thompson use to manage his relationship with teachers during the first two years of his tenure?

Response: Board members indicated that Thompson managed his relationship with teachers in a variety of ways. His relationship with teachers was adversarial. He managed his relationship with teachers by using a chain of command approach working through the directors and principals. Blair said, "Thompson managed his relationship with teachers with an autocratic, dictatorial style. Quite frankly, he did not have time for teachers." Belser said, "Thompson managed his relationship with teachers by using a method that was a chain of command approach. Thompson allowed the principals to handle those kinds of issues."

According to central office administrators, Thompson used a supportive method to manage his relationship with teachers. Thompson allowed principals to manage teachers. Occasionally, he would intervene when he wanted something done a certain way. Thompson established a teacher advisory council and supported the Teachers

Touching Tomorrow program that was designed during his administration to recognize excellent teachers. Thompson attended funerals of teachers and their family members. Odell Childers said, "Thompson managed his relationship with teachers by presenting an image to teachers that was more friendly and supportive." ...Generally, Thompson was supportive and wanted to be helpful." Cummins explained how Thompson used the chain of command; "Thompson managed his relationship with teachers by allowing principals to manage teachers. In some cases, Thompson would step right in and over rule the principal. Thompson had a rather heavy hand if he wanted something in terms of management of teachers."

High school principals explained how Thompson managed his relationship with teachers by using his popularity and the media attention he was receiving. He was superficial with teachers. He also managed his relationship with teachers through the TCTA in an authoritarian manner. Helt said, "Thompson worked with teachers through TCTA. Hatcher added, "It was in an authoritarian manner."

Middle school principals said Thompson managed his relationship with teachers by being personable, being in buildings with teachers, and making promises to teachers. These were promises he could not keep. He established a superintendent's advisory council comprised of teachers, but the teachers soon realized that they were there to listen to him as opposed to him listening to them. The advisory council soon died. He instructed principals to get a handle on teachers in their buildings if he did not like the course of action the TCTA was taking. The following responses from middle school principals explain how Thompson managed his relationship with teachers: Morris said,

Thompson was a very personable individual. ...He always felt like he was the kind of a superintendent who wanted to be seen at the buildings a lot, wanted to be seen at the sites ... made a lot of promises to teachers. ... There was no way that we could come forward with all of the things. ...Thompson set up a superintendent's advisory committee where every school had to have somebody to go and talk to the superintendent.

Mitchell said, "As far as being out and around the buildings and as for as having that kind of intimacy, I did not see that. ...He was real big on the whole district kick off rally that he initiated. ...I am not sure the rally was productive."

Question: What methods did Thompson use to manage his relationship with central office administrators during the first two years of his tenure?

Response: Board members explained that Thompson managed his relationship with central office administrators with a management style that was very autocratic and dictatorial while following the organizational format for central office administrators that he established. He worked more closely with Davis than any other central office administrator. Brown said "Thompson managed his relationship with central office administrators by using a method that was autocratic, top down. ...Thompson did not take advantage of that power base and use it for the good of the district and for his own good."

Central office administrators explained how Thompson managed his relationship from two different perspectives. One perspective was that Thompson had social activities in order to get to know the central office administrators better, sent cards to central office administrators, and had an open door policy. The other central office

administrators stated that Thompson's relationship was unpleasant with central office administrators and he periodically did not know how to positively manage personnel. He was straightforward, made staff changes, and reorganized twice during the first two years. He was demanding and less civil in many instances with central office administrators. Otis Clayton clarified Thompson's social posture when he said,

Thompson managed his relationship with central office administrators by having a couple of evening activities, social functions. These functions were an opportunity for Thompson to get to know central office administrators, their spouses, and families better. Thompson would send out cards and he had an open door policy from the very first day he came to Tulsa.

The following responses from central office administrators pointed out the unpleasant relationship Thompson had with central office administrators. Collins said, "Sometimes his relationship was not the best with central office people. Thompson meant well, but sometimes he did not know how to really deal with personnel in a positive way." Childers said, "Thompson was demanding and less civil in many instances with central office administrators."

High school principals said Thompson managed his relationship with central office administrators with intimidation. He managed his relationship with central office administrators by using an approach that caused central office administrators to walk on eggshells. Hatcher said, "It was intimidating meetings when they had meetings. It was strictly whatever Thompson said. ...They walked on the same eggshells we walked on."

Middle school principals said after Thompson's first two years people chose sides that were pro Thompson or anti Thompson. This was a time of change. Mitchell

explained how Thompson managed his relationship with central office administrators when he said, “There were more changes in the central office at that time, that I remember in those two years than any of my years as being part of the district.”

Question: What methods did Thompson use to manage building level administrators, such as principals and assistant principals, during the first two years of his tenure?

Response: Board members explained that Thompson used intimidation as a method to manage his relationship with principals and assistant principals. Belser said, “Thompson managed his relationship with principals and assistant principals by using an intimidating style. He was just one of the most unprofessional persons I had seen. He yelled and he screamed in front of anybody, anywhere, anytime if he saw the need.”

Central office administrators explained that Thompson managed his relationship with principals by relying on the executive directors to assume and maintain control over principals and to just keep him informed of situations that would need his attention. He also managed his relationship with principals by prodding to get principals to make certain decisions, and by requiring principals to implement his mandates. He used the fear method. Childers said, “Thompson managed principals with fear and intimidation. Deep down, Thompson wanted to be liked; deep down Thompson cared about people. The way Thompson came across sometimes was overbearing and intimidating.”

High school principals explained that Thompson managed his relationship with principals with a pat on the back or fear and intimidation. Sometimes he would give principals what they wanted, and tell them they were doing a good job. Other times he used fear and apprehension to manage his relationship with principals and made knee jerk

decisions. Helt said, “It was fear and apprehension. Fear in the fact that you had already seen a track record of how many people he had moved. ...Just not knowing in which direction or where he was coming from was a challenge.”

Middle school principals said Thompson was very direct. Thompson would pick up the phone and call principals directly. Thompson depended on the directors and assistant superintendents to manage principals. Principals did have opportunities to talk to Thompson and he would listen, but the directors and assistant superintendents influenced Thompson’s management of principals. Mixon said, “He depended on his directors significantly. If an opportunity came that a principal needed to speak with him, he would listen, ...but he was influenced by the directors and assistants who were close to him.” Mitchell said,

As far as principals, there was more chastisement than bolstering and motivating. Thompson talked about loyalty and that was kind of the irony of what was not there, but he was asking for it, but not modeling the kind of thing that necessarily would foster it.

Question: What methods did Thompson use to manage counselors during the first two years of his tenure?

Response: Board member and central office administrators agreed that Thompson did not do anything to manage his relationship with counselors. Thompson left counselors alone and allowed the principals to manage the counselors. Central office administrators explained that the management of the counselors was left up to the executive directors or the director of counselors when that position was added. According to high school principals, Thompson managed his relationship with counselors by

allowing someone else to manage counselors. Middle school principals said Thompson managed his relationship with counselors by going through the director of counselors or just not making any changes that affected counselors. Belser said, “Thompson managed his relationship with counselors by allowing them to function on their own. Basically, he let them function on their own or let the principal or whoever had authority over them manage them.”

Question: What methods did Thompson use to manage the social and power structures during the first two years of his tenure?

Response: Board members explained that Thompson managed the power and social structures with two different groups. One group was the employees of the school district. The second group was the general public. Thompson managed the power structure by making it very clear that he was the superintendent and that he was making the decisions that guided the school district. He used his authority as superintendent to replace principals and central office administrators and, by doing so, changed the power structure. He used his charisma to manage his social relationship with the general public. He received a certain amount of power from his social skills with the media and the general public that he used with people who opposed him on the issues. Beck said,

His charisma, he leveraged that. He used the media, the power he acquired in the media against people who might oppose something that he wanted to do. ...He really used his authority as superintendent quite extensively to move people around very quickly, key people in central office, not fired, but gone.

Blair said,

His power structure was the fact that he let everybody know that he was superintendent and that he was going to run this district. Socially, he was great socially. He was a great politician socially. Socially, he could talk to any group, anywhere, anytime, any day. ...That was one of his strong public relation skills. ...With the public he took on the role as the servant. What can I do to help you? With the employees, he took on the role as the emperor. You do as I say.

Central office administrators explained that Thompson managed the power structure by following the organizational structure for the hierarchy at the central office. He managed the social and power structures by putting people in place that he could trust, people he felt would be effective, and people with whom he felt comfortable. Thompson managed the power structures by reassigning half of principals to different schools, taking away their power bases, and reorganizing the central office. He managed the social structures by removing a lot of the power structures that had been in place.

Childers said,

Thompson managed the social and power structures with apple cart upset. ...Thompson moved more than thirty principals, it was in the neighborhood of half of the principals were reassigned, which knocked out their base of power they might have within the neighborhood were they worked. ...There was the reorganization at the district level. Thompson brought in Florene Davis to head up instruction and she was an outsider. ...Thompson managed it by removing a lot of the social structure that had been in place.

According to high school principals, Thompson managed the social and power structures by changing the power structure, which in turn changed the social structures.

Thompson managed the social and power structures with an approach that was very authoritarian. This approach caused several people to leave the school district. Hatcher said,

Thompson managed the social and power structures with a philosophy that caused several people to leave the district. We saw several area superintendents leave. We saw associate superintendents leave. ...He was very authoritarian about it and he better feel like his inner circle was above reproach as far as loyalty to him and there would be no second-guessing.

Middle school principals said that Thompson created his own power structure. Thompson managed the social structure by changing the power structure and managed the power structure by removing people who could potentially threaten his superintendency. Thompson managed the social and power structures by restructuring the district. Thompson's restructuring of the district created a shift of power from the preexisting power structure to his newly created power structure that put him in place to be the ultimate power authority. Morris explained how Thompson managed the social and power structures when he said, "Thompson systematically eliminated any other people he felt were possible threats to his superintendency in the district, most importantly, the area superintendents." Thompson made certain everybody who could have been a possible threat to him was no longer there."

Analysis of Data

The following is an analysis of the data as it relates to Carlson's (1962) concepts of Executive Succession and Organizational Change: Place-Bound and Career-Bound Superintendents of Schools:

Insider and Outsider Superintendents

Carlson (1962) points out that an outsider superintendent does not wait for a superintendent's position, but goes looking for a superintendent's position wherever it can be found. The outsider superintendent puts career above place. The outsiders place greater value on a career as superintendent than on life in a specific community.

Thompson was a career-bound superintendent who was an outsider. Thompson's path of executive succession to the superintendency of the Tulsa Public Schools was from the state of Kentucky where he had been employed as an assistant superintendent for the Kentucky Department of Education. Thompson had never been employed in the Tulsa Public Schools in any capacity. Therefore, Thompson was an outsider superintendent.

The data support Carlson's (1962) concept that outsider superintendents go looking for positions.

Impact of History

According to Carlson (1962), the outsider does not have a history within the community, is not known in the community, does not have ties and commitments, and does not have ready-made friends and ready-made enemies.

Thompson was a stranger to Tulsa and did not have a history with the Tulsa Public Schools when he arrived as superintendent. He did not have ready-made friends and ready-made enemies. His lack of history worked to his advantage and disadvantage. It worked to his advantage, because he did not owe anyone any favors. It worked to his disadvantage, because he had a lack of knowledge about the district, the city, the state, the people, the school laws, the history of the district as it relates to its successes and failures, and a lack of knowledge about the district's human resources.

Thompson did not have that friend in the district that he could trust for advice or use as a sounding board for how his plans would be received. Thompson did bring in an assistant superintendent as an outsider who was a friend with whom he had worked in a previous district, but this person also had a lack of knowledge about the district.

Thompson did not have ready-made enemies set to oppose him on the issues. The data indicated that some might have been reluctant to believe in Thompson's abilities, as superintendent, because they had no knowledge of him and the data was insufficient to support the claim that he was treated differently because of his ethnicity.

The data support Carlson's (1962) concept that outsider superintendents have a lack of history as it relates to ready-made friends, enemies, and obligations.

Carlson (1962) developed three sub-types or categories to describe the career-bound or outsider superintendents. These three sub-types are hopper, specialist, and statesman.

The hopper comes in on fire, he gets something done that is significant, but he does not like to stay long enough to finish what he started. He is well liked early in his term. However, he is unpopular with the board and the community by the end of his

term. ...His applications on file with other school districts make it possible for him to move on to the next job (Carlson 1962).

The specialist usually does one or two job areas very well. Whatever their specialty, they do it well. Once the specialist has finished his job, he moves on the next job while he is still popular (Carlson 1962).

Carlson (1962) described the statesman as a person whose, “commitment to a community is somewhat longer than that of the specialist, four to ten years. ...He takes pride in not being a candidate for a new superintendency” (p. 12-13).

Thompson was a hopper. Nine participants categorized Thompson as a hopper. Three participants categorized Thompson as a hopper/specialist. Three participants categorized Thompson as a specialist.

The nine participants who categorized Thompson as a hopper did so because he began applying for other jobs during his first year as superintendent of the Tulsa Public Schools. According to Clayton, Thompson was seeking other positions due to the board of education’s unwillingness to provide him with the job security he wanted. Eight of these nine participants did not see a specialty. These nine participants were certain that Thompson was not a statesman.

The three participants who categorized Thompson as a hopper/specialist saw a specialty, but they could not overlook the hopper characteristics that Thompson exhibited. They could not separate the hopper characteristics from Thompson because he was applying for other jobs during his first year as superintendent of the Tulsa Public Schools and he exhibited a short attention span on projects. They viewed Thompson’s

specialty as public relations, getting bonds passed, finance, and getting the district to see the need to change.

One of the three participants saw Thompson's specialty as that of a troubleshooter with the ability to correct problems in a school district. Another participant viewed Thompson's specialty as that of a change agent who facilitates changes in the district and improved the school facilities. Another participant viewed Thompson as a specialist because of his ability to get voters to pass bonds as a means of improving school facilities.

Nine of the 15 participants agreed that Thompson was a hopper and the three who categorized him as a hopper/specialist could not ignore the hopper characteristics he exhibited while also recognizing a specialty. Therefore, 12 of the 15 participants saw Thompson as demonstrating hopper characteristics.

The data support Carlson's (1962) concept of sub-types or categories of hopper, specialist, and statesman.

Conditions of Employment

Carlson (1962) refers to the conditions of employment to determine when school board employ insiders or outsiders as the new superintendent. If the administration of the school system is perceived as unsatisfactory, the appointment will go to an outsider. If the administration is perceived as satisfactory by the school board, the appointment will go to insider or an outsider. School boards hope for a creative performance from outsiders and are happy with a stabilizing performance from insiders. An organization will continue along the current path when an insider superintendent is selected.

“The outsider is given a mandate from the school board” (Carlson, 1962, p. 20).

The mandate gives the outsider the needed support from the board. The hiring of an outsider coupled with a mandate indicates the board wants a change from the old ways of doing things (Carlson, 1962).

One condition of employment was that Thompson’s wife was not to be employed by the district. This was not a job performance condition of employment, but it was a condition of employment that later led to friction between Thompson and the board. According to the Hoberock (“Tulsa Schools,” 1993) “... the board and Thompson agreed that Mrs. Thompson would not seek a job with Tulsa Public Schools.” Hoberock went on to say, “Employing Mrs. Thompson could lead to problems,”

A condition Thompson placed on the board was a respectable salary. Thompson received the highest salary (\$110,000) of any previous superintendent in the Tulsa Public Schools at the time of his employment. According to Hoberock (“Superintendent Contract,” 1993) “Thompson ... is to be paid \$110,000 as the head of Oklahoma’s largest school district.” Hoberock went on to say, “Thompson’s contract will make him one of the highest-paid superintendents in the state, if not the highest paid.”

Other conditions of employment were that Thompson was to improve the quality of education, improve student achievement, improve the test scores in the low performing and high challenge schools, getting voters to pass bond issues, and increase parental involvement by expanding shared decision making at the school sites.

Thompson’s conditions of employment were also mandates. The condition of employment that his wife was not to be employed by the district became a mandate. Student achievement, improving the quality of education, improving test scores, getting

voters to pass bond issues, and technology growth were mandates Thompson received from the board.

Thompson received a tremendous amount of support from the board of education for the changes he attempted to implement during the first year of his tenure. Thompson's board support for attempted changes decreased after the first year.

The data support Carlson's (1962) concept that outsider superintendents receive conditions of employment, are issued mandates, and receive support from the board for the changes they attempted to implement.

Use of Rules

Carlson (1962) said, "The outsiders observed devoted about 85% of their rule-making activities to rules that filled in gaps or supplanted old rules" (p. 29). A superintendent can use rules to harass teachers, but it is difficult to get teachers to be compliant by using rules as a means of intimidation. A superintendent has less resistance controlling or gaining the conformity of administrators with the use of rules than with teachers because administrators are much more vulnerable to harm. School administrators, for the most part central office administrators, are vulnerable to damage from rules. They can be sent back to the classroom or demoted to another administrative position. Therefore, it is much easier to get administrators to follow the rules and be obedient (Carlson).

Thompson did use existing rules and created new rules. Some of these new rules were created at the spur of the moment. Thompson used rules at his discretion to do the things he wanted to do. One participant said Thompson use rules "like a weapon."

Thompson used rules with teachers. The TCTA was quick to point out to Thompson when he was using rules with teachers that were not negotiated and no board approval.

Thompson used rules with principals in an authoritarian and autocratic manner, at his discretion, and as a means of control. There was always a threat that principals could be demoted or reassigned to another position.

Thompson used rules with central office administrators like he did with principals, as a means of control. Loyalty was very important to Thompson. Those who were considered disloyal could not remain on his administrative team.

The data support Carlson's (1962) concept that outsider superintendents use rules with administrators as a means of control. The data also support Carlson's concept that teachers are less vulnerable to the superintendent's attempts to use rules as a means of intimidation and control.

Managing the Two Fronts Consisting of Teachers and Central Office Administrators

According to Carlson (1962), "superintendents manage two distinct fronts; one with teachers and one with central office administrators in an effort to gain support he felt he needed" (p.32). The outsider superintendent seizes all opportunities to build personal ties with the teachers. The outsider superintendent is totally different with the central office staff. He was impersonal and showed little concern for the personal lives; he was almost all business with the central office staff (Carlson).

"With succession the informal power system might be drastically altered" (Carlson, 1962, 42). The social system of a school district is subject to change with the

arrival of a new superintendent. The origin of the successor will determine the degree of change to the social system. The power and social structures of a school system might change with the arrival of a new superintendent. New power and social structures may develop or old social and power structures may solidify (Carlson).

“The need for loyalty seems to be the connecting link between new leadership and expansion of the administrative hierarchy” (Carlson, 1962, p. 44). The outsider’s success depends on change. This need, without a support system in place, may cause the outsider to reshape the school system (Carlson).

Thompson’s attempts to develop a relationship with teachers were not successful because of his authoritative and autocratic management style. Thompson attended funerals of teachers and administrators and their loved ones. However, it was his management style that prevented him from developing a positive relationship with teachers.

The data support Carlson’s (1962) concept that outsider superintendents develop relationships with teachers. Thompson attempted to build a relationship with teachers, but he just was not successful.

Thompson’s management style, along with his restructuring of the central office from the area superintendent management format to the executive directors format, prevented him from developing a relationship with central office administrators. During the first year it was all business with central office administrators. Thompson did attempt some team building activities and a Christmas party during his first year, but the relationship remained a business relationship. The data support Carlson’s (1962) concept that the outsider superintendent does not attempt to build a relationship with central office administrators.

Thompson managed the social and power structures by changing the power structure. Thompson changed the power structure by reorganizing the central office and shifting from the existing area superintendents format to the executive directors format and put new people in positions of authority and power. Thompson also changed the power structure by reassigning more than half of the principals to different schools. By changing the power structure, Thompson also changed the social structure.

The data support Carlson's (1962) concept that outsider superintendents manage the social and power structures.

Loyalty was important to Thompson. Thompson attempted to gain loyalty when he reshaped the district by reorganizing the central office and reassigning the principals to different schools. The data support Carlson's (1962) concept that loyalty is important to outsider superintendents and that they try to reshape the district.

Summary

Areas of Respondent Agreement, Mixed Agreement, and Disagreement

Question: What impact did being the new superintendent of the Tulsa Public Schools from the outside have on Thompson's performance as the new superintendent during the first two years of his tenure?

Board members, central office administrators, middle school principals, and high school principals agreed that the impact of being the new superintendent from the outside was positive because Thompson was new blood with fresh ideas and had the ability to take a look at the school district from a different perspective. It also gave him a freer rein to do what he wanted to do. Central office administrators, middle school principals, and

high school principals agreed that Thompson's lack of knowledge about the Tulsa Public Schools had a negative impact on him.

One middle school principal was in disagreement with the others. Morris was the only participant who indicated that Thompson had to prove himself. However, a central office administrator, Cummins said Thompson was treated differently because of his ethnicity.

Question: What advantage did Thompson have coming into the Tulsa Public Schools from outside the school district as the new superintendent?

Board members, central office administrators, middle school principals, and high school principals agreed Thompson's advantages were that he was not known, was an unknown quantity that prevented people from having any initial criticisms, had no friends that he owed anything, had no promises to keep, did not owe anybody anything, brought no baggage, had no strained relationships, was objective, had no perceived ideas about the district, could look at the district without emotions, brought new and fresh ideas, and had a honeymoon period that allowed him to do just about anything he wanted to do. There were no disagreements or mixed views when participants explained Thompson's advantages. Several members of the study group shared the same views, their expressions were different, but the meanings were the same.

Question: What disadvantage did Thompson have coming into the Tulsa Public Schools from outside the school district as the new superintendent during the first two years of his tenure?

Three of five board members, three of four central office administrators, all middle school principals and all high school principals agree that Thompson was at a

disadvantage because of his lack of knowledge. Thompson's lack of knowledge was described as a lack of knowledge about the school district, the personnel of the district, the people in the community, and other attempts to improve educational programs in the district.

There were areas of disagreement. One board member believed that Thompson was at a disadvantage because he had never been an urban superintendent. Beck was the only member of the study group to report Thompson's lack of experience as an urban superintendent as a disadvantage. No one agreed with board member Blair that Thompson was at a disadvantage because he did not listen to his board members as carefully as he should have. Another area of disagreement was Thompson's ethnicity. One central office administrator, Cummins, said Thompson's ethnicity created barriers. Clayton was the only participant who believed that Thompson was at a disadvantage because people were highly suspicious of Thompson because he came from the outside. Clayton's statement was in agreement with the majority that Thompson was at a disadvantage because of his lack of knowledge.

There was mixed agreement regarding where Thompson got his information about the school district. Board member Beck said where Thompson got his information was a disadvantage while board member Brown was concerned that Thompson had to go out and get information. Meanwhile, board member Belser wanted Thompson to listen to his board members for information.

Question: How did Thompson's lack of a history as it relates to ready made enemies, friends, and obligations affect Thompson's performances as the new superintendent during the first two years of his tenure?

It was agreed that Thompson did not have ready-made friends or ready-made enemies. One board member, Brown, indicated that Thompson's lack of ready-made friends both helped and hurt Thompson. Three of four board members, all three middle school principals, and two of three high school principals agreed that Thompson's lack of history as it relates to ready-made friends allowed him to make tough, difficult and decisive decisions without concern for offending friends or people he knew. One high school principal, Hatcher, said, "Anything was acceptable."

There was mixed agreement regarding whether Thompson was drawn into the clutches of the more verbal, listened to the wrong people, not listen to his board members, or made promises. It is this writer's opinion that these three are the same and, therefore, will be viewed as listened to the wrong people. This response received mixed agreement from two board members, Bales and Belser, one middle school principal, Mixon, one high school principal, Hannah, and one central office administrator, Cummins.

One area of disagreement was that it did not make any difference that Thompson did not have any ready-made friends or ready-made enemies because he would have charged ahead anyway as indicated by Childers.

Question: In which of the following categories do you place Thompson: hopper, specialist, or statesman?

Two of four board members, one of four central office administrators, three of three middle school principals, and all three high school principals placed Thompson in the hopper category. Two of four board members and one of four central office administrators placed Thompson in the hopper/specialist category. One of four board

members and two of three central office administrators placed Thompson in the specialist category. Nine of the 15 participants placed Thompson in the hopper category. Three of the 15 people who participated in this study placed Thompson in the hopper/specialist category. Three of the 15 participants placed Thompson in the specialist category. Therefore, the area of agreement is Thompson is a hopper. The area of mixed agreement is Thompson is a hopper/specialist. The area of disagreement is Thompson is a specialist. See Appendix F for a chart that indicates who placed Thompson in which category.

Question: What did Thompson do to cause you to qualify him as a hopper or hopper/specialist?

There was agreement for placing Thompson in the hopper category. For the purpose of this study, responses such as applying for other jobs, making application for other jobs, looking for other jobs, his resume was out there, and going on interviews were all considered synonymous. Applying for other jobs was used to represent all five responses. It was agreed that Thompson's continually applying for other jobs during the first two years of his tenure as the superintendent of the Tulsa Public Schools caused the participants to categorize Thompson as a hopper. Three of these participants did not see Thompson specializing in anything. Three of these participants said the description of the hopper is Thompson.

There was mixed agreement for placing Thompson in the hopper/specialist category. The participants who categorized Thompson as a hopper/specialist stated that Thompson's continually applying for other jobs was the reason they could not abandon the hopper category while still considering him a specialist. This recognition lends support for the agreement that Thompson was a hopper. On the other hand, these

participants considered Thompson as a specialist. There was no consistent reason used by these participants to support the specialist portion of the hopper/specialist category. The participants stated that getting voters to pass bonds proposals and public relations supported the specialist portion of the hopper/specialist category. One participant stated that Thompson was good at getting the district to change and move in a different direction as reasons to support the specialist portion of the hopper/specialist category.

There was disagreement for placing Thompson in the specialist category. One participant stated that Thompson's specialty was trouble shooting. The other two participants stated that Thompson was a specialist at getting voters to pass bonds proposals and building school facilities or upgrading school facilities.

Question: What were Thompson conditions of employment?

There were a variety of responses to this question. Board members knew Thompson's conditions of employment, all others were speculating. Two board members made it clear that one condition of Thompson's employment was they would not employ his wife. There was agreement that there were conditions places on Thompson's employment. Collectively, the participants in this study agreed that the requirements of Thompson's employment included academic achievement, make changes that improved the school district, get voters to pass bond issues, create parental involvement, expand shared decision making, improve test scores, and public relations.

There was mixed agreement that Thompson's conditions of employment were that he was to create equity in programs at all schools, move magnet school concepts to other schools, and receive an excellent salary. Equity in programs and moving magnet school concepts to other schools are considered synonymous. One board member, Belser, stated

equity in schools, and one central office administrator, Cummins, stated magnet school concept in other schools. One board member, Brown, and one high school principal, Hannah stated salary.

There was disagreement as to whether there were no conditions of employment placed on Thompson. Beck stated there were no conditions placed on Thompson's employment.

Question: What mandates were given to Thompson by the board of education?

There was agreement that the board issued mandates to Thompson. Once again, the board members knew what mandates had been issued to Thompson, the other members of the study group were only speculating about what mandates had been issued to Thompson. There was agreement that Thompson's mandates from the board were to improve test scores in the high challenge schools, get voters to pass bonds, improve academic achievement, expand shared decision making, improve the quality of education, and make changes in the school district.

There was mixed agreement that personnel changes were a mandate issued to Thompson by the board of education. Two central office administrators, Childers and Collins, were of the opinion that personnel changes were issued as a mandate by the board.

There was disagreement that Thompson was treated differently because of his ethnicity. Cummins was the only participant to indicate that Thompson was treated differently because of his ethnicity.

Question: What type of support did Thompson receive from the board for the changes he attempted to implement during the first two years of his tenure?

There was agreement that Thompson received the support of the board for the changes he attempted to implement during the first two years of his tenure. Thirteen of the 15 participants agreed that Thompson received the support of the board. The support was described as good, great, tremendous, strong, uniform, and a lot of support. There was considerable discussion as to how long the support lasted. The range was from six months, to the first two years.

Two respondents gave statements that were in disagreement that Thompson had the support of the board of education for the changes he attempted to implement during the first two years of his tenure. Any response other than support was considered to be in disagreement because of the overwhelming number of responses describing the support from the board for Thompson's changes as strong support. Two central office administrators gave disagreeing responses. Clayton described Thompson's support from the board as mixed. Cummins described Thompson's support from the board as a seven on a scale of one to 10.

Question: What changes did Thompson attempt to implement?

This writer will note that Thompson attempted all changes mentioned by the participants. However, each participant did not remember all of the changes Thompson attempted to implement during his first two years as superintendent. This writer was very careful not to coach participants during the interviews.

There was agreement that Thompson attempted some changes. Eight participants agreed that Thompson made personnel changes, mostly by moving principals. Six participants were in agreement that the bond issues were changes Thompson

implemented. Five participants agreed that closing the high school campuses for lunch was a change Thompson implemented that had a positive impact on the school district.

There were changes that Thompson attempted that were considered as mixed agreement for the purpose of this study. Four participants agreed that Thompson changed the organizational format at the central office and moved from the area superintendent format to the director format. Four participants were in agreement that Thompson attempted changes in technology. Three participants stated that Thompson attempted changes in class scheduling at the high school level by implementing block scheduling. Three participants agreed that Thompson attempted changes by implementing the JROTC program.

There were changes that Thompson attempted that, for the purpose of this study, were considered as disagreement. Each of the following changes were stated by one participant: professional development, cleanliness in the schools or how school looked, safety, creating school environments that are conducive to learning, closing the gap between the ethnicities in math and reading, and research based changes.

Question: How did Thompson improve the quality of education?

There was agreement that Thompson improved the quality of education in the Tulsa Public Schools. Ten participants gave examples of how Thompson improved the quality of education. Some participants gave more than one response corresponded with responses given by other participants. Three participants gave improved facilities. The remaining responses were with his no tolerance for student misbehavior, holding parents accountable, holding employees accountable, a concern for kids, commitment to

curriculum, bond issues, technology improvements, professional development, and innovative practices.

Mixed agreement does not apply on this question. Thompson either improved the quality of education in the Tulsa Public Schools or he did not improve the quality of education in the Tulsa Public Schools.

There was disagreement with those who viewed Thompson as a superintendent who improved the quality of education in the Tulsa Public Schools. Five participants did not agree that Thompson improved the quality of education in the Tulsa Public Schools. Three board members, one middle school principal, and one high school principal responded that Thompson did not improve the quality of education in the Tulsa Public Schools. Responses from these participants were similar to responses from participants who agreed that Thompson improved the quality of education. They did not believe these programs improved the quality of education in the Tulsa Public Schools.

Question: How did Thompson use rules during the first two years of his tenure as superintendent?

Twelve of the 15 participants in this study were in agreement that Thompson used rules. The participants used a variety of examples to describe how Thompson used rules. There was agreement that Thompson used rules in the following manner: like a weapon, everything was black or white or zero tolerance, flexible, bent or enforced the rules, heavy handed, autocratic, abused the rules, did what he wanted to do, and to his own means.

There was mixed agreement regarding whether Thompson knew policy, or was not a big policy person, or if he did not use rules well. One board member, Blair, viewed

Thompson as not using policy well and needing to read (know) policy. One central office administrator, Childers, viewed Thompson as not big on policy because in some cases it prevented him from doing what he wanted to do, but Childers recognized that Thompson would follow the policy. One high school principal, Hatcher, viewed Thompson as not big on policy because it prevented him from doing what he wanted to do.

There was disagreement regarding whether Thompson used rules. One central office administrator, Clayton, viewed Thompson as not much of a rules person and one who never imposed any rules. This viewpoint is in total disagreement with the twelve participants who viewed Thompson as using rules in a variety of different ways.

Question: How did Thompson use rules with teachers during the first two years of his tenure?

There was agreement that Thompson used rules with teachers. Eleven of the 15 participants used the following descriptors: he was adversarial, he was authoritarian, he yelled, he was unprofessional, he would go to extremes, everything was cut and dry, heavy handed, used rules he came up with, direct, and intimidating. These views are considered synonymous with adversarial and authoritarian. Therefore, 11 of the 15 participants were in agreement that Thompson used rules in an adversarial or authoritarian manner.

There was mixed agreement that Thompson followed board policy. Three participants used the following descriptors: he had a set of board policies, would hold teachers accountable, disciplinary action when policy was violated, followed policies, expected teachers to follow the guidelines, and nothing outside of policy. These descriptors were, for the purpose of this study, considered synonymous with followed

board policy. Morris, Childers, and Clayton, viewed Thompson as following board policy.

There was disagreement as it relates to Thompson having a concern about rules that hindered teachers and that Thompson cared for teachers with those who viewed Thompson as using rules with teachers in an adversarial and authoritarian manner. One participant, Collins, expressed both views. These views were in disagreement with those views that indicated Thompson used rules with teachers in an adversarial and authoritarian manner.

Question: How did Thompson use rules with principals during the first two years of his tenure?

All 15 participants were in agreement that Thompson used rules with principals. A summary of the descriptors indicated there was agreement that Thompson used rules in an authoritarian, autocratic manner that allowed him to make the rules, do what he wanted to do, and hold principals accountable.

There was mixed agreement regarding how Thompson used rules with principals. Three of the 15 participants' views are considered mixed agreement. One participant, Clayton, viewed Thompson as expecting principals to do their jobs while holding them accountable. Another participant, Childers, viewed Thompson as following policy when using rules with principals. A third participant, Bales, viewed Thompson as being even handed with the rules.

There appears to be disagreement regarding how Thompson used rules with principals. While Belser and Cummins were in agreement that Thompson use rules, Belser and Cummins viewed Thompson using rules unevenly and treating principals

differently based on where in the city their schools was located. These views are in disagreement with Bales.

Question: How did Thompson use rules with central office administrators?

There was agreement that Thompson used rules with central office administrators. There was total agreement regarding how Thompson used rules with central office administrators. Different descriptors were used to describe how Thompson used the rules, but none were in conflict to cause any disagreements. It was agreed that Thompson used rules with central office administrators, responded negatively, treated them like he treated principals, was very strict, required them to understand the rules if they wanted to stay, wrote evaluations for those who did not follow the rules, made decisions on the spur of the moment, had high expectations, used an intimidating style, did what he wanted to do, and applied rules with zero tolerance. Loyalty was important to Thompson and central office administrators served at Thompson's pleasure.

Question: What methods did Thompson use to manage his relationship with teachers?

Six participants gave statements that provided agreement for Thompson managing his relationship with teachers with warm, friendly and supportive methods. These participants used the following descriptors for Thompson's methods for managing his relationship with teachers: establishing an advisory board, the back-to-school kick-off rally, visiting schools, talking to teachers, going to hospitals to visit teachers, attending funerals, and being friendly and supportive. Three of the six participants agreed with Thompson's advisory board and two agreed with he was friendly and supportive.

Statements from six participations provided mixed agreement for Thompson managing his relationship with teachers with warm, friendly and supportive methods. These participants used the following descriptors for Thompson's methods for managing his relationship with teachers: he worked through the TCTA, used PR, used the chain of command, allowed principals to manage teachers, and made promises. Two of these six participants stated chain of command and two of these six participants stated worked through TCTA.

Six participants gave four statements that disagreed. These participants used the following descriptors for Thompson's method for managing his relationship with teachers: it was an autocratic and dictatorial style, did not have time for teachers, it was adversarial, and he was heavy handed if he wanted something done. Two participants stated autocratic and dictatorial style, two participants stated did not have time for teachers, and three participants stated adversarial. Cummins provided a disagreeing statement; he was heavy handed if he wanted something done, and also provided a mixed agreement statement, allowed principals to manage teachers.

Question: What methods did Thompson use to manage his relationship with central office administrators?

Six participants gave statements that indicated that Thompson did not use methods that were friendly and supportive with central office administrators. These participants used the following descriptors for Thompson's method for managing his relationship with central office administrators: his relationship was not the best, did not know how to deal with personnel in a positive way, autocratic and dictatorial, less civil, very straight forward, did not invite them into the decision making process, asked certain

people to leave, and was unprofessional. Three participants stated autocratic and dictatorial.

Three participants, Bales, Beck, and Blair, gave three statements that provided mixed agreement. These participants used the following descriptors for Thompson's methods for managing his relationship with central office administrators: followed the hierarchy, brought in Davis, and loyalty was important. Two participants stated followed the hierarchy.

One participant, Clayton, gave five disagreeing statements. Clayton used the following descriptors for Thompson's method for managing his relationship with central office administrators: he had evening activities, sent cards, had an open door policy, had regular meetings to give information, and supported team building.

Four participants, Hannah, Hatcher, Mitchell, and Morris did not know the answer to this question. These are all principals, two high school principals and two middle school principals.

Question: What methods did Thompson use to manage building level administrators, such as principals and assistant principals, during the first two years of his tenure?

There was agreement that Thompson did not use methods that were friendly and supportive with building level administrators such as principals and assistant principals. Eleven participants gave statements that were in agreement. These participants used the following descriptors for Thompson's method for managing his relationship with building level administrators such as principals: fear and intimidation, things not well thought out, was direct, autocratic and dictatorial, group chastisements, made mandates,

hands-on, and too many meetings. Six participants stated fear and intimidation, two participants stated things not thought out, and two said autocratic and dictatorial.

Three participants, Clayton, Cummins, and Mixon, gave three statements that provided mixed agreement. Clayton, Cummins, and Mixon stated that Thompson depended on the directors to manage principals. Mixon included Davis as a person Thompson used to manage principals. Hatcher first stated that Thompson was supportive of principals, but later that principals did not know what Thompson wanted. The former, for the purpose of this study, is considered disagreement.

There was disagreement that Thompson did not use methods that were friendly and supportive with building level administrators such as principals and assistant principals. Two participants, Hannah and Hatcher, gave statements that disagreed. Hannah used the following descriptors for Thompson's method for managing his relationship with principals: pat on the back and give you what you wanted. Hatcher stated that Thompson was first supportive, but also said later principals did not know what Thompson wanted. The latter statement is considered, for the purpose of this study, a mixed agreement.

Question: What methods did Thompson use to manage counselors during the first two years of his tenure?

There was agreement that Thompson did not use a warm and friendly method to manage his relationship with counselors. Six participants, Childers, Clayton, Collins, Cummins, Hatcher and Helt stated that Thompson used someone else such as the directors or director of counselors to manage counselors. Three other participants, Bales,

Belser, and Mixon stated that Thompson did nothing significant with counselors or took a hands-off approach with counselors.

There was mixed agreement that Thompson did not use a warm and friendly method to manage his relationship with counselors. Five participants, Blair, Brown, Hannah, Mitchell, and Morris did not know how Thompson managed his relationship with counselors.

There was disagreement regarding method the Thompson used to manage his relationship with counselors. Beck stated that Thompson did not distinguish counselors from teachers. No other participant made a statement that indicated that Thompson did not distinguish counselors from teachers.

Question: What methods did Thompson use to manage the social and power structures during the first two years of his tenure?

There was agreement that Thompson managed the power structure of the district by changing the power structure when he moved principals, assigned people to positions at the central office and the mass exodus of staff from the central office. Eleven of the 15 participants agreed that Thompson changed the power structure by changing the personnel. There was agreement that Thompson managed the external power structure through the media, the Chamber of Commerce, and went where he thought the power was located in the city. There was nothing said that was in disagreement with how Thompson managed the power structure.

It was agreed that Thompson changed the social structure of the district by changing the power structure of the district. Six participants stated that Thompson changed the social structure by changing the power structure. Four participants stated

that Thompson was great socially and used his charisma very well. It was agreed that Thompson managed the external social structures by gravitating to the upper echelon of the community and being a great social person. There were no disagreeing statements.

Agreement with Carlson's Concepts

Outsider Impact: Carlson (1962) said, the outsider superintendent is a superintendent who goes looking for a superintendent's position and places greater value on a career as superintendent than life in a specific community. The participants were in agreement that Thompson was an outsider superintendent. His impact on the school district was that he brought new ideas and a new direction that initially stimulated enthusiasm. His advantages were his objectivity as he provided leadership for the district; he was unknown, therefore, no one had anything to criticize during the early days; his different approach to problem solving; his lack of baggage; no obligations; and a grace period to implement changes. His disadvantages were his lack of knowledge about the district, the community, the people in the community, the employees, and the knowledge needed to be an urban superintendent.

Lack of History: According to Carlson (1962), outsider superintendents do not have any history in their new school district and are unknown to the members of the community. The participants were in agreement that it was to Thompson's advantage that he was an outsider. It allowed him to do just about anything he wanted to do. He did not owe anyone any favors and he did not have to concern himself with offending any friends.

Carlson (1962) described the hopper as a superintendent who moved from one school district to another. The hopper always had an application working for him or her (Carlson). There was agreement that Thompson was a hopper. Thompson was categorized as a hopper because he was continually applying and interviewing for jobs.

Conditions of Employment: Carlson (1962) said conditions of employment were determined when school boards of education hire an insider or outsider superintendent. The board will hire an outsider when they want to change the course of the school district. The outsider superintendent is given a mandate and the necessary support from the board to implement changes (Carlson). There was agreement that the board wanted changes to take place in the Tulsa Public Schools. Thompson was given several mandates and the board supported the changes he attempted to implement the first year of his tenure. The participants did agree that Thompson's changes improved the quality of education. However, they disagreed on how Thompson improved the quality of education.

Use of Rules: According to Carlson (1962), new superintendents use rules to say "I am in charge" and as a means of control. Teachers are not vulnerable to rules because they cannot be demoted, but administrators are vulnerable to rules, especially central office administrators because they can be demoted. Loyalty is important to the outsider superintendent (Carlson). There was agreement that Thompson used rules. There was agreement that teachers were expected to follow the rules, but they were not vulnerable to the rules like administrators. Central office administrators and principals were vulnerable to the rules used by Thompson. There was agreement that loyalty was important to Thompson. Central office administrators were expected to be loyal to Thompson.

Managing the Two Fronts Consisting of Teachers and Central Office

Administrators: Carlson (1962) states that superintendents manage two fronts, one with teachers and the other one with central office administrators. Outsider superintendents build a relationship with teachers while establishing a business relationship with central office administrators. Superintendents must also manage the social and power structures. There was agreement and disagreement that Thompson attempted to be supportive of teachers, but he was not successful in establishing a good relationship with teachers. The participants who disagreed said Thompson was not successful in establishing a relationship with teachers due to his autocratic management style that led to an adversarial relationship with teachers. There was agreement that Thompson was able to establish a relationship with central office administrators. There was disagreement that Thompson used a friendly management style with central office administrators.

There was agreement that Thompson managed the social and power structures by changing the power structure. By changing the power structure, he changed the social structure.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND COMMENTARY

The purpose of this study was to explain a two-year period of Thompson's tenure in relation to Carlson's (1962) five concepts of outsider superintendents. Specifically, these five concepts are the following: (1) outsider impact, (2) lack of history, (3) conditions of employment, (4) use of rules, and (5) managing the two fronts consisting of teachers and central office administrators.

This study explored an outsider superintendent's ability to improve an urban school system. Carlson's (1962) outsider superintendent concept was used to explore what Thompson did to improve the quality of education provided for the students attending the Tulsa Public Schools. Thompson's outsider status was explained to determine how his lack of history, his conditions of employment, his use of rules, and his management of the social and power structures impacted his performance as superintendent.

The following is a summary of the findings, conclusions, and recommendations:

Summary

Information presented in the summary answers the research questions. One broad research question guided this study: How does Carlson's (1962) five concepts of outsider superintendents describe a two year period of Thompson's tenure? The sub questions and summary of responses that flow from these five concepts are the following:

Concept #1 Outsider impact: It was agreed that Thompson was an outsider superintendent. Prior to coming to Tulsa, he held the following superintendent related positions: deputy commissioner, chief of staff for the Kentucky Department of Education in Frankfort, Kentucky from May 1992 to December 1993; deputy commission of learning support services for the Kentucky Department of Education in Frankfort, Kentucky from 1991 to 1992; superintendent of the Warren County School System in Warrenton, North Carolina from 1989 to 1991; assistant superintendent for secondary education for the Gilford County School System in Greensboro, North Carolina from 1986 to 1989. Thompson had never worked for the Tulsa Public Schools in any capacity prior to becoming the superintendent of schools.

The impact of Thompson's outsider superintendent status signaled a fresh start for the school district with a difference that included new ideas and a fresh look at the school district from a different perspective. He had a freer rein than other superintendents to function at his discretion as he conducted the functions of his superintendency. Thompson's superintendency, initially, was positive. One middle school principal indicated that Thompson had to prove himself.

Thompson received the advantage of a honeymoon or grace period during which time there was an allowance for him to initiate a number of changes and restructure the school district. He had the advantage of not having any alliances, any strained relationships, or promises to keep. He was able to look at the school district objectively without emotions or perceived ideas. Thompson had no baggage that prevented him from implementing new programs and ideas. Some people may have wanted to be critical of

Thompson because of his ethnicity, but due to his outsider status and the fact that he was an unknown quantity, people had no foundation on which to criticize him.

Thompson was at a disadvantage with his superintendency because of his lack of knowledge about the history of the school district, the Oklahoma State School Laws, district policies, the personnel employed by the district, and the community. One board member said Thompson's disadvantage was that he did not listen to his board members. One central office administrator viewed Thompson as being treated differently because of his ethnicity.

Concept #2 Lack of history: Thompson's lack of history as it relates to ready-made friends, ready-made enemies, and obligations allowed him to make tough decisions without concern for offending long time friends or causing damage to long time relationships. Thompson also did not have a friend or friends that he could use as a sounding board before he attempted to implement some of his programs and decisions. However, for the most part, Thompson's decisions were acceptable. Thompson did bring in Davis, with whom he had worked in another school district, as an assistant superintendent for curriculum and instruction. Davis, the number two person in the district, was viewed as a friend, but was still an outsider. Thompson and Davis did not have ready-made enemies to challenge them on any issues. However, they did create enemies during his first year as a result of some of their personnel decisions. Thompson and Davis did not have any obligations that they had to keep. Thompson was viewed as listening to the "wrong" people or being drawn into the clutches of the "more verbal" and making promises he could not keep that ultimately created problems for him.

Thompson's actions appeared to have the flavor of whomever had his ear. This seemed to add more people to his enemy list.

Thompson was considered a hopper. Nine participants, including two board members, all six principals, and one central office administrator, categorized Thompson as a hopper. Three participants, two board members and one central office administrator, were unable to remove the hopper status from Thompson when they labeled him a hopper/specialist. Three participants, one board member and two central office administrators, categorized Thompson as a specialist.

Thompson was categorized as a hopper because he was continually applying for other superintendents' jobs and participating in interviews with other school districts. Eight of the nine who categorized him as a hopper did not see a specialty and viewed his actions as an attempt to add to his vita and put himself in position for his next job. Thompson was also viewed as starting a number of projects with no closure before he started another project. One central office administrator indicated Thompson's hopper status was attributed to the lack of security he needed from the board in the form of a long-term or multi-year contract. The three who categorized Thompson as a hopper/specialist could not disassociate the hopper status from Thompson because he was always applying for other jobs and participating in interviews. The specialties were seen as finance, public relations, and implementing new ideas. His specialty in finance was associated with the passing of bond issues. His public relations specialty was based on his ability to get positive media coverage for school district and himself. His ability to bring new ideas to the district were those that caused the district to implement practices that were taking place nationwide such as block scheduling, technology in the classroom,

and improving school facilities with funds derived from voter approval of bond issues. Those who categorized Thompson as a specialist discarded the hopper issue because they felt he had the right to look for a job that would allow him to better himself. The specialties they saw were his public relations and his ability to get voter approval for bond issues.

Concept #3 Conditions of employment: Board member knew Thompson's conditions of employment. Central office administrators were in a position to speculate what Thompson's conditions of employment were based on his actions and their working relationship with him. High school and middle school principals speculated on Thompson's conditions of employment.

Major conditions of Thompson's employment as explained by board members were a respectable salary and that his wife was not to be employed by the district. Thompson received, at that time, the highest salary of any superintendent in the history of the Tulsa Public Schools. The condition to not employ Thompson's wife caused friction between the board and Thompson that in turn damaged their relationship. Other conditions were that Thompson was to promote and facilitate passage of bond issues, improve academic achievement, improve test scores, equity in school programs, promote the qualities of the district through positive public relations, and improve parental involvement through site-based management or shared decision-making.

Thompson's mandates were to improve test scores in schools that had been designated as high challenge schools by the Oklahoma State Department of Education, improve academic achievement, expand the use of shared decision making, implement programs that made the district better, and improve the quality of education. Two central

office administrators indicated that Thompson received a mandate from the board for personnel changes within the central office and building level administrators such as principals and assistant principals. Board members did not indicate personnel changes as a mandate. One central office administrator indicated that Thompson mandates caused him to be treated differently because of his ethnicity.

Good, strong, uniform support with tremendous leeway sums up the support Thompson received initially from the board for the changes he attempted to implement during the first two years of his six-year tenure. Thompson's support seemed to lessen after his first year around the time of the controversy with his friend and assistant superintendent, Davis. Davis left the district as a result of the controversy and the tension between the board and Thompson continued to grow.

Thompson's most well known implemented changes were personnel changes, restructuring the organizational structure in the central office from the area superintendents format to the executive directors format, closing the high school campuses for lunch, and the bond issues he attempted. The implementation of the JROTC program has been considered the best program Thompson implemented or his "shinning star" due to the positive impact JROTC has on the students who participate in the program and the positive impact the cadets have on district. Technology improvements, block scheduling at the high school level, emphasis on professional development with the intent to improve instruction, emphasis on school safety, and school building cleanliness are other examples of changes Thompson implemented that are still in place.

Five participants, including three board members, were not sure Thompson improved the quality of education in the Tulsa Public Schools. This study revealed that there is reason to believe that Thompson did improve the quality of education with his no tolerance for student misbehavior, by holding parents accountable for their children's actions, with voter approvals of bond proposals, by improving technology, with innovative practices research based teaching strategies, by improving the school facilities with funds from voter approved bond proposals, by holding the personnel accountable by expecting excellent job performance, with his commitment to curriculum with the intent to improve the level of instruction, and with an emphasis on professional development that improves instruction. There was not an overwhelming show of support that these actions improved the quality of education because only one or two participants support each response as a means of improving the quality of education.

Concept #4 Use of rules:

The study revealed that Thompson did use rules. Some would say not too well, but he did use rules. Thompson was viewed as being heavy handed with rules and using rules like a weapon with zero tolerance. Thompson did not change existing rules, but he did establish new rules, shot from the hip and made up rules as he went along. The rules were his rules and he would bend or enforce rules at his discretion. Only one central office administrator indicated that Thompson was not much of a rules person and never imposed rules. This position was in conflict with the other 14 participants' position regarding how Thompson used rules.

Thompson was adversarial with teachers and used rules with teachers in an authoritarian manner while expecting teachers to follow the policies and guidelines.

Thompson was heavy handed with the rules with teachers while being direct and intimidating. Thompson followed policy and added rules to hold teachers accountable. Thompson cared about teachers and supported teachers on issues with children as long as the teacher had operated with the framework of the rules. However while Thompson used rules with teachers in an authoritarian manner, he was also inconsistent in how he applied the rules. He applied the rules at his discretion based on where the teacher taught.

Thompson was autocratic and authoritarian with the rules with principals. Thompson pushed the rules of the district to the limit and acted at his discretion. Everything was black or white with no gray areas. Thompson made the rules and the rule was do what Thompson said do. Thompson expected principals to do their jobs and was quick to reassign principals if they were not functioning as he wanted.

Thompson used rules with central office administrators much like he used rules with principals. Thompson was very strict, applied rules with zero tolerance and did what he wanted to do when applying the rules with central office administrators. Loyalty was a Thompson rule that he imposed on central office administrators. Those who were viewed by Thompson as disloyal could not remain on his central office staff.

Concept # 5 Managing the two fronts consisting of teachers and central office administrators: There were times when Thompson was friendly and supportive of teachers. There were times when Thompson was adversarial with teachers. Thompson used the chain of command to manage his relationship with teachers and worked through the TCTA.

Thompson did not use methods that were friendly and supportive with central office administrators. Thompson was autocratic and dictatorial with central office administrators. He was less civil, very straightforward, did not invite them into the decision making process, and asked certain people to leave.

Thompson did not use methods that were friendly and supportive to manage his relationship with building level administrators such as principals and assistant principals. Thompson was autocratic and dictatorial with principals and used fear and intimidation as a method of managing principals.

Thompson did not make any attempts to manage a relationship with counselors. Thompson overlooked counselors and relied on directors to manage counselors.

Thompson managed the power structure by changing the power structure when he restructured the district and reassigned several principals to different schools. Thompson changed the structure in the central office from the area superintendents management structure to the directors management structure and put new people on his management team. The changing of the power structure changed the social structure.

Conclusions

The purpose of this study was to describe a two-year period of Thompson's tenure in relation to Carlson's (1962) five concepts of outsider superintendents. The answers to the broad research question regarding how Carlson's five concepts describe a two-year period of Thompson's tenure is offered below.

According to Carlson (1962) "the insider superintendent only wants a superintendent's position in a specific place, his or her home school district where he or

she has spent most of his or her career” (p. 8). On the other hand, according to Carlson, “the outsider superintendent is a career bound superintendent who does not wait for a superintendent’s position, but goes looking for a superintendent’s position wherever it can be found” (p.7, 8). Thompson’s movement from one position to another position coupled with the fact that he had never worked for the Tulsa Public Schools and came to the district from the outside qualifies him as an outsider. The impact of Thompson’s arrival was that he brought a new direction to the district. Therefore, Carlson’s insider and outsider superintendent concept holds true.

According to Carlson (1962), the outsider does not have a history, is not known in the community, does not have ties and commitments, and does not have ready-made friends and enemies. “Hoppers earn the name from their frequent moves from one school district to another. In addition to frequent moves and ...always have an application working for them” (Carlson, p.11). The hopper is constantly looking for a new superintendency (Carlson). Carlson’s lack of history concept holds true. Thompson did not have history with the community or commitments within the community. Thompson was categorized as a hopper due to his frequent moves and continually applying for other jobs during his first year as the superintendent of the Tulsa Public Schools.

Conditions of employment are determined by the selection of an insider or an outsider superintendent. If the board considers the administration of the school district to be unsatisfactory, the selection for a superintendent will be an outsider (Carlson, 1962). “School boards hope for a creative performance from outsiders and are happy with a stabilizing performance from insiders” (Carlson, p.18). “The outsider is given a mandate from the board” (Carlson, p. 20). “The mandate gives the outsider the needed support

from the board” (Carlson, p.21). These concepts still hold true. Thompson was hired because the board wanted a new direction for the district. Thompson was given mandates, and he received strong support for the changes he implemented during the first year.

A new superintendent uses new rules as a way of saying, “I am in charge and things are different now” (Carlson 1962). The way the school system responds to the new rules will also allow the new superintendent to determine how sensitive the school system is to change and how much they are willing to fight to keep things the same. The new superintendent will also be able to determine who the supporters are and who the resisters are (p.25). These concepts still hold true. Thompson created new rules and used rules extensively and in some cases like a weapon to control people. Those who followed the rules were consider supporters and loyal to Thompson. According to the data, loyalty was important to Thompson. Anyone who disagreed with him was considered a non-supporter and; therefore, they were also considered to be disloyal.

“The outsider superintendent seized all opportunities to build personal ties with the teachers” (Carlson, p. 32). This concept did not hold true. Thompson did not build personal ties with teachers. He did attend funerals and was supportive of teachers on issues with children. However, his autocratic and dictatorial management style caused him to have an adversarial relationship with teachers that prevented him from building personal ties with teachers.

According to Carlson (1962), “the need for loyalty seems to be the connecting link between new leadership and expansion of the administrative hierarchy” (p. 44). Carlson went on to say, “The outsider has a real need to give direct attention to loyalty.

Success for him tends to be defined in terms of change, and it has been shown that his rule-making activities tend to be more oriented toward change” (p. 45). This need, without a support system in place, creates a reason for the outsider to reshape the school system (Carlson). This concept holds true. Thompson managed the power structure by changing the power structure. Thompson in his efforts to reshape the district restructured the administrative hierarchy by changing from the area superintendent hierarchy that was in place when he arrived to the executive director hierarchy. See appendix C for the previous organizational format that was used by Howell and appendix D for Thompson’s organizational format. The area superintendents were reassigned to other positions in the central office and the executive directors assumed the power the area superintendents once held. Thompson’s restructuring changed the power structure. The movement of several principals to different schools was another example of Thompson’s attempt to change the power structure of the district. As a result of changing the power structure Thompson was able to change the social structure of the district.

In conclusion, Thompson’s hopper category was the determining factor for how he managed his executive succession as the new superintendent of the Tulsa Public Schools. As a hopper, Thompson was able to use his outsider status to introduce new educational strategies and programs that received full support of the board of education and the Tulsa community. According to the data, the school district benefited from these strategies and programs with improved technology in the classrooms and upgraded school facilities. However, the data also revealed that these new strategies and programs were designed to make Thompson look good in preparation for his next job and the school district benefited as well from these new strategies and programs.

Thompson, as a hopper, was continually applying for new jobs. Therefore, Thompson was able to apply the rules with zero tolerance and total disregard for who was hurt or how it affected anyone because he was not planning to stay in Tulsa long enough to build lasting relationships.

As a hopper, Thompson was able to be autocratic, dictatorial or adversarial with employees and it did not make any difference in how he managed his relationship with teachers, central office administrators, and principals. As a hopper, Thompson did not have to worry about hurting friends with his decision to restructure the central office and reassign principals. Once again, the hopper status allowed Thompson to make decisions and function as the superintendent of the Tulsa Public Schools at his discretion.

While this study for the most part confirmed Carlson's (1962) five concepts, there was one major discovery that Carlson's study did not reveal. That discovery is the emergence of the hopper/specialist category. The hopper/specialist is a hopper that specializes in one or two areas and makes frequent moves to different school districts.

Boards of education are very important. When Carlson's (1962) model was written, the relationship between the board of education and the superintendent was not an issue as it is now. Therefore, Carlson did not factor in the importance of the board. The relationship between the board and the superintendent may now determine if the superintendent is a hopper, specialist, hopper/specialists, or statesman.

It appears the statesman is disappearing while the hopper is becoming more the norm. The relationship between the board and the superintendent is making it more difficult for superintendents to become statesman.

Recommendations

Practice

This study provides information that can be used by boards of education during the selection process for new superintendents. When it is time to select a new superintendent, board members should first determine if they are pleased with the way the school district is functioning. If the board members are pleased and want the district to remain the same, they may want to consider an insider as their new superintendent. Usually, as Carlson (1962) stated, the board will select the second in command. An insider is less likely to make changes.

If the board members are not pleased and want changes to take place in the district, they may want to consider an outsider as their new superintendent. This study supported Carlson's (1962) concept that an outsider superintendent will make changes and attempt to reshape the school district. Board members should remember that outsider superintendents are more likely to make changes as an attempt to reshape the district. The study also provides some insight for the new superintendent based on his or her insider or outsider status. The insider superintendent should remember, in most cases, that the board members do not want him or her to implement changes as an attempt to reshape the district. The outsider superintendent should remember that as Carlson said, the board members are expecting a creative performance from him or her.

Outsider superintendents have no history with their school district. Board members should determine how they are going to provide the outsider superintendent with information that gives a historical perspective of the district. The outsider

superintendent should establish a method that will allow him or her to acquire and process information about the district. The outsider superintendent should examine all information for its trustworthiness.

This study has determined that Thompson was a hopper. This writer does not intend to give the impression that all hoppers will function as Thompson did. However, board members should consider the characteristics of the applicants for superintendents' positions and determine if they are hoppers, specialists, or statesmen. Their selection should be based on the needs of the school district. There are situations in districts that will allow either of these types of superintendent to serve the district well and meet its needs.

Members of the board of education should recognize their expectations of a new superintendent. Once this has been accomplished, board members should clearly outline their conditions of employment during the selection process and once again after the selection has been made. This study revealed that not all board members clearly understood Thompson's conditions of employment and mandates. The conditions of employment should be clearly outlined regardless of whether an insider or outsider superintendent is selected. Mandates should also be clearly stated so all board members and the new superintendent are aware of the mandates.

School board members should be cognizant of how the new superintendent uses rules. This study has revealed support for Carlson's (1962) concept that superintendents use rules as a mean of control. Thompson used rules extensively and in some cases like a weapon. Board members may want to discuss with applicants how they intend to use rules. Board members may want to review with the new superintendent how he or she

intends to use the rules and outline their expectation of how they want the rules used. According to Carlson, “Rule-making helps to establish the identity of a successor. The new rules are his and very clearly signal that a new man has arrived and that things are going to be different” (p. 25). Carlson also said, “A new superintendent needs to know how sensitive the school system is to change, how much it will fight to keep things as they are. ... Rule-making is functional for the successor with this need” (p. 25). New superintendents should constantly examine the effects of their use of rules on the school district and how the board members view this effect on the district.

This study supports Carlson’s (1962) concept that the new superintendent must manage the two fronts referred to as the social structures and power structures. Board members may want to discuss the management of these two fronts with applicants during the selection process. The new superintendent should monitor his or her management of the social and power structures and remain aware of how his or her management of these two fronts affects the school district.

Theory

Carlson’s (1962) “Executive Succession and Organizational Change: Place-Bound and Career-Bound Superintendents of Schools” was beneficial as a theoretical framework for this study. All areas of Carlson’s concepts proved to be helpful.

Prior to studying Carlson (1962), I had never considered examining the superintendency from the perspective of the insider and outsider concepts. This study provided me with a better understanding of the superintendent, the board, and how they functioned.

Carlson's (1962) concepts assisted the interview process for this study. School board members viewed Carlson's concepts as potentially helpful. I determined from their statements and the amount of thought given to their responses that they felt Carlson's concepts perhaps should have been utilized during the superintendent selection process.

This study reaffirms Carlson's (1962) insider and outsider superintendent concepts. Carlson concepts, which were written 40 years ago, have stood the test of time with all that has taken place in education during the past 40 years and they are still applicable day. However, this study did reveal a new category. That new category is the hopper/specialist category.

Research

This study adds to the literature on executive succession. It also adds to the literature that has been done on the superintendent selection process, the boards of education and superintendents' relationships, and the superintendency. Therefore, it is my recommendation that future researchers consider researching the executive succession of new superintendents from the outside by using the hopper, specialist and statesman categories and determining how new superintendents manage one of the following: (1) conditions of employment, (2) use of rules, or (3) manage the two fronts consisting of the power and social structures. Narrowing the scope to focus on the hopper, specialist, and statesman categories as they all relate to one of the three listed concepts will allow the researcher to present the data in more complete detail.

Carlson's (1962) study does not take into consideration the changing relationship between the boards of education and superintendents. It is my recommendation that

future research is done to determine the impact of board and superintendent relationships. Future research should also be done to determine if the relationship between the boards and the superintendents determines if superintendents are hoppers, specialists, statesmen, or hopper/specialists.

Currently, principals in urban settings are frequently reassigned to different schools. Carlson (1962) concepts may prove to be more useful in a study of the principalship today than in the superintendency because the superintendency has experienced numerous changes since 1962.

Commentary

I found the long interview process for this study to be very interesting. The members of each group seemed to exhibit similar characteristics. Their position with the Tulsa Public Schools influenced the characteristics they exhibited during the interview process.

Board members expounded on the questions more than the other groups. The common characteristic they exhibited was that they were storytellers. These stories focused on the differences that existed between board members and Thompson. It was difficult to keep them focused because once they started answering the questions they continued to elaborate. One example is a board member who was answering the question “What methods did Thompson use to manage his relationship with central office administrators?” The intent was to give an example of how autocratic and dictatorial Thompson was with central office administrators. This board member fought back tears and shared an incident that took place during a board retreat with Thompson and his

executive staff. The discussion was about reducing the support staff as a means of reducing the budget. According to this board member, when voicing opposition to this plan, Thompson said, “Well (the person name) it really makes no difference what your opinion is because after all you don’t have a college education or a degree.” ... This board member said to me, “You can use that in your thesis, that’s fine.” This is an example of the differences between board members and Thompson behind closed doors. However, they agreed to present a united front when in view of the public during board meetings or other events.

The common characteristic exhibited by central office administrators was loyalty to Thompson. These were administrators who had been selected by Thompson for positions in the central office. They seemed to protect him as much as possible. They appeared to be very guarded with their responses to the questions as an attempt to remain positive about his superintendency.

High school principals seemed to have had a more intense relationship with Thompson than the other sample groups. The characteristic they most often exhibited was a willingness to express the enormous amount of pressure they felt from his hands-on approach with high school principals. He seemed to focus more attention on the high schools and whenever something went wrong he had a tendency to blame the principals.

The characteristic middle school principals most often exhibited was knowledge of the intense relationships Thompson had with the other groups based on their conversations with other group members and how they viewed the decisions he made. Middle school principals had an intense relationship with Thompson. However, it was not viewed as intense as the relationship with high school principals.

Thompson did a lot of good for the Tulsa Public Schools during his tenure as superintendent. His accomplishments during the first two years of his six-year tenure have been described in this study. The Tulsa Public Schools is a better school district as a result of having Thompson as its superintendent. It is unfortunate that the good he did and his accomplishments are overshadowed by his management style.

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APPENDIXES

APPENDIX A

INSTITUTIONAL REVIEW BOARD FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 9/19/02

Date: Thursday, September 20, 2001

IRB Application No ED0219

Proposal Title: A CASE STUDY OF EXECUTIVE SUCCESSION: JOHN W. THOMPSON AND THE
TULSA PUBLIC SCHOOLS

Principal
Investigator(s):

Martin Burlingame
203 Willard
Stillwater, OK 74078

Fredrick Wright
2026 N. Rosedale Ave.
Tulsa, OK 74127

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,



Carol Olson, Chair
Institutional Review Board

APPENDIX B

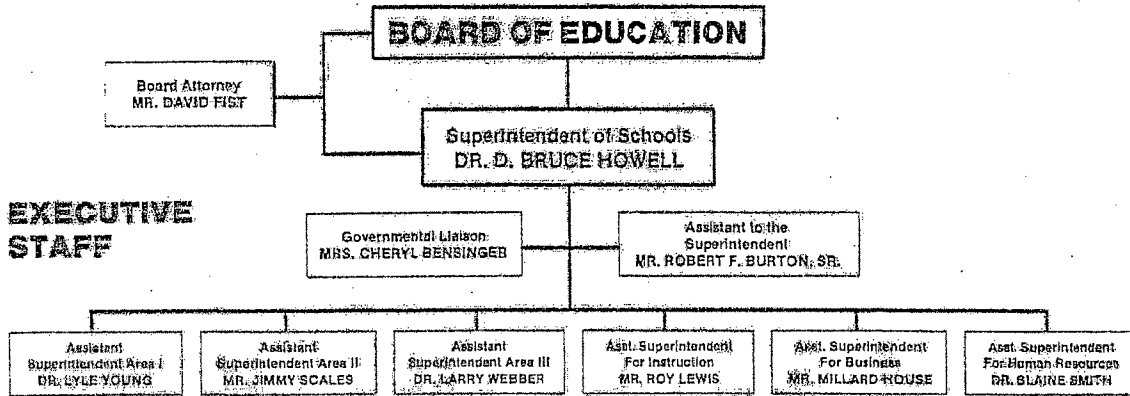
INTERVIEW QUESTIONS

1. What impact did being the new superintendent of the Tulsa Public Schools from the outside have on Thompson's performance as superintendent during the first two years of his tenure?
 - a. What advantage did Thompson have coming into the Tulsa Public Schools from outside the school district as the new superintendent?
 - b. What disadvantage did Thompson have coming into the Tulsa Public Schools from outside the school district as the new superintendent during the first two years of his tenure?
2. How did Thompson's lack of a history as it relates to ready made enemies, friends, and obligations affect Thompson's performance as the new superintendent during the first two years of his tenure?
 - a. In which of the following categories do you place Thompson:
 - i. Hopper (give the definition),
 - ii. Specialist (give the definition), or
 - iii. Statesman (give the definition)?
 - b. What did Thompson do to cause you to qualify him as a _____?
3. What were Thompson's conditions of employment or what do you perceive were Thompson's conditions of employment?
 - a. What mandates were given to Thompson by the board of education?

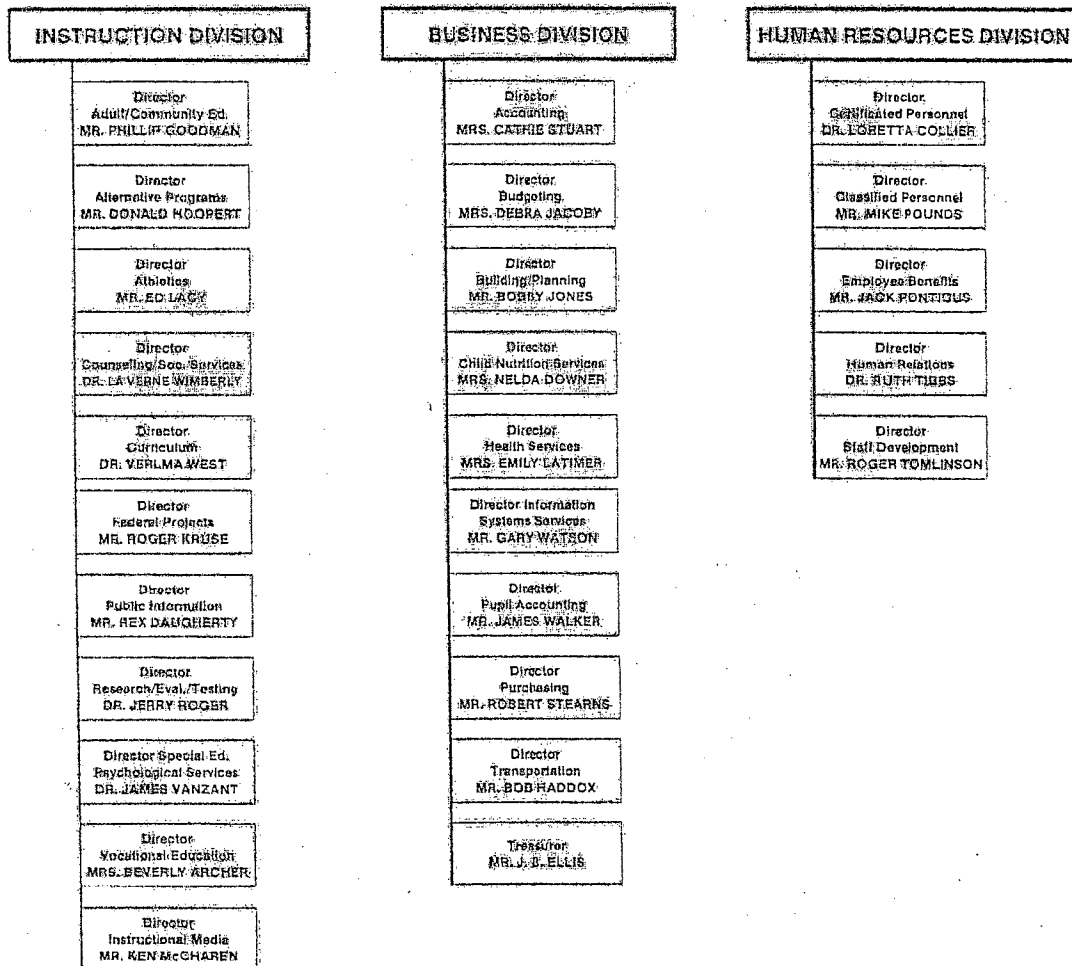
- b. What type of support did Thompson receive from the board for the changes he attempted to implement during the first two years of his tenure?
 - c. What changes did Thompson attempt to implement?
 - d. How did Thompson improve the quality of education in the Tulsa Public schools?
4. How did Thompson use rules during the first two years of his tenure as superintendent?
- a. How did Thompson use rules with teachers?
 - b. How did Thompson use rules with principals during the first two years of his tenure?
 - c. How did Thompson use rules with central office administrators during the first two years of his tenure?
- 5.1 What methods did Thompson use to manage his relationship with teachers?
- 5.2 What methods did Thompson use to manage his relationship with central office administrators during the first two years of his tenure?
- a. What methods did Thompson use to manage building level administrators, such as principals and assistant principals, during the first two years of his tenure?
 - b. What methods did Thompson use to manage counselors during the first two years of his tenure?
 - c. What methods did Thompson use to manage the social and power structures during the first two years of his tenure?

APPENDIX C

BRUCE HOWELL'S ORGANIZATIONAL CHART



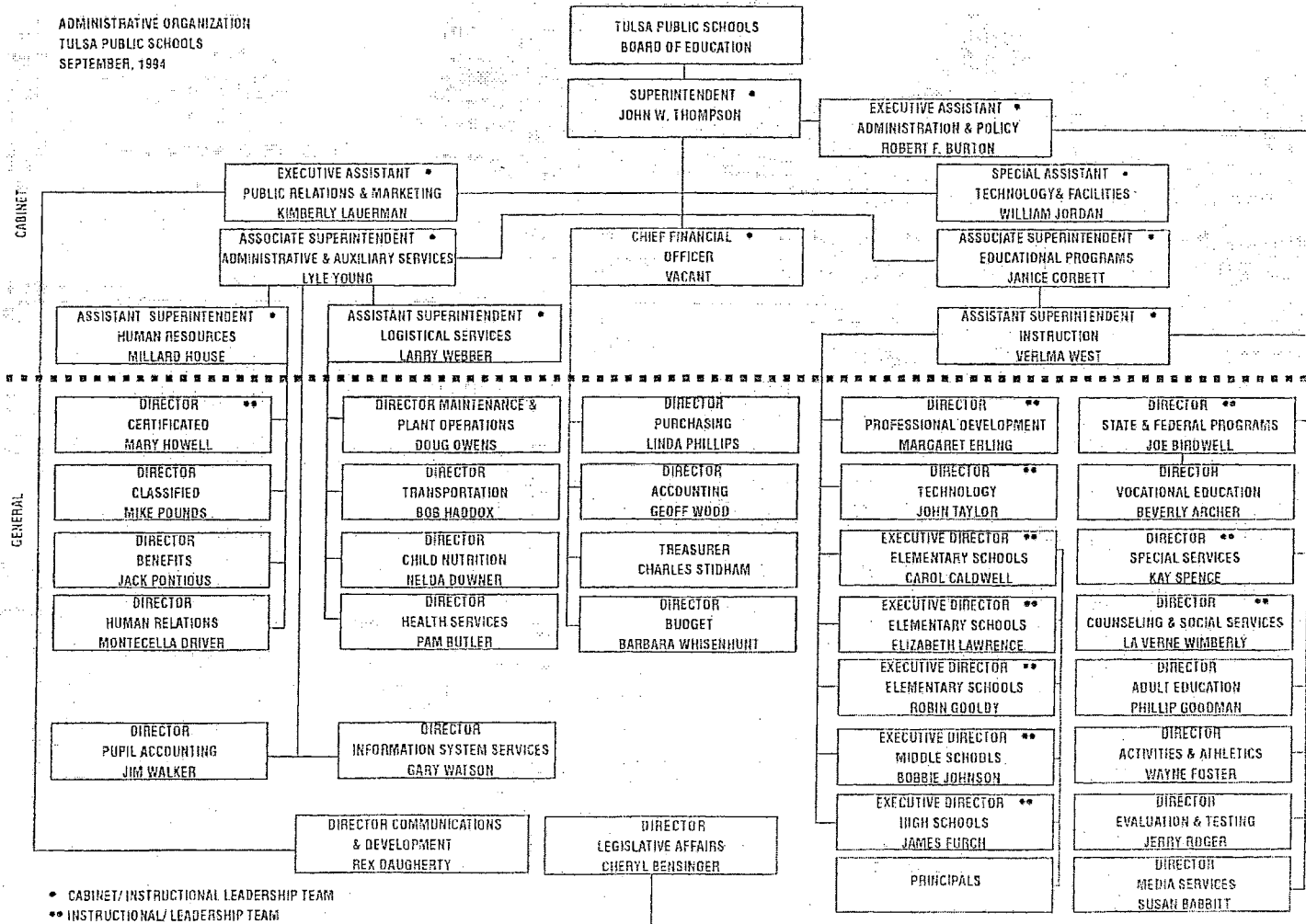
GENERAL STAFF



APPENDIX D

JOHN THOMPSON'S ORGANIZATIONAL CHART

ADMINISTRATIVE ORGANIZATION
TULSA PUBLIC SCHOOLS
SEPTEMBER, 1994



• CABINET/ INSTRUCTIONAL LEADERSHIP TEAM
• INSTRUCTIONAL LEADERSHIP TEAM

APPENDIX E

INTERVIEW CONSENT FORM

REQUIRED ELEMENTS FOR INFORMED CONSENT

A. AUTHORIZATION

I, _____, hereby authorize Fredrick H. Wright to perform the following procedure:

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RESK/BENEFITS

1. A Qualitative Study of Executive Succession: John W. Thompson and the Tulsa Public Schools.
2. This study involves research and is being conducted through Oklahoma State University, the College of Education under the direction of Martin Burlingame, professor of education and Fredrick H. Wright, doctoral student at Oklahoma State University.
3. I am interested in studying the actions of school superintendents that come from outside the school district in contrast to those who come up through the ranks of a single district. I am particularly interested in how such outside superintendents try to influence the district by studying how they try to shape the district and its policies and personnel. To that end, I am studying the first two years, 1994-1996, of Dr. John W. Thompson's superintendency in Tulsa.
4. I will interview you asking a set of questions that will be used with all persons interviewed. I will tape record the interview and also take notes. These tapes and notes will be stored in a secure place. The tapes and notes will be destroyed upon the completion of this study.
5. There will be no experimental procedures used.
6. There are no risks or discomforts to those who are interviewed.
7. Those who are interviewed will receive no benefits for participating in this research study.
8. There are no alternative procedures or courses of treatment that are advantageous to those who participate in this study.
9. All statements by those who participate in the interviews will be kept confidential. The audiotapes will be kept locked in Burlingame's office and destroyed when the research is completed. All field notes and transcripts of the audiotapes will be destroyed.
10. There is no risk of injury to the participants.

11. For more information about this research project contact:
 Martin Burlingame, Ph. D., Professor of Education
 Oklahoma State University
 216 Willard Hall
 Stillwater, OK 74078-4045
 E-mail mburled@okstate.edu
 Research Subjects' Rights: Contact the Institutional Review Board Office
 Additional contact: Sharon Bacher, IRB Executive Secretary, Oklahoma State
 University, 203 Whitehurst, Stillwater, OK 74078. Phone 405-744-5700.

C. VOLUNTARY PARTICIPATION

I understand that participation is voluntary and that I will not be penalized if I choose not to participate. I also understand that I am free to withdraw my consent and end my participation in this project at any time without penalty after I notify the project director, Martin Burlingame at 405-744-9196.

D. CONSENT DOCUMENTATION FOR WRITTEN INFORMED CONSENT

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____ Time: _____ (a.m./p.m.)

Name (Typed)	Signature
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Signature of persons authorized to subject, if required

Witness(es) if required: _____

I certify that I have personally explained all elements of this form to the subject or his or her representative before requesting the subject or his or her representative to sign it.

Signed: _____
 Project director or authorized representative

APPENDIX F

CATEGORIES ANALYSIS

<u>Hopper</u>	<u>Hopper/Specialist</u>	<u>Specialist</u>
Beck	Bales	Blair
Belser	Brown	Collins
Clayton	Childers	Cummings
Mitchell		
Mixon		
Morris		
Hannah		
Hatcher		
Helt		

VITA 2

Fredrick H. Wright

Candidate for the Degree of

Doctor of Education

Dissertation: A QUALITATIVE STUDY OF EXECUTIVE SUCCESSION: JOHN W. THOMPSON AND THE TULSA PUBLIC SCHOOLS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Tulsa, Oklahoma, On July 13, 1950, the son of Zollie and Gladys Wright, the grandson of the late Madison and Vola Jones. Married to Kay Wright, Ed. D. Three sons; Fredrick, Jr. (deceased); Anthony; and David.

Education: Graduated from Booker T. Washington High School, Tulsa, Oklahoma in May 1968; received Bachelor of Science degree in Industrial Arts Education from Northeastern State College, Tahlequah, Oklahoma, May 1972. Received Master of Education in Counseling from Northeastern State College, Tahlequah, Oklahoma, July 1974. Completed the requirements for the Doctor of Education in Education Administration at Oklahoma State University, Stillwater, Oklahoma, August, 2003.

Experience: Employed by the Tulsa Public Schools in several different capacities from 1972 to the present. Assigned to Madison Junior High School as classroom teacher from 1972 to 1974, assigned to Central High School as the dean of boys and dean of students from 1974 to 1981, assigned to Gilcrease Junior High School as an assistant principal from 1981 to 1982, assigned to Central High School as an assistant principal from 1982 to 1985, assigned to Will Rogers High School as an assistant principal from 1985 to 1990, assigned to Raymond S. McLain High School as the principal from 1990 to 1994, assigned to Madison Middle School as the principal from 1994 to 1996, assigned to Edison Middle School as the principal from 1996 to 1998, and assigned to Nathan Hale High School as the principal from 1998 to the present.

Professional Memberships: National Association of Secondary School Principals,
Oklahoma Association of Secondary School Principals, Tulsa Association of
Secondary School Principals Phi Delta Kappa Educational Fraternity