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Cultural Agility Competency of Relationship Management as a Leadership Imperative: A Study of Charter School Administrators

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Cultural Agility Competency of Relationship Management as a Leadership Imperative: A

Study of Charter School Administrators

A Dissertation by

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Submitted in partial fulfillment of the requirements for the degree of

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"I give thanks to you, O Lord my God, with my whole heart, and I will glorify your name forever!"

Psalm 86:12

ABSTRACT

Cultural Agility Competency of Relationship Management as a Leadership Imperative: A

Study of Charter School Administrators

by Monica Elise Christensen

As the United States has become more diverse, research on Culturally Responsive School Leadership strategies and practices and research on Culturally Agility competencies has expanded. While interest has continued to grow in both of these areas of focus, little was known in the intersectionality of these two areas as it relates to cultural competency within K-12 charter schools. More specifically, little was known about how charter school administrators are culturally agile when managing relationships in their organization.

Purpose: The purpose of this phenomenological study was to identify and describe how charter school administrators are culturally agile when managing relationships in their organization.

Methodology: This phenomenological study identified and described the lived experiences of 15 Southern California Title 1 public charter school administrators. Specifically, the focus of this study was on how charter school administrators are culturally agile when managing relationships in their organization in the competencies of humility, relationship building, and perspective taking. To gain deeper understanding of the phenomena, study procedures were mainly semi-structured interviews to a point of saturation and triangulated by observations and artifacts. The collected data were then reviewed, analyzed, and organized.

Findings: Examination of data from participants in this study indicated nine major findings: recognition of their limited world view and leaning into diversity of experiences, institutionalized collaborative decision making as an organizational norm, slowing down decision making by being mindful to ask clarifying questions, consistently following through as one's authentic self to build rapport, intentionally creating time and space to share openly to forge strong relationships, intentionally cultivating a psychologically safe space for stakeholders with diverse backgrounds and ideas to build trust, taking time to prioritize perceptual perspective, honoring humanity with honoring stakeholder motivations, and asking clarifying questions to actively seek conceptual perspective.

Conclusions: This study drew nine conclusions, focused on the strategies and competencies used by charter school administrators to be culturally agile when managing relationships in their organizations.

Recommendations: Further research was recommended in order to expand the literature, understanding of Cultural Agility competencies, and utilization of competencies by school administrators.

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CHAPTER I: INTRODUCTION

"Ask not what your country can do for you—ask what you can do for your country."

-- President John F. Kennedy

The Declaration of Independence and Constitution of the United States of

America inspired Dr. King to stand at the steps of the Lincoln Memorial and proclaim:

> I have a dream that one day this nation will rise up and live out the true meaning
> of its creed: 'We hold these truths to be self-evident; that all men are created
> equal.' I have a dream that one day on the red hills of Georgia the sons of former
> slaves and the sons of former slave owners will be able to sit down together at the
> table of brotherhood. I have a dream that my four little children will one day live
> in a nation where they will not be judged by the color of their skin but by the
> content of their character. (King, 1963)

Forty-eight of the 56 Founding Fathers were born on North American land. They were

not immigrants themselves; their ancestors were from various cultures. Their cultural

backgrounds and cultural upbringings helped mold who they were, and they worked

together in crafting the Bill of Rights. The Bill of Rights states all men were created

equal and shared equal rights, yet historically not all men and women have had equal

rights nor do they today. And now, compared to modern times when the makeup of the

nation was more homogeneous, as America has grown as a nation, so has the makeup of

its population.

With a more and more heterogeneous national population, modern leaders need to

embrace the core principles of the Bill of Rights. They must strive for equality and equal

access for all. However, leading is challenging in the more complicated cultural space.

While there are many proven leadership styles in research, a common skill in many of the

leadership styles lies in the relationship building aspect of leading an organization.

Moreover, leaders need to be agile in culturally diverse settings, meaning that they need to be able to adapt to different world views.

Schools in America can be seen as a microcosm of the larger community that they serve. Parents, teachers, administrators, and school staff work together to help students learn academic content, as well as social interaction skills. Honesty, integrity, perseverance, and civic responsibility are among some of the skills with which school staff work with students. To be effective, school leaders must be agile in working with stakeholders; diverse communities present diverse challenges.

An example of the culturally diverse challenges that leaders face can be seen in the example of Nic, who was a new administrator at a charter school. Nic made the transition from a professional business background into the educational field as a principal at a charter school that served a diverse population of students. As she began her new professional journey, she wondered whether she would enjoy being an administrator like she enjoyed her ten years teaching diverse students. She pondered what it would be like leading the diverse staff. How could she build a positive relationship with the staff and teachers? Nic romanticized a perfect reality, one in which she humbly built relationships with whom all she worked and was able to smoothly pivot between charter school's needs and stakeholder perspectives, similar to in her previous professional life in the business world.

Could her prior experience help her begin and sustain a positive role as an administrator? It was now her responsibility to pull everyone together as a team for the children they serve. She saw her job as having a greater purpose but serving her country by providing support to the teachers of America's and the world's future leaders,

particularly because of the diverse workforce and student population. She knew she had to be culturally responsive by implementing cultural agility. The first week really opened Nic's eyes to the fact that leading a charter school was very different from leading in a business setting. Her previous experience of leading in a corporate setting has dramatically different visions and missions compared to the charter school she now led, yet there were some underlying similarities. Regardless of the industry, she and other successful leaders in America today must be open minded and foster a climate of inclusiveness. Inevitably, those leaders that cannot be agile and adaptive to the cultural needs of the organization and stakeholders could possibly drive the organization into catastrophe. Leaders in the organization need to allow all individuals to have a voice and be seen, particularly in education. The inevitable downfall must not happen, which begs the question: what does it take to lead in a culturally responsive and agile way?

Background

Education in the United States

In 1690 John Locke published "Essay Concerning Human Understanding" which stated the human mind is a blank slate at birth and knowledge is derived from experience. When the United States Constitution was ratified, education was left under the control of the states. States implemented publicly funded schools but had no means of accounting for the quality of education. Quality of education along with attendance were not mandated until Massachusetts enacted mandatory attendance in 1852, followed by other states. The Department of Education was created to help states establish effective school systems. Schooling has been geared at preparing children for adult life and continued democracy for many decades. There was a push for children to attend college and better prepare for postsecondary life. The University of Massachusetts, in 1871, solidified the perception that the goal of school was college preparation. The National Education Association committee concluded and recommended the best preparation for life was a basic college preparation curriculum. However, John Dewey argued college preparation alone would not serve all learners.

There were many movements and ideas which appeared and changed the ways in which schooling occurred. *Plessy v. Ferguson* (1896) ruled segregation of students was okay so long as the facilities were equal. Yet, facilities nor education were equal, and it was apparent that change needed to happen. The 14th Amendment to the Constitution calls for the state to not "deny to any person within its jurisdiction the equal protection of the laws." This amendment was called upon in *Brown v. Board of Education* (1954) which ruled against racial segregation of students in public schools. In accordance with

the Bill of Rights, the ruling made it so culturally diverse students could all attend the same public schools. *Runyon v. McCray* (1976) then ruled private, nonsectarian schools must not violate federal civil rights by denying admission based on race. Shortly after, in the early 1980s, homeschooling began to become mainstream as challenges arose which questioned whether public schooling provided the best learning opportunities to students. At this same time, the National Commission of Excellence in Education was examining the quality of education in the U. S. and reported a need for reform and effective leadership (1983). Soon after, an interest in charter schools began growing.

Charter Schools Help Meet the Needs of Americans

The roots of charter schools began in the 1970s with the ideas that smaller class sizes and community involvement were important to students' knowledge base. As documented by the National Commission of Excellence in Education (1983) educational outcomes were lacking due to bureaucratics of traditional public schooling. To help improve student educational outcomes, Budde (1988) recommended charters as a means of teacher innovation. Led by the creation of charter schools in Philadelphia, both Minnesota and California passed laws for the inclusion of charter schools as a choice. Charter schools are free educational programs for individualized learning. Compared to traditional public or private school settings, charter schools provide more pedagogical freedom and allow for more teacher innovation (National) and less bureaucracy without the expense of private schooling. Backed by the No Child Left Behind Act (2001) and Every Student Succeeds Act (2015) charter schools receive public funding. With the receipt of public funding charter schools provide families the opportunity to choose appropriate schooling for their child(ren) without the expense of private schooling.

Charter schools are authorized for a specific time frame and the charter can be renewed based on performance. With greater accountability charter schools have the freedom to determine mixed grade levels, dress codes, school boards, stakeholder partnerships, instructional practices, and "to do whatever it takes to build the skills, knowledge, and character traits their students need to succeed in today's world" (United, 2004, p. 1). Although public school enrollment had declined by 0.5 million students between 2009 and 2019, charter school enrollment increased by 1.8 million students (National, 2022a) and 45 of 50 states plus the District of Columbia have adopted charter school laws as of 2019 (Rafa et al., 2020). As American schools continue to be more diverse, public schools continue to adjust their practices to adapt to the needs of the communities they serve. Just as public schools adapt to the needs of the local population, so did charter schools.

The Demographic Makeup of Americans

Today's world is much more globalized than it was at the time of the nation's founding, the institution of public education, movements and rulings, and the creation of charter schools. With increased globalization, America has seen increased immigration from culturally diverse populations with various languages and cultural nuances from culturally diverse populations with various languages and cultural nuances. The 2010 Census reported 36.7 million (12%) foreign-born people within the American population and another 33 million (11%) to be native-born with at least one foreign-born parent, "making one in five people either first or second-generation U.S. residents" (United, 2010, para.1). Ten years later, the United States Census Bureau (2020b) reported 44.1 million U. S. residents to be foreign-born (13.5% of the U. S. population). Of the 13.5%

of foreign-born U. S. residents over 5.5 million are enrolled in school and 2.5 million of them are under 18 years of age (United, 2020a, 2020b). Culturally America has become more diverse through the years. Increases in culturally diverse populations have increased the population of diversity within the workforce and within public education. Leaders within these settings, especially that of charter schools as schools of choice, need to have understanding of cultural diversity to effectively navigate leading in these complicated cultural spaces.

Leading in Diverse Settings

Leading in these diverse settings requires the ability of leaders to manage themselves, relationships, and tasks to adapt and help them thrive in cross-cultural settings. Businesses span international boundaries and with the span comes the need for business professionals to be culturally competent, a term defined by Cross et al. (1989). Individual characteristics of those working in cross-cultural settings were found to be important to effective cross-cultural performance (Caligiuri, 1995). Cultural competence has also been shown to be effective in non-international business arenas. After studying child and adolescent service systems, Cross et al. published a report titled *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who are Severely Emotionally Disturbed.* In this report, Cross et al. emphasized the intersectionality of five key cultural competencies of developmental process: value diversity, capacity for cultural self-assessment, a consciousness of dynamics within cultural interaction, institutionalized cultural knowledge, and adaptability to diversity. Another notable educational researcher is Dr. Sonya Douglas Horsford, who is an accomplished researcher and scholar in the equity and social justice space. As a professor

of education leadership Horsford's expertise in race, ethnicity, and leadership has been shown through her works such as a collaborative article "Pedagogy of the Personal and Professional: Toward a Framework for Culturally Relevant Leadership." It is a landmark study that was published in the *Journal of School Leadership*. In this article, which has been widely cited, Horsford et al. (2011) presented a conceptual framework for Culturally Relevant Leadership (CRL) which emphasizes four critical dimensions to successful leadership "the political context, a pedagogical approach, a personal journey, and professional duty" (p. 594). Cultural Relevant Leadership is a conceptual framework which considers the whole leader. No matter the setting leaders have the professional duty and responsibility to serve and meet the needs of their organization and staff.

Leading in Diverse Educational Settings

Leaders must lead in culturally responsive and agile ways. A well-known published researcher of educational leadership and school reform Dr. Jeffrey S. Brooks partnered with Dr. Mark T. Miles a Doctor of Educational Leadership and retired superintendent of schools. Together they wrote a book section, titled "Educational Leadership and the Shaping of School Culture: Classic Concepts and Cutting-Edge Possibilities," in Dr. Sonya Douglass Horsford's book *New Perspectives in Educational Leadership: Exploring Social, Political, and Community Context and Meaning*. As part of their writing, Brooks and Miles (2010) stated their observance of the possibility that work in the area of Culturally Relevant Pedagogy may have profound meaning to Culturally Relevant Leadership and may revolutionize training and development of administrators through the dynamics of educational leaders shaping the lives of children. Building upon the understanding of either area could lend knowledge to the other.

Through the years the connection between Culturally Relevant Pedagogy and Culturally Relevant Leadership has grown through research. Leading with the classroom or outside of it affects the cultural setting and those who interact within it.

No matter the setting leaders have the responsibility to be inclusive of the diverse people they work with and for. A study of how high school students and recent graduates described influential educators focused on the cultural competency and Culturally Responsive Pedagogy of educators in meeting the needs of students (Chicoski, 2019). Through over 15 years' experience in non-profits and educational leadership Dr. Lauren Chicoski knew the importance of making connections between the influencer and influenced in the areas of cultural competencies and Culturally Responsive Pedagogy. In the study, Chicoski found students had expectations of teachers to make accommodations, provide opportunities, and self-reflect. Based on her findings, Chicoski recommended further study in cultural responsiveness and relationships.

Cultural responsiveness and relationships are important on many levels. Khalifa et al. (2016) pointed out the importance of school level administrators (principals) in Culturally Responsive Leadership. An executive director in education, Dr. Muhammad Khalifa's research has examined Culturally Responsive Leadership practices of urban school leaders, published by *Harvard Education Press*, which included equity audits, and a United Nations project in East Africa. Through a synthesis of literature, Khalifa et al. provided a framework for expanding Culturally Responsive School Leadership with a focus on school level administrators, particularly principals, and concluded incomplete research in leading diverse student populations.

Leading in educational settings has been a topic of study over the years regarding teachers and leaders having the ability to work well with many culturally diverse people. To effectively interact within culturally diverse settings, leaders need to be culturally proficient, a term defined by Lindsey et al. (1999) along with a design by which school leaders could interact most effectively in culturally diverse settings. Dr. Cherilynne Hollowell, an educator and intervention specialist, advocates for social justice and cultural competence. Building upon the literature, Dr. Hollowell studied Culturally Responsive School Leadership. Hollowell (2019) found the role of high school principals is important in encouraging and engaging students in the cultivation of racial, cultural, and economically inclusive school environments to increase student success. This work helped to identify and describe Culturally Responsive Leadership practices and strategies employed by principals to develop and maintain inclusive school environments and laid a foundation for further research.

Several studies have shown the importance of leaders being culturally responsive and the roles leaders have in creating effective work and learning environments. For example, Mosley (2021) showed the need for school leaders to have the qualities of effective leaders to overcome challenges, found it necessary for effective leaders to promote inclusive learning, and develop culturally responsive teachers. A study of elementary school principals, grounded in Culturally Responsive School Leadership, indicated the importance of building capacity in the organization, teachers, community, and families (Davis, 2022). To be effective leaders need to have qualities to help them effectively build relationships and promote organizational success. Ryu et al. (2020) demonstrated the influence school leaders have on relationships and organizations.

Fostering and continuing relationships once built is also important. Bland (2023) showed the importance of school leaders fostering relationships with stakeholders for the promotion of student success.

Educational leaders having cultural competences of Cultural Agility is important to culturally diverse student populations (Bordenkecher, 2017; Hansuvadha & Slater, 2012). Budde (1988) stated all principals should be "creating and maintaining a safe, positive learning environment within the school; supporting teachers in carrying out their responsibilities for teaching; and on occasion, being visible models of 'good teacher' and 'good learner'" (p. 118). Cultural Agility is promoted through the cultural agile relationships of people close to and those leading the students (Grubb, 2015; Niendorf & Alberts, 2017; Traylor & Caligiuri, 2019). Those with Cultural Agility Competencies can more effectively interact with others despite cultural differences (Caligiuri, 2021b; Pouchak, 2019). The introduction spoke of Nic, a new principal from a business background using that experience to quickly and comfortably move into her new position.

Cultural Agility

Cultural Agility, used predominately in the corporate business setting, is a critical competence. It is the ability to work in cross-cultural settings quickly, comfortably, and effectively (Caligiuri, 2012, 2021a). Success of culturally agile leaders depends on their ability to deal with culturally unfamiliar norms (Caligiuri, 2012). Caligiuri (2012) defined Cultural Agility as a "mega-competency that enables professionals to perform successfully in cross-cultural situations" (p. 4). Cultural Agility is a combination of nature and nurture of individuals' "natural abilities, motivation to succeed, guided

training, coaching, and development over time" (Caligiuri, 2012, p. 5). The competencies

one has are what helps them thrive in culturally diverse settings.

Cultural competencies were laid out from studies on Cultural Agility. Hansuvadha

and Slater (2012) defined cultural competencies as the knowledge, behaviors, and

dispositions necessary of leaders to effectively interact within culturally diverse settings.

There are three sets of competencies are Task Management, Self Management, and

Relationship Management (see Table 1). Together these competencies enable culturally

agile leaders to be effective within culturally diverse settings.

Table 1: Cultural Agility Competencies

Mega Competency	Competencies
Task Management	Cultural adaptation Cultural minimization Cultural integration
Self Management	Tolerance of ambiguity Curiosity Resilience
Relationship Management	Humility Relationship building Perspective taking

Note. Table of Cultural Agility competencies adapted from Caligiuri (2021b).

A part of responding in culturally responsive ways is knowing and understanding

the demands of the cultural context, known as Task Management competencies

(Caligiuri, 2021b). The three Task Management competencies are cultural adaptation,

cultural minimalization, and cultural integration. "These competencies enable culturally

agile professionals to make appropriate decisions by accurately reading and responding in

cultural contexts, while accounting for the business strategy, the key elements of the

culture, and the interconnected system of the context, which include laws, level of

education, and similar factors" (Caligiuri, 2021b, p. 18). Using the Task Management competencies, a person is able to appreciate each opportunity, believe in themselves, and use their tenacity to adapt, minimalize, and integrate themselves amongst diverse populations.

Self Management competencies on the other hand are the skills Caligiuri (2021b) explained as those which enable culturally agile leaders to respond comfortably and effectively while handling their emotional and cognitive responses. School leaders interact with both staff and students on a regular basis. Without adequate competence in Self Management these leaders would not be able to effectively respond to staff members and students. Brown (2021) discussed the importance of school leaders' self-reflection and awareness in order to manage relationships in culturally responsive ways.

While Self Management competencies are about managing oneself, Relationship Management competencies are focused on managing relationships with others. Relationship Management competencies are humility, relationship building, and perspective taking. Building connections with people helps culturally agile leaders reduce ambiguity and learn cultural norms (Caligiuri, 2021b). Clarity seeking is a natural reaction in novel situations. People seek to gain understanding through interacting with others. These interactions help individuals manage relationships through use of humility, building relationships, and using perspective taking.

The first interaction to help manage relationships is humility. Humility in diverse cultural settings focuses on expressing respect for others' cultural norms and helps individuals to seek advice (Caligiuri, 2021b). Individuals who are open to the thoughts, feelings, and opinions of others have personal confidence in oneself to willingly

acknowledge their understanding may be limited and are willing to admit that they do not have all the answers and ask questions. Possessing the competency of humility enables people to learn from others, to ask questions, be vulnerable, and receive feedback (Caligiuri, 2021b). Dr. Elizabeth Krumrei Mancuso is a well published researcher of intellectual humility and humility in leadership. One of her articles published in the *Journal of Personality Assessment* was "The Development and Validation of the Comprehensive Intellectual Humility Scale." This scale is an "assessment of independence of intellect and ego, openness to revising one's viewpoint, respect for others' viewpoints, and lack of intellectual overconfidence" (p. 27). Krumrei-Mancuso and Rouse (2016) created the Comprehensive Intellectual Scale, which has since been used by many leaders to assess their own humility. It is important for leaders to know their humility level and develop humility as a Cultural Agility competency. Ou et al. (2018) suggested that humility not be overlooked of leadership in dynamic organizations and for there to be a focus on humility as a characteristic of leaders. To be more effective leaders, more trustworthy, foster learning, and increase engagement and empowerment within their organizations leaders need to possess humility.

Second, building relationships through meaningful and trusting interpersonal connections helps to manage relationships. Building relationships for culturally agile professionals can help them gain higher level connections. It is not who leads or what tool they are using to lead that matters; what matters is the relationship the leader creates with those being led (Mbugua, 2010). Truly engaging in a relationship to build meaningful and trusting connections. Individuals who actively seek opportunities to form positive and meaningful connections by engaging with others have what it takes to build

their Cultural Agility competency of relationship building. Caligiuri (2021b) explained "as a cultural competency, relationship building increases cultural understanding, fosters social support, and strengthens the professional network" (p. 97). Understanding and supporting diverse populations is important to the relationship building process.

Third, building these higher-level connections requires a culturally agile leader to use perspective taking as an interaction to help manage relationships. Caligiuri (2021b) described the Cultural Agility competency of perspective taking as seeing situations from various perspectives and correctly interpreting behaviors to adapt, as needed. Without understanding who individuals are working with or for it is less likely the results will be effective for that person. Perspective taking requires self-vigilance to accurately perceive how things are seen through the eyes and minds of others. Imagining the experience through another's emotional and perceptual senses is important for perspective taking. Emotional and perceptual perspective taking was the work of Dr. Robert W. Marvin. Dr. Marvin has been an active researcher in family attachment and relationships. Through his research Dr. Marvin has published over 40 works and has been cited thousands of times. His work on early development of conceptual perspective taking distinguished two types of perspective taking: perceptual perspective taking and conceptual perspective taking. Perceptual perspective taking requires perspective taking through the visual, auditory, and other perceptual experiences, whereas conceptual perspective taking involves interaction with others (Marvin et al., 1976). As leaders, both perceptual and conceptual perspective taking are important to accurately differentiate from one's own perspective to that of perspective taking. Cultural Agility competencies are critical to effective leadership, especially in educational settings.

Cultural Agility in Educational Leadership

Some studies have been done in higher education and educational leadership around Cultural Agility competencies. Bordenkecher (2017) found members of the Peace Corps who had taught abroad developed characteristics of cultural competencies which helped them effectively lead culturally diverse schools domestically. This finding leads to the question of whether cultural competencies can be built without leaving one's own country. Dr. Trevor L. Cox, a professor and program coordinator for organizational leadership, looked at inclusive leadership from a standpoint within higher education to create inclusion for cultural diversity. Cox (2018) found ongoing self-leadership, creating space for dialogue, and communication of a shared mission and vision were most important in individual leaders and to create inclusion within culturally diverse higher education settings. Like Cox, the findings of Grubb (2015) were that effective higher education leaders with cultural intelligence (metacognitive, cognitive, motivational, and behavioral) also demonstrated authentic leadership through transparency, moral perspective, balanced processing, and self-awareness. Effective leaders, no matter their field, also need to know who they work with. Leaders taking the time to know who they are working with has been found to be important to their effectiveness in educational settings (Smart, 2021; Vargas, 2022). Circling back to the work of Dr. Hollowell, these skills are necessary for educational leaders. According to Hollowell (2019) leaders of public schools need to be culturally responsive to effectively address historic marginalization of diverse cultures within their academic environments. These skills, necessary of educational leaders, are ingrained in Cultural Agility competencies (Caligiuri, 2021b).

Research within K-12 educational organizations has both confirmed prior research findings and has expanded literature but there is still more important research to be done. Current research on culturally agile leadership in K-12 confirmed Culturally Relevant Leadership (CRL) state educational leaders are most effective when they incorporate cultural knowledge of students into the curriculum, create welcoming environments for families and the community, and raise consciousness of students and parents (Davy, 2016). This finding has been corroborated by a qualitative study of educators. Luard-Charles (2018) reported positive impacts on student academic achievement when CRL was implemented within low-income high-minority middle school setting. Davy (2016) demonstrated principals face resistance for implementing Culturally Relevant Pedagogy (CRP) and need strategies to combat the opposing forces then suggested culturally agile leaders need the coping strategies necessary to overcome the barriers they face. Charter school leaders face many barriers.

Charter School Leadership

To be effective, a charter school begins with a mission and stays mission driven. The United States Department of Education & Office of Innovation and Improvement (2004) stated:

> Everyone associated with the school knows what it stands for and believes in its vision. Each school engages parents as real, not nominal, partners. Each school fosters a culture that is highly collegial and focused on continuous improvement. And each effective charter school has a strong accountability system, not just to please its authorizers but also its 'clients,' the parents. (p. 5)

Success of a charter school depends on the leader(s) of the school having and demonstrating culturally agile competence. Charter schools are one of many public school choices for parents. If the leaders of these schools are not culturally competent the organizations may not have the necessary enrollment to succeed or have the capabilities of helping students succeed in post-secondary life. The National Education Association "believes that charter schools and other nontraditional public school options have the potential to facilitate education reforms and develop new and creative teaching methods that can be replicated in traditional public schools for the benefit of all children" (InfoUSA, n.d.), para. 2).

School systems educate U.S. residents regardless of their cultural backgrounds. Of the 13.5% foreign-born U. S. residents, over 5.5 million are enrolled in school and 2.5 million of them are under 18 years of age (United, 2020a, 2020b). Recent research has been building toward understanding the ways in which educational leaders use Cultural Agility to further their teams and the goals they have of teaching all students. Hollowell (2019) called for further research through replication of the study at the elementary level and how elementary school cultures inform and shape experiences of racially, culturally, and economically diverse students. Some current research has touched on pieces of the current research recommendations, including how humility functions in various organizations (Caligiuri, 2016), understanding what the competencies are (Pouchak, 2019), identification of the most effective strategies to increase leaders' Cultural Agility (Cleveland, 2020), perceptions of cultural responsiveness and the importance of relationships (Chicoski, 2019), and studies in alternative educational settings (Hollowell, 2019). But research has not fully investigated any of the recommendations (Chicoski,

2019; Hollowell, 2019). Further insights are needed into how K12 leaders influence their educational organizations through use of Cultural Agility in their practices to prevent discrimination and promote diversity. It is apparent research on the implementation of culturally agile leadership within school systems in which these culturally diverse students are enrolled is not complete and no research has been conducted in the charter school setting.

Statement of the Research Problem

Ever growing cultural diversity within the United States demographics and student populations necessitates having culturally agile leaders. Leaders who effectively apply a culturally responsive framework toward their leadership practices within educational settings. Studies have shown Culturally Responsive School Leadership to have positive impacts in educational settings. Cultural Agility competencies have been developed through research to promote effective skills of those leading.

Some research has been conducted on the use of Culturally Responsive School Leadership strategies and practices. Some highlights of research on the topic of Culturally Responsive Leadership strategies and practices are as follows. Through studies of urban school leaders, Khalifa et al. (2016) provided a framework for Culturally Responsive School Leadership and expressed a need to adequately focus research on school level administrators and ways in which diverse student populations are led. Meeting part of the research need by focusing on high school principals, Hollowell (2019) found Culturally Responsive School Leadership practices and strategies include providing intentional culturally responsive professional development, purposefully involve parents, have courageous conversations and implement strategies, encourage and

engage student voices, and foster positive relationships. Further research by Davis (2022)

focused on elementary school principals found two practices used by culturally

responsive school leaders, including building capacity of and engaging teachers, students,

and families and individualized monitoring and accountability strategies based on

awareness of data. Awareness school leaders have of their interactions with others,

acknowledging their assumptions, and their agility to differentiate their approaches in

culturally responsive ways is important (Brown, 2021). Additionally, Bland (2023)

showed the need for school leaders to foster relationships in informing leadership

identities and practices. The ability of leaders to be culturally responsive has been studied

to the point of creation of Cultural Agility competencies.

Cultural Agility competencies have been developed through research to promote

effective skills of those leading. Through years of research, Dr. Paula Caliguiri outlined a

structure for Cultural Agility competency with three mega competencies. Research in

Cultural Agility competencies has been conducted by researchers in business and

educational fields. In 2016, Caliguiri and Tarique exhibited the importance of cultural

agile personality characteristics and cross-cultural competencies for job effectiveness.

Cleveland and Cleveland (2020) found competence, as they described it a thirst for

knowledge and improvement, to be a relational leadership trait of culturally agile

educational leaders. Relationships are also important. Smart (2021) and Vargas (2022)

found it important for leaders to take the time on relationships with individuals. Building

relationships will help promote how they effectively lead, but cultural humility is also

needed. A test of 500 professionals found cultural humility to accurately predict an

individual's ability to effectively judge cultural response (Caligiuri & Caprar, 2022).

While the interest in Cultural Agility competencies is growing, and while the majority of research on Cultural Agility focuses on global business, K-12 education, and higher education, little is known about how leaders of charter schools apply their Cultural Agility competencies. A need for understanding how charter school administrators are culturally agile is important because according to the National Center for Education Statistics (2022a), charter schools make up 8% of public school enrollment.

Research on Culturally Responsive School Leadership strategies and practices has been documented through the work of Khalifa et al. (2016), Hollowell (2019), Davis (2022), Brown (2021), Wickham (2021), Bland (2023), and Chicoski (2019). Additionally, research on Cultural Agility competencies has been documented through the work of Cleveland and Cleveland (2020), Caligiuri et al. (2016), Caligiuri and Caprar (2022), Smart (2021), Vargas (2022), and Mbugua (2010). And while interest continues to grow in both of these areas of focus, little is known in the intersectionality of these two areas, as it relates to K-12 charter schools in America. More specifically, little is known about how charter school administrators are culturally agile when managing relationships in their organization.

Purpose Statement

The purpose of this qualitative study is to identify and describe how charter school administrators use Cultural Agility competencies when managing relationships in their organization.

Research Question

How are charter school administrators culturally agile when managing relationships in their organization?

Sub-research questions

1. How are charter school administrators using humility when managing relationships in their organization?

2. How are charter school administrators using building relationships when managing relationships in their organization?

3. How are charter school administrators using building perspective taking when managing relationships in their organization?

Significance of the Problem

This study investigated how charter school administrators are culturally agile when managing relationships in their organizations, through Dr. Paula Caligiuri's Cultural Agility mega competency of Relationship Management. The concept of relationship management is a way culturally agile leaders reduce ambiguity and learn cultural norms through connections with others (Caligiuri, 2021b). Relationship Management competencies include humility, relationship building, and perspective taking. The study is intended to expand the body of research on Cultural Agility competencies by researching it within K-12 organizations and administrators' role as culturally agile competent leaders. The researcher has identified three potential ways this study is significant.

First, this study is intended to build upon the body of literature on Cultural Agility competencies in K-12 organizations. The work of Dr. Lauren Chicoski connecting student perceptions to influential educators with a focus on cultural competency and Culturally Responsive Pedagogy found a need for educators and others who influence students to be caring, supportive, and have relationships with those they influence.

Chicoski (2019) recommended ongoing research related to student perceptions and leader relationships with stakeholders. Chicoski's recommendations are expanded by this study which investigates the Relationship Management competencies of Cultural Agility, focusing on humility, relationship building, and perspective taking. For example, should this study find administrators are better able to care for and support others through Relationship Management it would expand on Chicoski's work by making the connections between Relationship Management and building connections with stakeholders.

Second, the intent of this study is to expand the literature by focusing on the administrators' role as culturally agile competent leaders. Through a study of school leaders' critical self-reflection to differentiate their own deficit thinking and awareness gained from reflection to improve interactions with others and implement Culturally Responsive School Leadership strategies, Dr. Deborah M. Brown (2021) found all participants focused on relationships with their staff as a means to disrupt deficit thinking. In conclusion, Brown stated leadership is individualistic. Although there may be similarities found between leadership approaches, intent, purpose, and the like, individuals have a unique set of lived experiences and skill sets that they bring to the table. Brown recommended further research to investigate when and how school leaders are culturally agile through perspective taking to meet the needs of their schools. The current study can be significant in that one of its focuses is on perspective taking by charter school administrators and how they use perspective taking to manage relationships in their organizations, which helps them more effectively address the concerns and needs of the individual stakeholders and schools. While leaders are unique

in personal styles, the use of underlying facets of Cultural Agility could be present regardless of style.

Most significantly, this study sets out to enhance the body of literature by drawing attention to the importance of Cultural Agility competence among charter school administrators. With the increasing enrollment of students in public charter schools, it is important to bring to light Cultural Agility competency research in the field of education in charter school settings. There is a call for an undertaking of a study through the lens of alternative education (Hollowell, 2019). The first of its kind, this study intends to explore Cultural Agility competency through charter school administrators. The hope is to expand prior research which studied cultural responsiveness and Cultural Agility competence of school leaders and school administrators. Further expansion of literature regarding other Cultural Agility competencies is both a responsibility and recommendation in traditional and alternative educational organizations.

Definitions

This section provides definitions for terms used within this study.

Active listening. Active listening is "giving the person who is speaking your undivided and undistracted attention. Effective active listeners can observe and understand not only the words being communicated but also the tone, body language, and context that make up the meaning of the message. They can reflect accurately that message back to the speaker so the speaker has a deep sense that the listener really did fully understand" (Caligiuri, 2021b, p. 102).

Active responding. Active responding is engaging in communication and providing positive emotional responses during communication, asking leading in questions, and following the other person's comfort level (Caligiuri, 2021b).

Conceptual Perspective. Conceptual perspective is the ability to comprehend and take on the viewpoint of others psychological experiences (their thoughts, feelings, and attitudes) (Marvin et al., 1976).

Culture. Culture is "the collective programming of the mind which distinguishes the members of one group or category of people from another" (Hofstede, 1991, p. 5).

Cultural adaptation. "Cultural adaptation is the ability to successfully change your behaviors to match the norms of the cross-cultural context" through knowing oneself and doing it their way (Caligiuri, 2021b, p. 135).

Cultural Agility. Cultural Agility is a "mega-competency that enables professionals to perform successfully in cross-cultural situations" (Caligiuri, 2012, p. 4). Cultural Agility is a combination of nature and nurture of individuals' "natural abilities, motivation to succeed, guided training, coaching, and development over time" (Caligiuri, 2012, p. 5).

Cultural competence. Cultural competence is the ability to think, act, and behave with a flexible mind, open heart, and acceptance of various perspectives the values and beliefs of two or more cultures to understand and effectively interact with others by knowing oneself (Cross et al., 1989; Lynch & Hanson, 2004, 2011).

Cultural integration. Cultural integration is the ability to create an entirely new set of cultural norms within a group acceptable to the affected cultures and without making a single cultural norm dominant" (Caligiuri, 2012, 2021b).

Cultural minimization. "Cultural minimization is the ability to uphold standards even when doing so might mean instituting something that is counter to cultural norms" (Caligiuri, 2021b, p. 133).

Cultural nuances. Cultural nuances are the differences between use of words, phrases, and behavior between cultures. It implies that in order to "effectively use relationship competencies, one would need both the behaviors inherent in the competency and the ability to adapt those behaviors to align with culturally appropriate norms" (Caligiuri, 2021b, p. 75).

Culturally appropriate expressed humility. Culturally appropriate expressed humility is a person's humility as seen by others (Caligiuri, 2021b; Owens et al., 2013).

Curiosity. Curiosity "is a deep desire [or motivation] to know more about something of interest" (Caligiuri, 2021b, p. 42).

Felt humility. Felt humility is a person's internal belief that they are a humble person (Caligiuri, 2021b; Caligiuri et al., 2016; Owens et al., 2013).

Growth mindset. Growth mindset "is based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others" (Dweck, 2016, p. 7).

Humility. Humility is "freedom from pride or arrogance; the quality or state of being humble" (Merriam-Webster, 2004, p. 136).

Humility competency. Humility competency "is a cognitive and motivational competency, which means [one] can learn to think and behave with cultural humility" gained through values, experiences, and behaviors (Caligiuri, 2021b, p. 85). Culturally

agile people can "express to the cross-cultural environment that [they] respect the nuances of the cultural context and seek advice" (Caligiuri, 2021b, p. 75).

Loose Culture. Loose cultures are cultures which have subcultures with their own cultural norms. These cultures have greater variance of what is or is not acceptable behavior (Gelfand et al., 2011).

Perceptual perspective. Perceptual perspective taking requires perspective taking through the visual, auditory, and other perceptual experiences where conceptual perspective taking involves interaction with others (Marvin et al., 1976).

Perspective taking. Perspective taking involves looking at a situation from a viewpoint different from one's usual viewpoint (American Psychological Association, 2018).

Perspective taking competency. "Perspective taking is the ability to see situations from multiple perspectives and interpret behaviors correctly in the given context," imagining another's experience and how they would react somewhat accurately (Caligiuri, 2021b, p. 86).

Perspectivelingual. The operational definition of perspectivelingual is rooted in Caliguri's 2021 work where she indicated that an individual who is bilingual uses their cognitive flexibility to interpret multiple languages. Similarly, an individual can derive multiple perspectives based on one observation through being perspectivelingual.

Relationship building. Relationship building is forming "meaningful [interpersonal] connections with others, irrespective of their culture" to increase cultural understanding, foster social support, and strengthen one's network (Caligiuri, 2021b, p. 86).

Relationship Management competencies. The competencies included are humility, relationship building, and perspective taking. Together "these competencies give culturally agile people the ability to connect with others from different cultures, to communicate appropriately, build trust, and gain necessary credibility to work effectively in cross-cultural jobs, tasks, and roles" (Caligiuri, 2021b, p. 18).

Resilience. Resilience is "the ability to bounce back in the face of setbacks." (Caligiuri, 2021b, p. 21).

Self-awareness. Self-awareness is the understanding of one's own emotional, cognitive, perceptual, and physical strengths, weaknesses, abilities, blind spots, and situations when at one's best and worst which is used to "accurately perceive how they will react, respond, and perform in various situations" (Caligiuri, 2021b, p. 86).

Self Management competencies. Self Management competencies are tolerance of ambiguity, curiosity, and resilience. These competencies "enable culturally agile individuals to effectively manage their reactions, emotions, and cognitions when in a novel situation" (Caligiuri, 2021b, p. 18).

Task Management competencies. The three Task Management competencies are cultural adaptation, cultural minimalization, and cultural integration. "These competencies enable culturally agile professionals to make appropriate decisions by accurately reading and responding in cultural contexts, while accounting for the business strategy, the key elements of the culture, and the interconnected system of the context, which include laws, level of education, and similar factors" (Caligiuri, 2021b, p. 18).

Tight Culture. Tight cultures are cultures in which deviation from the norm is not acceptable nor tolerated and these norms and behavior expectations have been developed within citizens (Gelfand et al., 2011).

Tolerance of ambiguity. Tolerance of ambiguity is the ability to "feel comfortable–and even thrive–in setting where the outcome is not predictable or in situations that need more time to be fully understood" which has both genetic and non-genetic components (Caligiuri, 2021b, p. 24).

Trust. Trust is "the state of readiness for unguarded interaction with someone or something" (Tway, 1994, p. 8).

Delimitations

This study was delimited to currently employed California public charter school administrators responsible for managing a Title 1 charter school within San Bernardino County during the 2023-2024 school year.

Organization of Study

This study is apportioned into five chapters. Chapter I provides an introduction, background information, statement of the research problem, purpose statement, research questions, significance of the problem, definitions, and delimitations. Chapter II provides an in-depth review of the literature on the history of charter schools, culturally relevant leadership, Cultural Agility, and Relationship Management competencies. Chapter III discusses the methodology and includes the purpose statement, research questions, research design, population, instrumentation, validity, reliability, data collection, data analysis, and limitations. Chapter IV provides the findings of the study with a detailed

analysis of the data. Chapter V discusses researcher interpretations of the data,

conclusions based on analysis, implications, and recommendations for further study.

CHAPTER II: REVIEW OF THE LITERATURE

Chapter 1 provided an introduction and background of the purpose and focus of this research. Included in the chapter were the purpose statement, research question and sub-research questions, problem statement, significance of the study, definitions, delimitations, and organization of the study. Chapter II expands on the research mentioned in Chapter I and includes an in-depth review of professional literature and research related to Culturally Relevant Leadership, Cultural Agility, and Relationship Management. As discussed in Chapter I, the United States is becoming more diverse since the founding of the United States, so it is imperative that education change and growth with the population. The review of literature begins with a historical overview of public education in the United States to set the stage as a comparison of the needs in the educational landscape today. The review addresses the challenges faced by educators through the lens of culturally relevant leadership and culturally agile skills sets of leaders.

Foundations of Public Education in the United States

Public education in the United States has evolved over time, prompted by changes in the structure, purpose, policies, and diversity within the American educational system. As John Locke explained in 1690, the human mind is a blank slate at birth and through experience knowledge is derived. While the idea of the blank slate is controversial, we know that the brain is programmed to change to different sensory inputs. This means that education provides processes for individuals to gain experience, which leads to knowledge. At a more holistic level, this adaptability is not just at an individual level, but allows for learning and adaptation of systems. American public education is a system that must constantly evolve to meet diverse needs.

Education Provides Opportunities for Experience

In the 17th century, males from affluent families had the experience of attending school. Upon ratification of the U. S. Constitution public education was not mandatory and each state was given control of education within their boundaries. Not all young people attended or had the opportunity to attend, even when schooling became publicly funded. That was until 1852 when Massachusetts mandated both quality and attendance of education. Following Massachusetts' lead other states also began mandating quality of education and attendance, but still did not provide these experiences to individuals of all genders and races. With differences in how states implemented various versions of educational standards and pedagogy to address quality of education, there were disparities in educational outcomes. Because of this, the Department of Education was created in 1979 to establish effective school systems.

Purpose of Public Education

The purpose of the American public education system has developed over time. Initially the purpose was to educate young men to lead as their fathers did. Education was meant to teach children enough knowledge and skills in order to become productive members of society. It should be noted that another goal of public education was to contribute to the collective mission of promoting the common good, which include becoming responsible citizens, forging a common culture for immigrants coming to the United States, and reducing inequalities in American society. As a result, quality and attendance became an important part of educating the population.

With mandates for quality and attendance, the purpose of public education became to educate the masses, but not all students had equal rights to quality education

such as females and those who were racially diverse. Further development to the purpose of the American public education system came through a push for young people to attend college and better prepare for postsecondary life. In 1871 the University of Massachusetts solidified the perception that one goal of schooling was college preparation. The national Education Association committee concluded and recommended the best preparation for life was basic college preparation curriculum. However, John Dewey argued college preparation alone would not serve all learners. Through the decades, the American public education system continued to evolve, as the population changed, as well as the needs of society.

Equality in Public Education

One way the American education system has evolved over time is in the area of equality, and this is an issue to continues to be on the forefront of educational systems. At the beginning of the United States' history, some children were not afforded the ability to attend school. And then, children of different cultures and ethnicities were segregated into separate schools. A Supreme Court ruling in *Plessy v. Ferguson* (1896) ruled segregation of students was acceptable so long as the facilities were equal (Court, 1896). However, most often the facilities were not equal and change needed to happen. Many leaders at the time considered this separation and inequality of resources as being acceptable, but there were leaders who realized that real change needed to happen. These culturally aware and competent leaders set the stage for the evolution of education in the nation.

Change and evolution to the American public education system were part of the political discussions, just as they are today. Ratified in 1868, the 14th Amendment to the

Constitution called for no state to "deny to any person within its jurisdiction the equal protection of the laws." The 14th amendment was called upon in another Supreme Court case nearly a century later. *Brown v. Board of Education* (1954) ruled against racial segregation of students in public schools (Court, 1954). In accordance with the Bill of Rights, the ruling made it so culturally diverse students could all attend the same public schools. This ruling has helped shape the American public education system. Since that ruling, there are many other school options that have emerged and mainstream public education is not the only educational options American youth could attend.

Equality in Non-Mainstream Education

Non-mainstream education such as private, homeschool, and charter school were and are also a choice for families. Politics were evolving but had not considered non-mainstream public education. About 20 years after *Brown v. Board of Education*, another Supreme Court case considered issues regarding race, civil rights, and education. *Runyon v. McCray* (1976) was brought by the parents of a student denied admission to a private school based solely on race (Court, 1976). The court ruled excluding qualified children solely based on race was racial discrimination. This ruling clarified that private, nonsectarian schools must not violate federal civil rights, and were held to the same standards as public schools. Progress was being made toward equality in non-mainstream education.

Another non-mainstream schooling option was home school. Homeschooling became mainstream in the early 1980s and in 1992 it was considered a legal option across all 50 states. A home school setting allowed families flexibility in their schedule and student(s) education. It provided families with an alternative to limit the exposure to

different political views, negative social interactions with peers, and provided opportunities for religious education to be included in teaching their children. While homeschooling provides positives for many families, it is not the best fit for many families, who cannot balance work and education.

At this time in history there was turmoil directed at the quality of U. S. education. The National Commission of Excellence in Education was created to examine and report on the quality of education in the U. S. From this examination the Commission wrote *A Nation at Risk* in 1983 documenting the struggles of the educational system to meet the educational outcome demands of stakeholders and provided recommendations for improvement. National Commission on Excellence in Education (1983) stated "It is our conviction that the essential raw materials needed to reform our educational system are waiting to be mobilized through effective leadership" (p. 9) and listed the tools available to leaders. Soon after, an interest in charter schools began growing. Foundations for charter schools are needs based and driven by public demand for needs to be met.

Charter Schools Help Meet the Needs of Americans

A *Nation at Risk* highlighted the educational needs of Americans and the challenges in not having many needs met. Germinated from the 1983 report which stated the overdone bureaucratic systems and lack of education outcomes being met through traditional public education, ideas began to sprout in order to help meet the needs of Americans. With seeds previously planted from educators, roots for charter schools grew and enrollment flowered.

Charter School Roots Sprout from American Needs

Ideas which led to charter schools began in the 1970s to meet the needs of Americans. An important seed which was planted came from Ray Budde, a New England educator and teacher of Educational Administration, who first presented his ideas for reorganization of schools in 1974. Then through the bureaucratic turmoil and lack of outcomes from public education the American public voiced their concerns and needs, as documented by National Commission on Excellence in Education (1983). After which Budde published *Education by Charter* in 1988. Budde (1988) called for a restructuring of public education by allowing charters for teachers' innovation. The idea for charter was rooted in smaller class sizes, community involvement being important to students' knowledge base, and allowing teachers freedom in their responsibilities to help students develop skills and build attitudes as lifelong learners. Initially a small portion of the population attended charters which were a part of existing public schools, such as that in Philadelphia.

Albert Shanker, President of the American Federation of Teachers, presented Budde's idea of charters as publicly funded, but independently managed chartered schools, where teachers had the freedom to innovate. Budde (1988) and Shanker (1988) believed charters would be able to better meet the needs of diverse student populations and help bring diverse students together to learn. Reform for charter schools was pushed by Budde, Shanker, and many others leading to charter schools being tailored toward meeting the needs of the populations they serve. Within a couple of years Minnesota and California had adopted charter school laws and by 1995, 19 states had charter school laws.

Charter School Defined and Tailored to Meet Needs

Charter schools are one of many available options to families in the United States. The National Charter School Resource Center (2023) defined charter school as

> a public school that operates as a school of choice. Charter schools commit to obtaining specific educational objectives in return for a charter to operate a school. Charter schools are exempt from significant state or local regulations related to operation and management but otherwise adhere to regulations of public schools. (para. 1)

Charter schools are tailored to meet the needs of the population they serve by being brought into charter by local stakeholders. They are made to be accountable for the specified objectives and have freedom to meet the needs of their population. With greater accountability, than mainstream public schools, charter schools have more freedom of choice in many of their internal policies and practices. For example, charter schools are able to mix grade levels, have more relaxed or strict dress codes, hold various stakeholder partnerships, and practice non-traditional instructional methods. The United States Department of Education and Office of Innovation and Improvement (2004) said of charter school, that they "do whatever it takes to build the skills, knowledge, and character traits their students need to succeed in today's world" (p. 1). Doing whatever it takes to "meet needs" requires funding.

Charter School Funding as a Means to Meet Needs

Funding was necessary for charter schools to meet the needs of the American population, the diverse needs of the communities which they served. Charters were created calling for and provided "a budget, their per capita share of what a school spends

on students, and be able to find different ways of spending the money" (Shanker, 1988, p. 17). Publicly funded the same as other public schools, charter schools received necessary funding. Ongoing legislation backed charter schools and helped continue funding. No Child Left Behind Act (2001) Subpart 1, Section 5201 specified financial assistance to charter schools, effectiveness of school evaluations, expansion of the number of charter schools across the nation, and funding for charter school programs equivalent to that of traditional public schools. Every Student Succeeds Act (2015) provided for expansion of charter schools and continued public funding. With the receipt of public funding charter schools provide families the opportunity to choose Appropriate schooling for their child(ren) without the expense of private schooling. Freedom in choosing schools which meet their needs created opportunities for many Americans and quickly led to increased enrollment in charter schools.

Charter School Growth by Meeting Needs

Through meeting the needs of Americans, charter schools quickly gained enrollment and grew in number. Despite a decline in public school enrollment by 0.5 million students between 2009 and 2019, charter school enrollment increased by 1.8 million students (National, 2022b) and has since risen. Between 2010 and 2021 enrollment in public charter schools more than doubled from 1.8 million to 3.7 million students (National, 2023). With such increases in enrollment to public charter schools it comes as no surprise that the number of charter schools has also increased. As of 2021, 45 of 50 states had adopted charter school laws (Rafa et al., 2020). California's population of public school enrollment has 12% of students attending public charter schools (National, 2023). As American schools continue to be more diverse, public

charter schools continue to adjust their practices to adapt to the needs of the communities they serve.

The Demographic Makeup of Americans

American education is constantly impacted by outside forces. Politics drive the policies behind education initiatives; economy drives the running of schools and districts, and even public sentiments drive how parents are involved with schools. It is impossible to look at charter schools in America without looking deeper into the demographic makeup of Americans. Two of the attributing factors of educational impacts are globalization and diversity.

Population Changes due to Globalization

Since the time of the United States' founding, the institution of public education, movements and rulings, and the creation of charter schools, today's world is much more globalized. Increased globalization equates to increased immigration to America. In 2010 the American Census reported 36.7 million foreign born people made up 12% of the American population. The 2010 Census also reported 33 million native born people with at least one foreign born parent made up 11% of the American population. These figures mean "one in five people [were] either first or second generation U.S. residents" (United, 2010, para. 1).

Most recently, the 2020 Census reported 44.1 million foreign born people make up 13.5% of the American population (United, 2020b). Since 2010 over 10 million foreign born people have entered the U.S. and added to the American population – a 22.8% increase in the foreign born population (United, 2020a). In 2019 the current population survey reported children with at least one foreign-born parent to make up

26.3% of America's total population of children (Anderson & Hemez, 2022). The makeup of American residents has become more diverse through globalization.

Populations in Education Due to Diversity

Of the total 331.4 million American population over 80.5 million are enrolled in school, children of school age comprise 24.3% of the population, and 45.4% of them are enrolled in elementary school (grades K-8) (United, 2020b). Of the 80.5 million people enrolled in school, 5.5 million of these students are foreign born and 23.5% of foreign born students are enrolled in elementary school (grades K-8) (United, 2020a). That means 1.3 million foreign born children were enrolled in American elementary public education at the time of the census.

Obviously, the composition of the American population is culturally diverse, and this heterogeneity of Americans has effects on public education. "One of the most urgent issues that the educational community is facing is how to meet the academic needs of a culturally and linguistically diverse student population" (Smith, 2005, p. 21). Obviously changes in the population have led to challenges that school systems must navigate. The idea that the United States is a "melting pot" and individuals easily become part of the culture of the country, in reality, is not really true. The lived experiences and cultural values of individuals become part of the culture of a school system, more like a "tossed salad," which is nuanced and complex. Leaders within these settings need to have culturally diverse understanding to effectively navigate leading in these complicated cultural spaces.

Leading in Diverse Settings

With the cultural diversity of the American population, it is necessary to discuss what it takes to lead in diverse settings. An important way for leaders to navigate the unique and complicated cultural spaces is through Cultural Agility, which includes the abilities within the Cultural Agility mega competencies of Self Management, Relationship Management, and Task Management. These three abilities are crucial competencies for leaders in diverse settings. Studies of the Cultural Agility competencies have shown the use of these skills to lead to greater understanding of Culturally Relevant Leadership. Thus, as the American population evolves and populations become increasingly more diverse the crucial competencies of Cultural Agility within leaders need to as well.

Abilities of Leaders in Diverse Settings

Leading in these diverse settings requires the ability of leaders to manage themselves, relationships, and tasks to adapt and help them thrive in cross-cultural settings. In a study of individuals' success within expatriate assignments Dr. Paula Caligiuri showed individual characteristics of those working in cross-cultural settings are important to have effective cross-cultural performance (Caligiuri, 1995). Individual characteristics identified for effective cross-cultural performance included emotional stability, sociability, need for cognition, need for structure, tolerance of ambiguity, having realistic expectations, cognitive ability, and training adequacy (Caliguiri). Literature prior to and after Dr. Caligiuri's findings have provided insights on the abilities of leaders in diverse settings. This section of the review of literature discussed some of

the many abilities of leaders, the abilities which relate to the purpose of this study, not a complete review or synthesis of leader abilities.

Managing Oneself. A leader in diverse cultural settings needs to know and believe in oneself. Managing oneself is key to being able to manage and lead others. Part of managing oneself is to have a realistic perspective of one's abilities to navigate from one situation to another. Bandura (1977) explained the importance self-efficacy plays in competencies that people develop and the crucial role it plays in who they become. Self-efficacy is a person's belief in themselves and their own capabilities that leads to action (Bandura). Self-efficacy is based on the belief people's behaviors are based on their expectations of what will happen in situations (Tolman, 1969). People's belief or confidence of their skills is important to whether and how well they perform those skills. Bandura suggested individuals with strong coping self-efficacy can persevere through failure and difficult times because they have learned to cope. Part of Theoharis (2009) research resulted in publication of a book entitled "The School Leaders our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform." His research on the achievement gap and effectiveness of leadership provided seven keys critical to social justice leadership including consciousness, core leadership traits, climate of belonging, and sustaining oneself professionally and personally (Theoharis, 2009). Developing self management requires understanding of experiences and feedback. Through their work both Bandura and Theoharis recognized the importance of self management. This ability is important to lead in diverse settings because the attitudes and beliefs of leaders affect those led, providers, and consumers.

Another important aspect of managing oneself as a leader in diverse settings is self-awareness. Self-awareness has been avidly researched and found in research to be an important aspect of leadership. Research has found self-awareness to be an important ability of consciousness for effective leaders (Bennett, 2019; Gay & Kirkland, 2003; Hernandez & Fraynd, 2015). Leaders who are self-aware are better able to meet the needs of the populations they serve.

Additional abilities of leaders in diverse settings are curiosity, tolerance of ambiguity, and resilience. Cultural curiosity, while seemingly not theoretically fully developed, stems from drive theories, integrity perspective, and competence approach (Houghton, 2014). Through a study explored non-international travel related life experiences, of 18–24-year-olds, which contribute to higher levels of cultural intelligence Davidson (2020) found that curiosity and meaningful multicultural relationships contribute to higher levels of cultural intelligence. What this means is that without the willingness to be open to new experiences, leaders lack the ability to manage their growth to learn and develop skills to operate in diverse settings.

Curiosity is the desire to know or learn; whereas, tolerance of ambiguity is a feeling of ease in uncertain settings. Frenkel-Brunswik (1949) wrote about tolerance of ambiguity in terms of dealing with conflicting emotions through intelligence, use of ethnic prejudice, and thinking through probabilities. When operating within settings where cultural expectations may differ, individuals have to be accepting of not knowing everything and being uncomfortable in the face of not knowing. Through tolerating the ambiguity, leaders can put their egos aside to learn from others and engage in collective problem solving.

Resilience also deals with emotions defined by the American Psychological Association (2022) as "the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demand" (para. 1). Resilient leaders can manage stress, have a positive attitude, and be a role model for their stakeholders. In addition, they are able to bounce back from setbacks and could make sound decisions when faced with challenges. Having self-awareness, being curious, and being resilient are all individual attributes that can lead to success in building and maintaining relationships.

Managing Relationships. To serve populations effectively leaders need abilities to manage relationships. Leaders can be effective through being aware of the richness of cultural diversity and understanding, managing, and promoting the richness of cultural diversity (Barnett et al., 2013; Fulkerson, 2012; Lynch & Hanson, 2004, 2011). This awareness requires leaders to have "patience, perseverance, self sacrifice, inner strength, self-restraint, modesty, and humility" (Lynch & Hanson, 2011, p. 289). Being aware of culture and diversity helps a leader to be respectful and understanding of various experiences.

Humility has been recognized as one of the most important aspects of relationship management of leaders in diverse settings. Ou et al. (2018) found humility as a personal characteristic of CEOs to be an important aspect of top management team integration considering leaders use both humility and charismatic leadership to balance their actions and statements. Bennett (2019) illustrated the connection between the humility of a leader and their effectiveness and stated, "the humbler a leader is perceived to be, the more effective" (p. 104). Within her research on global leadership, in part on navigation of

interdependent relationships, Bennett's findings highlighted the power of leaders being more humble and its connection to them being more effective. A humble approach in relationships helps leaders express their respect for individual differences.

When building relationships leaders introduce commonality to help guide the relationship, laying the foundation for the ability to relate to each other. Active listening with humility enables a leader to clearly and concisely understand, learn, and frame responses appropriately, which in turn helps leaders to build relationships. The goal of listening is to learn, rather than to respond. A leader who actively listens is better able to understand individuals and groups they interact with, which helps improve relationships. The quality of relationships is a predictor of effective performance (Gagnon, 2013). Through a study on leadership global knowledge, skills, and abilities Roberson (2020) found having a global mindset, building strong relationships, actively listening with humility, and being respectful of diversity valuable in organizational leaders of culturally diverse teams. A global mindset allows leaders to leverage differences, understanding, and perspectives depending on the situation.

Managing Tasks. Managing tasks is an important role of leaders that requires many skills and abilities to meet goals and the mission of the organization. Fulkerson (2012) described the importance of being culturally agile while working among diverse groups of people, checking one's own assumptions, being aware of cultural differences, and being able to "pull individuals and organizations together regardless of culture" (Fulkerson, 2012, p. 333). It is important that leaders are able to navigate various aspects of the work being done and the group of people doing it in order to effectively manage the tasks at hand. A leader's ability to understand cultural differences to provide structure

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and guidance to those they lead provides opportunities for effective work (Gagnon, 2013; Lo-Philip et al., 2015; Roberson, 2020) through enhanced communication, trust and rapport building, flexibility, conflict resolution, understanding of workers and customers/clients, employee engagement, and inclusivity. Task management reinforces the importance of having the best leader in a setting to guide behaviors and skills of diverse individuals in diverse settings.

Cultural Competencies of Leaders in Diverse Settings

Together the self management, relationship management, and task management abilities of leaders add together to represent the cultural competencies needed of culturally agile leaders in diverse settings. Competencies grouped together into mega competencies are important for people working within diverse cultural settings to be culturally agile (Caligiuri et al., 2016; Fulkerson, 2012; Korn Ferry, 2014). "Facilitating cross-cultural competence is an obligation because it is a prerequisite to quality service" (Lynch & Hanson, 2011, p. xiv). Cultural competencies are needed by leaders in many diverse settings.

Cultural competencies combine the abilities of leaders for fluid understanding and enable them to relate to culturally diverse individuals and leaders. Cultural competence is the ability to think, act, and behave with a flexible mind, open heart, and acceptance of various perspectives the values and beliefs of two or more cultures to understand and effectively interact with others by knowing oneself (Cross et al., 1989; Lynch & Hanson, 2004, 2011). After studying child and adolescent service systems, Cross et al. (1989) published a report titled *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who are Severely Emotionally Disturbed.* In

this report, Cross et al. emphasized the intersectionality of five key cultural competencies of developmental process: valuing diversity, capacity for cultural self-assessment, a consciousness of dynamics within cultural interaction, institutionalized cultural knowledge, and adaptability to diversity. With these elements a culturally competent organization or person has the ability to plan, design, and implement in culturally responsive manners. Cultural competencies are the groundwork for meeting the challenges of effective culturally agile leadership. This groundwork has led to research on effective cross-cultural performance and interaction and cultural competence, initially mostly in the international field, but then non-internationally in business and then education.

Culturally Relevant Leadership

Another notable educational researcher is Dr. Sonya Douglas Horsford, who is an accomplished scholar in the equity and social justice space. Horsford's expertise in race, ethnicity, and leadership has been shown through her and colleagues works such as the article "Pedagogy of the Personal and Professional: Toward a Framework for Culturally Relevant Leadership." This landmark study was published in the *Journal of School Leadership*. In this article, which has been widely cited, Horsford et al. (2011) presented a conceptual framework for Culturally Relevant Leadership (CRL) which emphasizes four critical dimensions to successful leadership "the political context, a pedagogical approach, a personal journey, and professional duty" (p. 594). Cultural Relevant Leadership is a conceptual framework which considers the whole leader. It is important to note Culturally Relevant Leadership is not just about the leader as a whole, but what the leader does. Culturally relevant education leaders recognize there are systems in place

that institutionalize racism influencing not only their own lives, but the lives of their stakeholders, particularly the families and students with whom they work. The goal is to mitigate, disrupt, and dismantle systems that harm one group of individuals over another. One way to do this is by engaging with stakeholders from a culturally agile perspective. No matter the setting, leaders have the professional duty and responsibility to serve and meet the needs of their organization and staff.

Political Context. Research shows the United States educational system has achievement gaps, demographic divides, racial disparities, and cultural deficits (Horsford et al., 2011). The focus of this variable within the conceptual framework is on the consciousness of educational leaders of the political context in which they lead (Horsford). Over many decades' publications about these gaps, divides, disparities, and deficits have made headlines, such as The Coleman Report of 1966, No Child Left Behind Act of 2001, and Race to the Top Competition of 2010. It is clear by the continued efforts and publications that educational stakeholders have been trying to help meet student needs and resolve the gaps, divides, disparities, and deficits. Research contends educational leaders need not only know political contexts, but be able to discern and analyze the ideologies, assumptions, and perspectives behind the politics (Horsford). Understanding the political arena as it relates to educational leadership leads into the next dimension of successful leadership.

Pedagogical Approach. Successful leaders use their knowledge and understanding to integrate pedagogical approaches into their organizations to promote Culturally Relevant Leadership for the culturally diverse systems in which they lead (Horsford et al., 2011). One method of improvement has been Culturally Relevant

Pedagogy and the ways in which administrators are trained so that social and cultural dynamics of educational leadership can be more effective. "Culturally relevant leaders recognize how important their pedagogical approach is to their ability to successfully lead teachers and students representing diverse racial, cultural, and ethnic backgrounds and experiences" (Horsford et al., p. 597). When pedagogical practices for all are consciously embraced by leaders, these leaders are better able to serve culturally diverse student populations.

   Personal Journey. One component of any Culturally Relevant Leadership journey is the personal journey. Terrell and Lindsay (2009) discussed the ability of educational leaders to begin the journey of taking perspective of their own cultural proficiency from within. Researchers have shown a personal journey to acknowledge one's own beliefs, assumptions, and abilities is a cultural competency necessary for effective leadership (Bennett, 2019; Caligiuri & Tarique, 2016; Cox, 2018; Cuyjet & Duncan, 2013). Acknowledgement of one's own beliefs, assumptions, and abilities should be followed by acknowledgement that others are different. Horsford et al. (2011) wrote

> The ability of educational leaders to measure and assess their effectiveness in working with student, family, and community populations are directly connected to their willingness to interrogate and acknowledge their deeply held beliefs and assumptions concerning students who represent racial, ethnic, economic, or linguistic backgrounds or life experiences different from their own. (p. 597)

The personal journey then can be used to guide activities within the professional duty of serving students and other stakeholders in education.

Professional Duty. Professional duty is another component of any Culturally Relevant Leadership journey. As of 2015 the National Policy Board for Educational Administration (2015) Professional Standards for Educational Leaders' stated purpose is to guide educational leaders through development, support, and accountability ensuring they serve and benefit students. Focus of the standards are on the professional duties of educators through ethics, cultural responsiveness, care and support, professional capacity, professional community, and effective engagement and management to promote student success and well-being (National, 2015). Through this research the goal of preparing and supporting leaders including school administrators to effectively lead in culturally relevant ways can be advanced.

Culturally Relevant Leadership in Educational Settings

There is a real need for culturally relevant and responsive leadership. Culturally Relevant Leadership has begged for culturally responsive and culturally agile leaders who can navigate the ever-changing global dynamics to effectively meet their responsibilities within the diverse educational population they serve. Since Horsford et al. (2011)'s publication, more research has been conducted which expands the Framework for Culturally Relevant Leadership. Two of the ways Culturally Relevant Leadership has been researched and supported is through Culturally Relevant Pedagogy and Culturally Responsive Leadership.

Culturally Relevant Pedagogy

Leaders must lead in culturally responsive and agile ways. A well-known published researcher of educational leadership and school reform, professor of Educational Leadership and Associate Dean, Dr. Jeffrey S. Brooks partnered with Dr.

Mark T. Miles, a Doctor of Educational Leadership and retired superintendent of schools. Together they wrote a book section, titled "Educational Leadership and the Shaping of School Culture: Classic Concepts and Cutting-Edge Possibilities," in Dr. Sonya Douglass Horsford's book *New Perspectives in Educational Leadership: Exploring Social, Political, and Community Context and Meaning*. Brooks and Miles (2010) stated their observance of the possibility that work in the area of Culturally Relevant Pedagogy may have profound meaning to Culturally Relevant Leadership. In addition, they believed Culturally Relevant Pedagogy had the potential to revolutionize training and development of education administrators, and therefore shaping the lives of children.

Training and development of educational leaders requires consideration of the ever changing global dynamics of the population. Through a discussion about globalization and changes to population demographics which are in turn affecting educator Dr. Tata Mbugua (2010), who creates for her students practical application experiences of their learning and perspective taking as culturally responsive educators, explained involvement in Culturally Relevant Pedagogy and implementation of the pre-service training in Kenya allowed teachers to gain experience through enhancing their abilities to view multiple perspectives and build mutually beneficial relationships.

Through the years the connection between Culturally Relevant Pedagogy and Culturally Relevant Leadership has grown through research. One example of this is the work of Dr. E. Lynn Davy (2016) who demonstrated principals using specific strategies to incorporate Culturally Relevant Leadership. Even when administrators are trained, they face resistance for implementing Culturally Relevant Pedagogy. Within unionized school districts it has become apparent educational leaders face opposition when

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implementing Culturally Relevant Pedagogy and need strategies to combat the opposing

forces as well as the lack of support from school boards (Davy). Davy suggested

culturally agile leaders need the coping strategies necessary to overcome the barriers they

face.

Another example is a study which explored Culturally Responsive Pedagogy of

secondary educators. No matter the setting, leaders have the responsibility to be inclusive

of the diverse people they work with and for. A study of how high school students and

recent graduates describe influential educators focused on the cultural competency and

Culturally Responsive Pedagogy of educators in meeting the needs of students. Through

over 15 years' experience in non-profit and educational leaders Dr. Lauren Chicoski

knew the importance of making connections between the influencer and influenced in the

area of culturally competencies and Culturally Responsive Pedagogy. In the study,

Chicoski (2019) found "students value caring and honest teachers who are supportive and

prepared to accommodate individual students' needs, as well as those who provide

opportunities for students" (p. 59). Participants in the study were adamant that teachers

should reflect on their own bias and privilege, which led to a recommendation for further

study in cultural responsiveness and relationships.

Culturally Responsive Leadership in Education Settings

Cultural responsiveness and relationships are important on many levels. Dr.

Muhammad Khalifa, a researcher of Culturally Responsive Leadership, pointed out the

importance of school level administrators (principals) in Culturally Responsive

Leadership. Through a synthesis of literature, Khalifa et al. (2016) provided a framework

for expanding Culturally Responsive School Leadership with a focus on school level

administrators, particularly principals, and concluded for purposes of leading diverse student populations research was still incomplete. Expanding on research, one of the most important precursors has been relationship building within Culturally Responsive Leadership. As part of their discussion of instructional leadership in effective schools, Hallinger and Murphy (1986) communicated the importance of "building productive working relationships between the principal and staff and teachers" (p. 7). In conclusion of their discussion of leadership in effective schools, Hallinger and Murphy stated the effectiveness of schools is promoted by the principal's leadership functions and that there is no single correct style of leadership because of the diversity and cultural variables which create the need for school leaders to be agile in their use of leadership styles. So, although "today's schools need leaders who are culturally proficient and who can create culturally proficient schools" (Smith, 2005, p. 28), there is no single way to do it. Situations drive how one leads, which requires the adaptiveness of culturally agile and culturally responsive leaders. Similar to Smith's findings, Davy (2016) found culturally responsive school leaders build relationships and advocate for those who they serve.

Two professors of leadership, Dr. George Theoharis and Dr. Martin Scanlan, have been conducting research on aspects of school leadership for years. Their work includes synthesis of literature on awareness of dimensions of diversity and strategies for working within diverse education settings. In their first and second editions of *Leadership for Increasingly Diverse Schools,* Theoharis & Scanlan (2021, 2015) conceded what matters most is what leaders do, their actions and culturally responsiveness. Their work has provided insights for further research and understanding of Culturally Responsive School

Leadership, which has led to more interest and traction of researching these topics in recent years.

Understanding of Culturally Responsive School Leadership comes from connections between literature. One such connection comes from Brown's Five Culturally Responsive Factors: development of personal relationships, creating caring communities, establishment of business like environments, congruent communication, and assertive and clear expectations (Brown, 2003, 2004). A study of these factors and the methods used by former County Teachers of the Year was conducted by Dr. Brian Redmond. Dr. Redmond (2019) found teachers' development of relationships to be done through methods such as daily greetings and genuine conversations. Another notable finding was the importance of self reflection. Two areas of focus within his conclusions were relationships and collaboration. Based on the findings and conclusions Redmond recommended further research into the methods used for creating culturally responsive school environments.

Meanwhile, a study of culturally responsive school environments was being conducted by a notable researcher of Culturally Responsive School Leadership is Dr. Cherilynne Hollowell, an educator and intervention specialist who advocates for social justice and cultural competence. Building upon the work of prior researchers, Dr. Hollowell (2019) found the role of high school principals important in encouraging and engaging students in the cultivation of racial, cultural, and economically inclusive school environments to increase student success. This work helped to identify and describe Culturally Responsive Leadership practices and strategies principals employ to develop and maintain inclusive school environments and laid a foundation for further research.

Several studies have shown the importance of culturally responsive leaders and their roles. For example, Mosley (2021) showed the need for school leaders to have the qualities of effective leaders to overcome challenges. In addition, Mosley found it is crucial for effective leaders to promote inclusive learning and develop culturally responsive teachers. While many studies have been focused in the upper grades, a study of elementary school principals, grounded in Culturally Responsive School Leadership, indicated the importance of building capacity in the organization, teachers, community, and families (Davis, 2022), which is very similar to findings at the high school level.

To be effective, leaders need to have qualities to help them effectively build relationships and promote organizational success. Several recent studies including Ryu et al. (2020), Mosley (2021), and Wickham (2021) demonstrated the influence school leaders have on relationships and organizational culture. Not only is building relationships important, but so is the continued nurturing of those relationships. Bland (2023) showed the importance of school leaders fostering relationships with stakeholders for the promotion of student success. These connections are critical in being culturally relevant and responsive. Ultimately, being responsive requires the abilities and competencies of culturally agile leaders.

Cultural Agility

The review of literature in the previous sections leads toward the purpose of this study, a focus on how administrators are culturally agile when managing relationships in their organizations. Melba Joyce Jordan Harris was the first author recorded to mention cultural agility. Within her work in bi-ethic fundamentals for relevant educational curriculum for minorities she considered three perspectives: cultural heritage, language,

and socio-economic components. It was through this work Harris (1977) stated the need for cultural agility of individuals and their skills to succeed in the job market. She discussed acculturation externally (such as behaviors) and internally (attitudes). Yet, the idea of Cultural Agility was not predominant in educational literature and remained a topic outside of mainstream research.

It took a few years for Cultural Agility to gain interest within research. In 1995, Dr. Paula Caligiuri (1995) conducted a study in cross-cultural settings and the individual characteristics related to their effective performance. More thoroughly discussed in other sections of this charter, the work of Caligiuri helped led to cultural competence being defined by Hansuvadha and Slater (2012) as the knowledge, behaviors, and dispositions necessary of leaders to effectively interact within culturally diverse settings.

Cultural Agility Defined

Cultural Agility is a critical competence which was predominately researched within corporate business settings. Despite its initial research outside of education, Cultural Agility, as a crucial competence, has gained traction within education leadership in part because of the diversity of cultures within American educational settings. Cultural Agility is the ability to work in cross-cultural settings quickly, comfortably, and effectively (Caligiuri, 2012, 2021a). Success of culturally agile leaders, including educators, depends on their ability to deal with culturally unfamiliar norms and cultural novelty (Caligiuri, 2012, 2021b). Defined as a "mega-competency that enables professionals to perform successfully in cross-cultural situations" (p. 4) Cultural Agility is created by "a mix of nature and nurture, [a person's] personality, knowledge, motivation, and experiences all combine in a unique way" (Caligiuri, 2021b, p. 15).

Cultural Agility comprises three mega competencies each with three cross-cultural competencies. The competencies one has are what helps them thrive in culturally diverse settings.

Cultural Agility Mega Competencies

There are three Cultural Agility mega competencies: Task Management, Self Management, and Relationship Management (see Table 1). Each of the three mega competencies has three Cultural Agility competencies, which are crucial to the effectiveness of leaders in culturally diverse settings.

Cultural Agility Task Management Competencies. A part of responding in culturally responsive ways is knowing and understanding the demands of the cultural context, known as Task Management competencies. Caligiuri (2021b) explained Task Management competencies are those which enable culturally agile leaders to "make appropriate decisions by accurately reading and responding in the cultural context, while accounting for the business strategy, the key elements of the culture, and the interconnected system of the context" (p. 18). School leaders make decisions concerning others on a regular basis. Without adequate competence in Task Management these leaders would not be able to effectively create safety, challenge, risk taking, communicate, build relationships, or collaborate.

Culturally agile leaders use tools to help them carry out task management. There are three tools Caligiuri (2012, 2021b) described the use of by culturally agile leaders for Task Management: adaptation, minimization, and integration. Each of these tools helps a culturally agile person understand and respond effectively within culturally diverse contexts.

"Cultural adaptation is the ability to successfully change your behaviors to match the norms of the cross-cultural context" through knowing oneself and doing it their way (Caligiuri, 2021b, p. 135). Effective cultural adaptation requires mastery of learning new skills and behaviors then using them. For educational leaders, this means being able to learn how to communicate in a style that resonates with stakeholders. For example, using educational jargon, while appropriate to use with peers, may not be a way to communicate with parents and students. Cultural adaptation also requires culturally agile professionals to feel competent and in control while learning (Molinsky, 2013), yet still be comfortable not being the expert in the room. Without learning to adapt one's behaviors and implement them in ways which are comfortable to the culturally agile leader, cultural adaptation would not work.

Similarly, cultural adaptation would not work if done inappropriately, neither would cultural minimization. "Cultural minimization is the ability to uphold standards even when doing so might mean instituting something that is counter to cultural norms" (Caligiuri, 2021b, p. 133). For example, principals must provide equal opportunities to females even if their culture does not fully support their education. Effective cultural minimization requires mastery of socialization, persuasion, and motivation. Culturally agile professionals are able to effectively socialize their behaviors through communication and social reinforcement and expectations (House et al., 2004). Without communicating the standards and behaviors in a culturally agile way and reinforcing expectations, likelihood of successful minimization would be low.

Unlike adaptation of minimization, cultural integration creates a new set of cultural norms. Cultural integration is the ability to create an entirely new set of cultural

norms within a group acceptable to the affected cultures and without making a single cultural norm dominant (Caligiuri, 2012, 2021b). Effective cultural integration requires understanding existing perceptions and norms, focusing on behaviors, effective communication, and relationships. Cultural integration also requires the culturally agile leader to create psychological safety and team membership to promote a hybrid team that will function successfully (Earley & Mosakowski, 2000). Knowing the setting in which a leader works will help the leader know which of these tools to use and how to effectively implement Task Management.

Cultural Agility Self Management Competencies. Knowing oneself is the second Cultural Agility mega competency, known as Self Management. Self Management competencies are tolerance of ambiguity, curiosity, and resilience. Caligiuri (2021b) explained Self Management competencies as those which enable culturally agile leaders to respond comfortably and effectively while handling their emotional and cognitive responses. School leaders interact with both staff and students on a regular basis. Without adequate competence in Self Management these leaders would not be able to effectively respond to staff members and students.

Culturally agile leaders know their strengths and abilities; they have a clear sense of self, and are able to understand and adapt to others. Bird et al. (2010) conducted a comprehensive review of literature on intercultural competence in which they found self management comprising seven dimensions, "three related to self and four related to managing emotions and stress" (p. 818): optimism, self-confidence, self-identity, emotional resilience, non-stress tendency, stress management, and interest

flexibility. Each of these dimensions are accounted for in Cultural Agility Self Management competencies of tolerance of ambiguity, curiosity, and resilience.

Tolerance of ambiguity is the ability to "feel comfortable--and even thrive--in setting where the outcome is not predictable or in situations that need more time to be fully understood" which has both genetic and non-genetic components (Caligiuri, 2021b, p. 24). Effective tolerance of ambiguity requires self-awareness, mindfulness, slow judgment, and open mindedness. Tolerance of ambiguity has a personality component making it easier for some people to have a more natural tolerance and sense of ease in uncertainty (Caliguiri). Ambiguity tolerance has been found to be related to the Big 5 Personality factors of intellectual curiosity, openness to experience, and the assertiveness facet of extraversion (Jach & Smilie, 2019). Without tolerance of ambiguity, leaders most likely would not place themselves in a state of discomfort in novel situations and would create a likelihood of quick judgment or bias, or an unwillingness to look beyond their own perspective. In addition, leaders with low tolerance may quickly make decisions to get rid of the ambiguity, which can result in haphazard decisions that can be more harmful and less inclusive than if the leader is willing to be uncomfortable in the ambiguity.

Quite contrary to lack of tolerance of ambiguity would be a culturally agile person with curiosity competency. Curiosity "is a deep desire [or motivation] to know more about something of interest" (Caligiuri, 2021b, p. 42). There is a natural level of curiosity in almost every person which encourages them to pursue knowledge. Effective curiosity requires confidence in one's abilities to learn and understand, to have a growth mindset (Dweck, 2012). Curiosity also requires a culturally agile leader to practice asking

questions, seeking explanations, finding patterns, and being willing and ready to experience cultural novelty. Without curiosity there would be a lack of understanding, especially in novel cultural settings, and can lead to mistakes. Once mistakes are made, the leader would have to learn from those mistakes and adapt, which would likely require resilience.

Resilience is "the ability to bounce back in the face of setbacks" (Caligiuri, 2021b, p. 21). Culturally agile leaders with resilience have confidence and optimism. Effective resilience requires both emotional and physical recovery. Resilience is a combination of personality traits, such as maturity, responsibility, optimism, perseverance, and cooperation (Eley et al., 2013), as well as coping skills. Brown (2017) described a person's ability to reset after hardships and rise strong. This is what culturally agile resilient leaders do. When resilience is tested, they rise strong.

Cultural Agility Relationship Management Competencies. It is said there is strength in numbers. While Self Management competencies are about managing oneself, Relationship Management competencies are focused on managing relationships with others to build a culturally relevant environment. Relationship Management competencies are humility, relationship building, and perspective taking. Together "these competencies give culturally agile people the ability to connect with others from different cultures, to communicate appropriately, build trust, and gain necessary credibility to work effectively in cross-cultural jobs, tasks, and roles" (Caligiuri, 2021b, p. 18). Building connections with people helps culturally agile leaders reduce ambiguity and learn cultural norms (Caligiuri, 2021b). Clarity seeking is a natural reaction in novel situations. People seek to gain understanding through interacting with others. These interactions help

individuals manage relationships through use of humility, building relationships, and using perspective taking.

Humility "is a cognitive and motivational competency, which means [one] can learn to think and behave with cultural humility" gained through values, experiences, and behaviors (Caligiuri, 2021b, p. 85). Culturally agile people can "express to the cross-cultural environment that [they] respect the nuances of the cultural context and seek advice" (Caligiuri, p. 75). Effective cultural humility requires comfortably asking questions, showing vulnerability, and asking for feedback. Culturally agile people with humility know the limits of their knowledge, test assumptions, and ask for advice. Humility can be developed through self-awareness, understanding cultural context, and growth mindset (Dweck, 2016; Krumrei-Mancuso & Rouse, 2016). Without humility relationship building would be a little hard.

Relationship building is forming "meaningful [interpersonal] connections with others, irrespective of their culture" to increase cultural understanding, foster social support, and strengthen one's network (Caligiuri, 2021b, p. 76). Relationship building is a combination of personality traits and behaviors. Personality traits such as extraversion and openness and behaviors such as social skills, empathy, and communication help culturally agile leaders build relationships (Wilmot et al., 2019). Yet knowing what to do is not enough. Effective relationship building requires proximity, frequency, duration of interactions, finding similarity, and engaging communication. This means it must be practiced. Culturally agile leaders with relationship building competency are able to recognize signals of subconscious reflexive behaviors. Such recognition alerts agile leaders to the involuntary responses of themselves and others so they can use this

knowledge to build stronger relationships. Without having a relationship building competency, it may be difficult to increase cultural understanding and foster support in cross-cultural contexts. Without connections and practice, being able to see different perspectives may be difficult with exposure to those perspectives.

"Perspective taking is the ability to see situations from multiple perspectives and interpret behaviors correctly in the given context," imagining another's experience and how they would react somewhat accurately (Caligiuri, 2021b, p. 76). Effective perspective taking requires finding similarity, active listening, and practice. Culturally agile leaders with perspective taking competency empathize with others and do not assume their interpretations are accurate without knowledge of the cultural context (Stinson & Ickes, 1992). Without perspective taking it would be difficult to form social connections and accurate perceptions cross-culturally.

Cultural Agility Mega Competency: Relationship Management

Although each Cultural Agility competency is important to Culturally Relevant Leadership, this study's focus is on Cultural Agility Relationship Management Competency. Upon conducting a comprehensive review of literature on intercultural competence, Bird et al. (2010) stated Relationship Management competencies of humility, relationship building, and perspective taking help leaders foster cross-cultural relationships and understand other cultures. This synopsis was supported by the work of many researchers in various cross-cultural settings. Caligiuri and Caprar (2022) researched whether Self Management and Relationship Management competencies increase accuracy of selecting appropriate cross-cultural responses and found that they do. Specifically, Relationship Management competencies help foster cross-cultural

relationships enabling people to accurately vary their cultural responses (Bird et al., 2010; Caligiuri & Caprar, 2022; Caligiuri & Tarique, 2012). Relationship Management competencies of humility, relationship building, and perspective taking each play a part in the effectiveness of culturally agile leaders. Younis and Mohamed (2022) refer to leadershift, the ability to adapt and match leadership styles to various situations. Leaders must be able to leverage Relationship Management competencies to effectively lead and adapt to the needs of their clients and staff, or in the case of education, to adapt to the needs of their students, parents, staff, and teachers.

Relationship Management: Humility Competency

The first Cultural Agility Competency of Relationship Management is humility. In a study of cultural humility and low ethnocentrism as facilitators of expatriate performance, Dr. Paula Caligiuri and her colleagues found professionals need to have both felt humility and culturally appropriate expressed humility (Caligiuri et al., 2016; Caligiuri & Di Santo, 2001). Expressed humility is a person's humility as seen by others (Caligiuri, 2021b; Owens et al., 2013). Felt humility is a person's internal belief that they are a humble person (Caligiuri, 2021b; Caligiuri et al., 2016; Owens et al., 2013). Note that expressed humility may not align with felt humility if a leader does not understand how they are being perceived. Both expressed humility and culturally appropriate expressed humility must be present to enable leaders to be reflective and inclusive in how they respond to others.

Effective Humility Competency. Possessing humility competency enables leaders to be more effective leaders, more trustworthy, foster learning, and increase engagement and empowerment within their organizations. Ou et al. (2018) found

humility as a personal characteristic of CEOs to be an important aspect of top management team integration considering leaders use both humility and charismatic leadership to balance their actions and statements and suggested that humility not be overlooked of leadership in dynamic organizations and for there to be a focus on humility as a characteristic of leaders. Humility is an important competency because it has been found to significantly affect the effectiveness of leadership. Bennett (2019) found that leaders with less humility were less effective and that leaders needed to be self-aware in order to be effective and humble leaders. Being self-aware requires a culturally agile leader to know their own humility level.

  Knowing One's Humility Level in Humility Competency. Two recent collaborations have led to the development of assessments to measure humility levels. As a means to help individuals know their humility level a team of researchers from across the world teamed up to develop and validate a multi-dimensional measure of intellectual humility. The work of Alfano et al. (2017) included development of the intellectual humility scale and conducted five studies to validate the scale providing evidence of the scale's cross-cultural generalizability. Alfano et al. stated the scale "captures cognitive, affective, behavioral, and motivational components of the [humility] construct that have been identified by various philosophers in their conceptual analysis of intellectual humility" (p. 23-24).

  Dr. Elizabeth J. Krumrei-Mancuso and Dr. Steven V. Rouse collaborated on the development and validation of a comprehensive intellectual humility scale. The work of Krumrei-Mancuso and Rouse (2016) included development of the intellectual humility scale and conducted a series of studies to validate the scale. Krumrei-Mancuso and Rouse

stated the scale is an "assessment of independence of intellect and ego, openness to revising one's viewpoint, respect for others' viewpoints, and lack of intellectual overconfidence" (p. 27). The Comprehensive Intellectual Scale has since been used by many leaders to assess their own humility. To be an effective culturally agile leader "it is important to understand the extent to which knowledge, skills, and abilities are contextually bound" (Caligiuri, 2021b, p. 91). Knowing one's own humility level is the first step to being a culturally agile leader with humility competency.

> Most cultural exploration begins with the annoyance of being lost. The control systems of the mind signal that something unexpected has arisen, that we are in uncharted waters and are going to have to switch off the automatic pilot and man the helm ourselves. (Hall, 1976, p. 46)

Knowing one's own humility level requires cultural exploration and knowing the limits of one's own knowledge.

Knowing One's Limited Understanding in Humility Competency. Culturally agile leaders with humility competency recognize the limits to their knowledge. "They can recognize the limits of their knowledge, comfortably test their assumptions, and ask for advice on how to succeed" (Caligiuri, 2021b, p. 90). Possessing the competency of humility enables people to learn from others, to ask questions, be vulnerable, and receive feedback. Humility in diverse cultural settings focuses on expressing respect for others' cultural norms and helps individuals to seek advice (Caligiuri). Individuals who are open to the thoughts, feelings, and opinions of others have personal confidence in oneself to willingly acknowledge their understanding may be limited. Covey (2002) confessed "It takes humility to seek feedback, it takes wisdom to understand it, analyze it, and

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appropriately act on it" (p. 1). Knowing one's own limited understanding is a step toward developing humility competency.

      Developing Humility Competency. Since humility is a cognitive and motivational competency, it can be developed and learned. Development of cognitive complexity occurs, according to Levy et al. (2007), through experiences which build appreciation for the complexities of cross-cultural interactions. Developing humility competency takes building appreciation of culture through experiencing it and gaining understanding of its complexities. To develop humility Caligiuri (2021b) stated culturally agile leaders need to master self-awareness, understanding the influence of the cultural context, and have a growth mindset. Being self-aware, understanding the influence of the cultural context, and having a growth mindset helps individuals uncover cultural challenges and accelerates success of being culturally humble and culturally competent. Research has shown development of humility and perspective taking is important to culturally agile leaders as it provides them understanding and appreciation of perspective and the ability to move from self-awareness to understanding and appreciation of the broader cross-cultural context (Caligiuri & Caprar, 2022; Ou et al., 2018; Owens et al., 2013). With Cultural Agility competency of humility culturally agile leaders are able to build relationships.

Relationship Management: Relationship Building Competency

      The second Cultural Agility competency of Relationship Management is relationship building. Relationships are built through meaningful and trusting interpersonal connections which helps culturally agile leaders manage relationships. Relationship building is forming "meaningful [interpersonal] connections with others,

irrespective of their culture" to increase cultural understanding, foster social support, and strengthen one's network (Caligiuri, 2021b, p. 76). It is not who leads or what tool they are using to lead that matters, what matters is the relationship the leader creates with those being led through taking time to get to know them (Mbugua, 2010; Smart, 2021). For culturally agile professionals, relationship building can help them gain higher level connections and increase cultural understanding.

Part of gaining connections and increasing cultural understanding through relationship building requires some self-disclosure to form relationships. Dr. Alfonsus Trompenaars, an organizational theorist and management consultant, and Charles Hampden-Turner, a management philosopher and research associate, described peach versus coconut cultures. Trompenaars and Hampden-Turner (2015) explained that in peach cultures people are social and warm and fuzzy with everyone they meet; but the peach pit, close relationships, are hard to get into and once formed relationships are deep and long lasting. Whereas people in coconut cultures seem cold and difficult to get to know, sharing little about themselves. They reserve sharing to their close friends and family. Once relationships are formed they are strong and endure, despite taking longer to form. In order to build relationships, no matter the culture, it is important for culturally agile leaders to first be self-aware.

Effective Relationship Building Competency. To be more effective leaders, be a part of the team, form meaningful and trusting relationships, and increase engagement culturally agile leaders need to possess relationship building competency. Truly engaging in a relationship will build meaningful and trusting connections. Culturally agile leaders are able to recognize the universal behaviors which signal the building of rapport: leaning

forward, head tilting, brief eye contact, removing barriers, and mirroring (Caligiuri, 2021b). Every culture has some nuances of socially acceptable ways of building rapport, a building block to relationship building.

Research has shown the importance of principals cultivating relationships through taking time to get to know their staff (Smart, 2021; Vargas, 2022). It is important that leaders take time to engage and learn about individuals to build relationships. Mark C. Crowley, author of *Lead from the Heart* focused on effective leadership through emotional connections, wrote of the need for leaders to engage with their workforce, spending uninterrupted time communicating with and getting to know them individually (Crowley, 2011). Having personal relationships with team members happens through trusting relationships. Literature has shown establishing personal relationships creates deep understanding and results in engaged and effective teams (Vargas, 2022; Weisman & Jusino, 2016; Wodarczyk, 2019). Building relationships with individuals helps culturally agile leaders work effectively with their teams.

Part of the role of culturally agile leaders is taking time to build and manage relationships with stakeholders. Another study of how school leaders' experiences impact culturally diverse populations was just conducted by Dr. Jenise Bland (2023), an educator and manager of school partnerships. Through her research some school principals expressed how they use their positional power to mentor and model, while other school principals expressed how they build relationships with stakeholders to mentor and model directly. While research results showed that school leaders should foster relationships with stakeholders, Bland asserted "school leaders must first determine the experiences

and relationships that shape who they are as a leader and how those factors affect how they interact" (p. 144). Being a culturally agile leader requires self-awareness.

Knowing One's Relationship Building Level in Relationship Building Competency. Self-awareness is important to relationship building of culturally agile leaders. A study of how senior management leaders build trust with employees using connection, concern, candor, competence, and consistency concluded (in part) competent leaders must demonstrate self-awareness (understanding the emotional impact of their own actions) and intentionally build relationships (Wodarczyk, 2019). There are many ways for culturally agile leaders to become self-aware. Knowing one's own relationship building level is one way for culturally agile leaders to be self-aware. Nielsen et al. (2000) developed and validated a two-dimensional workplace friendship scale based on the importance of workplace friendship and the role workplace friendship has on job satisfaction and organizational commitment. This scale was used by Caligiuri (2021b) to construct a similar scale individuals can use as a tool to gain a general idea of one's relationship building competency. A piece of self-awareness is also knowing how one's own experiences have helped shape their leadership. According to Bland (2023) leadership identities and practices are informed by one's personal experiences. Knowing one's own relationship building level is the first step to being a culturally agile leader with the relationship building competency.

Behaviors and Personality Traits to Foster Relationship Building Competency. Some behaviors and personality traits foster relationship building for culturally agile leaders. Relationship building is fostered by increased recognition, similarities, and positive engaging conversation. As theorized by Costa and McCrae

(1992) in their Big 5 model behaviors and personality are linked. Two of the five behaviors, extraversion and openness are personality traits important to relationship building competency.

      Behaviors: Increased Recognition. Increased recognition comes through proximity, frequency, and duration of interactions between the relationship builder and those which relationships are being built with, not external rewards. Schafer and Karlins (2015) wrote a book titled *The Like Switch* in which they described tools/strategies for developing friends and explained social bonds are formed based on neuroscience, the brain's ability to recognize and become familiar with trusted individuals. This is reciprocal, meaning both individuals' brains must recognize and embrace familiarity. Effective school leaders foster recognition and familiarity by proactively reaching out to stakeholders (Smith, 2005). As discussed in the previous section, culturally agile leaders need to take time building and maintaining relationships, accounting for proximity, frequency, and duration. Crowley (2011), Smart (2021), and Vargas (2022) expressed the importance of taking time for relationship building while Vargas (2022), Weisman and Jusino (2016), and Wodarczyk (2019) showed the effects of establishing personal relationships.

      Behaviors: Finding Similarities. Finding similarities with others is a behavior which fosters relationship building. Caligiuri (2021b) stated "the most important behavior of culturally agile people [is] learning how to quickly find similarities.... Cultural differences become second to your perceived similarities when forming relationships" (p. 101). Similarities can be found through engaging in shared activities, asking questions,

sharing stories, or other forms of communication. Serving others in educational systems is a shared activity that is a starting point for finding similarities.

      Behaviors: Positive Engaging Conversation. Another behavior prompting relationship building is positive engaging conversation. Wodarczyk (2019) reported leaders sharing stories of themselves to help build relationships and create environments of openness and willingness. Active listening, giving the speaker one's undivided and undistracted attention, is a great behavior to foster positive engaging conversations. Culturally agile leaders who use active listening can understand deeper meaning of messages and accurately communicate understanding to the speaker (Caligiuri, 2021b). Like active listening, active responding, using eye contact and expressing emotional responses, is a great behavior to foster positive engaging conversations. Culturally agile leaders who use active responses can express their active listening, engage the speaker in positive conversations within their level of comfort, and recognize the universal behaviors which signal rapport building: leaning forward, head tilting, brief eye contact, removing barriers, and mirroring (Caligiuri). Asking lead-in questions, smiling, and calling people by name are methods of active responding. Results of a study by Wodarczyk (2019) indicated smiling and calling employees by name showed leader's dedication to cultivating relationships. These behaviors as well as personality traits foster and accelerate relationship building for culturally agile leaders.

      Personality Traits. Relationship building is a cognitive and motivational competency based in part on natural personality traits. Humans are social animals, and some are more sociable than others. Individuals who are extraverts and have a personality trait of openness gravitate toward relationship building and adjust easier to novelty. A

study of college students found the openness of students affected their cross-cultural interactions (Caligiuri, 2000). Culturally agile leaders need to do what they can to positively affect their cross-cultural interactions. Dr. Michael P. Wilmot (researcher focused on theoretical structure and applied personality traits associated with success at work), Dr. Connie R. Wanberg (a chair and teacher of graduate level courses on human resources and organizational behavior), and their colleagues Dr. John D. Kammeyer-Mueller (professor of human resources and industrial relations) and Deniz S. Ones (professor of psychology specializing in meta-analysis procedures) collaborated to conduct a meta-analysis of 97 meta-analyses on extraversion. Their work concisely synthesized extraversion relations and provided understanding of the effects of extraversion in organizational settings. Wilmot et al. (2019) concluded extraversion is positively related to leadership and has motivational, emotional, interpersonal, and performance advantages. Wilmot et al. and Furnham (2017) stated extraversion can be developed and leaders who are introverts can detect the need for being an extrovert and become more social depending on job demands. Extraversion and introversion are based on strength of preference. However, that does not mean that someone who is introverted cannot be an effective leader, as they can learn to plan to adopt more extraverted behaviors, thus leading to being more culturally agile (Hudson & Fraley, 2015).

Extraversion versus introversion focuses on how individuals get their energy. Extraverts get energy being with large groups of people. Introverts get their energy by inner reflection and spending time alone, but that does not mean they do not like being with people. They prefer one-on-one relationships, which can be adaptive in understanding cultural differences. Extraversion and openness are important personality

characteristics to relationship building competency. Individuals who actively seek opportunities to form positive and meaningful connections by engaging with others have what it takes to build their Cultural Agility competency of relationship building.

Relationship Management: Perspective Taking Competency

Third, building and managing higher level relationships requires a culturally agile leader to use perspective taking. The competency of perspective taking is seeing situations from various perspectives, imagining another's experience, and accurately interpreting behaviors to adapt as needed (Caligiuri, 2021). Culturally agile leaders with perspective taking competency are able to increase their accuracy of interpretations enabling them to form better social connections and appreciate various perspectives. Wickramasinghe (2020) stated the importance of perspective taking to competent leaders and how essential this competency is to their roles in cross-cultural settings. Leaders who can see behaviors and motivations through various perspectives are able to provide culturally responsive solutions by understanding the meaning of change for the people affected by the change. Culturally agile leaders are able to effectively do this through having a deep appreciation for the cultural context and high level of perspective taking (Caligiuri, 2021b). Culturally agile leaders use foresight and cultural understanding to develop strategic solutions.

Perspective taking is highly intricate. Barnes-Holmes et al. (2004) concluded their review of perspective taking by stating "the ability to take the perspective of another individual is considered by most mainstream cognitive and developmental psychologists to be a complex and critical set of cognitive abilities" (p. 23). Cultural chameleons is how some authors describe culturally agile leaders with perspective taking, leaders who are

able to adjust to various cultures like a chameleon because they understand and are able to embody the new perspective (Blasco et al., 2012; Wickramasinghe, 2020). Effective leaders use their understanding to accurately perceive and interpret others' perspectives.

Effective Perspective Taking Competence. Having a perspective taking competency includes accurately interpreting perspective, forming better social connections, and appreciating various perspectives. Without understanding the perspectives of people across the organization, including subordinates and higher management, it is less likely the results will be effective for that person, team, or organization.

Dr. Robert W. Marvin, a doctor and professor of developmental and clinical psychology since 1972, has been an active researcher in family attachment and relationships. Through his research Dr. Marvin has published over 40 works and has been cited thousands of times. His and colleagues work on early development of conceptual perspective taking distinguished two types of perspective taking: perceptual perspective taking and conceptual perspective taking. Perceptual perspective taking requires perspective taking through the visual, auditory, and other perceptual experiences where conceptual perspective taking involves interaction with others (Marvin et al., 1976). Within their study, Marvin et al., found children as young as four years old could differentiate their own and other's conceptual perspective both individually and in groups. As leaders, both perceptual and conceptual perspective taking are important to accurately differentiate from one's own perspective to that of perspective taking. Having a perspective taking competency is applicable in every aspect of life and leadership. "It requires a flexible mind, an open heart, and a willingness to accept alternative

perspectives.... The reward [is] knowing more about ourselves and becoming more effective in all of our interactions" (Lynch & Hanson, 2011, pp. 41-42). Effective leaders know themselves.

Knowing One's Self in Perspective Taking Competency. Perspective taking requires self-awareness to accurately perceive how things are seen through the eyes and minds of others. Imagining the experience through another's conceptual and perceptual senses is important for perspective taking. Through an on-going study of school and district leaders, with a duration of over 10 years at the time, Drago-Severson et al. (2018) concluded "principals would benefit from having the language and a lens (or lenses) to understand and support themselves and others in order to better manage the complexity of leading their schools through challenges" (p. 335). Self awareness and constantly reflecting on perspectives is a critical part of being able to understand one's own perspectives.

Part of being self-aware is knowing there are limits to one's own knowledge, being vigilant to acknowledge the limits, and working toward increased understanding. Caligiuri (2021b) warned culturally agile leaders to not assume one's own accuracy of interpreting perspectives and urged leaders to gain more knowledge in order to foster accuracy. Perspective taking involves purposely slowing down one's own limbic system processes to give the brain time to process information, consider alternatives, and build knowledge toward accuracy of interpretations. In familiar cultural settings and among familiar people, individuals can easily process facial expressions, gestures, and situational cues. The limbic system of the brain is familiar with the culture and people which makes it quicker and easier to accurately process perspective than it could in

unfamiliar cultural contexts (Stinson & Ickes, 1992). Knowing one's self and purposely slowing one's limbic system will help culturally agile leaders increase accuracy when perspective taking.

Similarity Fosters Perspective Taking Competency. One way to slow down is to discover similarities with others, which can enhance the ability to connect and discover differences in perspectives, leading to increased accuracy when perspective taking. "Similarity in the most direct and simple kind of utterance is good evidence of similarity in the mental processes" (Tylor, 1870, pp. 54-55). Tylor described that through cultural experience and observation people are better able to understand each other without in-depth explanations because their minds have experienced and created similar frameworks which enable them to communicate without elaborating yet have whole understanding. Leaders who have found similarity with others are better able to understand and communicate with them.

Research on similarity has discussed the role of empathy in perspective taking. Hodges et al. (2010) did a study on how having similar experiences affects empathy found pregnant women to feel more understood and better able to connect with new mothers despite communication from the new mothers to be more self-centered, sharing experiences and disclosing something about themselves. Just like these new mothers, leaders find similarity and use it to create better communication and social connections to be effective leaders. Wickramasinghe (2020) found effective communication to be efficient through an empathy lens, one in which global leaders use perspective taking to understand others and build connections. Research has shown people with empathy are more responsive to others, thereby able to expand understanding, build connections with

others, and hone accurate perspective (Acevedo et al., 2014; Wickramasinghe, 2020).

Perspective taking is not an impossibility if a leader is willing to be open to learning and

making connections. It can be developed with time and practice.

      Developing Perspective Taking Competency. Development of accurate

perspective taking will increase the Cultural Agility of leaders, providing them the

competency to understand and appreciate perspectives and the ability to move from self-

awareness to understanding and appreciation of the broader cross-cultural context

(Caligiuri & Caprar, 2022; Ou et al., 2018; Owens & Hekman, 2016). To develop

perspective taking takes engaging with others to hone accuracy and requires asking

questions and actively listening to connect and be present. Active listening is a universal

behavior that helps the listener not only show interest in the speaker but enables

perspective taking and promotes relationship building by being present and engaged with

individuals. When developing accuracy of perspective taking it is important to slow down

judgment, allowing individuals to move past their reflexive judgements, giving one's

brain time to process and develop alternative explanations. Combined with active

listening, perspective taking can help culturally agile leaders gain accuracy in cross-

cultural settings to become perspectivelingual. Similarly to bilingual individuals,

perspectivelingual individuals hone their cognitive abilities to be more conscious of their

interpretations and perceptions.

      Research and application of development of perspective taking have been

conducted in education. Mbugua (2010) exerted teachers should develop their

perspectives and enhance cultural competence during pre-service. Educational leaders

come from the ranks of teachers. Among the findings from a thematic study of

Horsford's Culturally Relevant Leadership framework research noted the importance of higher education school leaders need to hear the voices and perspectives of diverse stakeholders and marginalized populations (Chu, 2023; Craig-Marius, 2023; Eskew, 2023; Lopez, 2023; Martinez, 2023). Perspective taking is one of nine Cultural Agility competencies needed by leaders to effectively serve culturally diverse populations.

Cultural Agility Competencies, a Continued Need for Research

As this review of literature has shown, ever-growing cultural diversity within the United States demographics and student populations requires culturally agile leaders, leaders who effectively apply a culturally responsive framework toward their leadership practices within educational settings. Studies have shown Culturally Responsive School Leadership to have positive impacts in educational settings (Chu, 2023; Davis, 2022; Eskew, 2023; Hollowell, 2019; Khalifa et al., 2016; Martinez, 2023; Redmond, 2019). Cultural Agility competencies have been developed through research to promote effective skills of those leading. Yet, not enough work and research has been done in the field.

Part of the literature surrounding Cultural Agility competencies of school leaders has been research on Culturally Responsive School Leadership strategies and practices. A researcher of Culturally Responsive Leadership, Dr. Muhammad Khalifa, conducted a synthesis of literature. Within the synthesis, Khalifa et al. (2016) pointed out the importance of school administrators, particularly principals, in Culturally Responsive Leadership and provided a framework for expanding Culturally Responsive Leadership focused on these administrators and ways in which diverse student populations are led. Furthermore, Khalifa asserted Culturally Responsive School Leadership (CRSL) is "deeply undertheorized and underresearched" (p. 1297) while suggesting CRSL, if

further theorized and researched, could work to meet the needs of culturally diverse populations. Some research has since expanded the research on CRSL by Khalifa.

Hollowell (2019) investigated the perspectives and experiences of high school principals and CRSL strategies used by those principals to lead culturally diverse populations. According to Hollowell leaders of public schools need to be culturally responsive to effectively address the historic marginalization of diverse cultures within their academic environments. Hollowell found practices and strategies of culturally responsive principals to include providing intentional culturally responsive professional development, purposefully involving parents, having courageous conversations and implementing strategies, encouraging and engaging student voices, and fostering positive relationships. While these findings added to the literature, Hallowell also called for the continued need for further research.

Educational leaders have acknowledged the importance of cultural competence. McDonald (2020) conducted a study with elementary and secondary school leaders on their beliefs about the need for cultural competence. In this study, McDonald found school leaders themselves believe cultural competence should be modeled and promoted daily by school leaders and overall cultural competence should be practiced by more.

The reality is leaders need to effectively interact with culturally diverse populations different from themselves and Cultural Agility competencies, such as those of Relationship Management, are critical to effective Culturally Responsive School Leadership. Dr. Toi Okema Davis conducted research of CRSL which showed the importance of building capacity and relationships. With a focus on elementary school principals, Davis (2022) found culturally responsive school leaders built capacity in the

organization, teachers, community, and families to engage teachers, students, and families. Davis (2022) also found the use of individualized monitoring and accountability strategies with teachers and students by principals. Based on their awareness of data culturally agile leaders are able to differentiate their approaches to manage relationships with whom they work.

It is important that school leaders have awareness in their interactions with others, acknowledging their assumptions, and differentiate their approaches in culturally responsive and agile ways (Brown, 2021). Brown's study of Culturally Responsive School Leadership agility found the awareness school leaders have of their interactions with others and their agility to differentiate their approaches. This study also expanded the research by showing school leaders focus on their relationships with staff in order to disrupt their own deficit thinking and use their understanding to positively address others (Brown). Relationships with staff and other stakeholders alike are important. Wickham (2021) found interactions with culturally diverse stakeholders, personal experiences, and collaborating with culturally responsive allies to be among the influences most helpful to culturally responsive and agile leaders. Cultivating and fostering relationships, managing the relationships, through continued interactions is needed by culturally responsive and culturally agile leaders. The results of a study of middle school and high school leaders showed the need for school leaders to foster relationships (Bland, 2023). This recent study, conducted by Dr. Jenise Bland, expressed how principals built relationships with stakeholders to mentor and model. Bland asserted "school leaders must first determine the experiences and relationships that shape who they are as a leader and how those factors affect how they interact" (p. 144). Self-awareness of leaders is one of the keys to

Cultural Agility competencies, including Relationship Management. Based on the findings and recommendations by Chicoski (2019) in a study of cultural competency and Culturally Responsive Pedagogy, further study is crucial to furthering educational leaders' cultural responsiveness and relationship management abilities. A leader is unlikely to be successful without Cultural Agility competencies.

Cultural Agility competencies have been a process of ongoing work and research. Dr. Paula Caligiuri, founder of a company built to help individuals develop Cultural Agility and equipping them with the skills needed to succeed, is the lead researcher of Cultural Agility competencies. Research over the last several years has helped interest in Cultural Agility competencies grow. Caligiuri and Tarique (2016) exhibited the importance of cultural agile personality characteristics and cross-cultural competencies for leader effectiveness. An examination of one's level of Cultural Agility and the ways it informs and limits the individual's ability to impact organizations done by Cleveland and Cleveland (2020) found competence, as they described it a thirst for knowledge and improvement, to be a relational leadership trait of culturally agile leaders. Relationship Management is one of three mega competencies of Cultural Agility.

Cultural Agility competencies mega competency of Relationship Management has three competencies: humility, relationship building, and perspective taking. Together "these competencies give culturally agile people the ability to connect with others from different cultures, to communicate appropriately, build trust, and gain necessary credibility to work effectively in cross-cultural jobs, tasks, and roles" (Caligiuri, 2021b), p. 18). This chapter has reviewed major literature on each of these competencies. A few highlights of each are discussed here.

First, humility "is a cognitive and motivational competency, which means [one] can learn to think and behave with cultural humility" gained through values, experiences, and behaviors (Caligiuri, 2021b, p. 85). Culturally agile people can "express to the cross-cultural environment that [they] respect the nuances of the cultural context and seek advice" (Caligiuri, 2021b, p. 75). There are different types of humility a person can have. Caligiuri et al. (2016) found the need for professionals to have both felt humility and culturally appropriate expressed humility. Humility with Cultural Agility is used by culturally agile leaders to be more effective, trustworthy, foster learning, increase engagement, and empowerment. A test of 500 professionals found cultural humility to accurately predict the ability of an individual to effectively judge cultural responses (Caligiuri & Caprar, 2022). This study researched Relationship Management competencies to determine whether they increased accuracy of cross-cultural responses. Within their findings, Caligiuri and Caprar (2022) found the development of humility and perspective taking important to culturally agile leaders, providing leaders understanding and appreciation for various perspectives.

Second, relationship building is forming "meaningful [interpersonal] connections with others, irrespective of their culture" to increase cultural understanding, foster social support, and strengthen one's network (Caligiuri, 2021b, p. 76). Forming these types of meaningful connections takes time. A study of elementary dual immersion principals described the importance principals articulated about the importance of cultivating relationships through taking time to get to know staff (Smart, 2021), This finding and conclusion is not isolated to elementary dual immersion principals. Dr. Elizabeth Vargas' study of exemplary Hispanic entrepreneur women also found importance in leaders

taking the time to get to know and connect with each individual (Vargas, 2022). While both of these studies are examples of the importance of relationship building, Vargas (among others) also showed the effects of establishing personal relationships. The effect of culturally agile leadership is higher effectiveness.

Lastly, perspective taking "is the ability to see situations from multiple perspectives and interpret behaviors correctly in the given context," imagining another's experience and how they would react somewhat accurately (Caligiuri, 2021b, p. 76). Perspective taking is an intricate skill, which most cognitive and developmental psychologists believe to be both complex and critical cognitive abilities (Barnes-Holmes et al., 2004). And yet, Dr. Marvin found children as young as four years old could differentiate their own and other's conceptual perspectives both individually and in groups (Marvin et al., 1976). More importantly for educators in today's culturally diverse settings, despite its intricacy and complexity perspective taking is a formidable skill which can be developed. Mbugua (2010) discussed globalization and changes to population demographics which affect educators. Mbugua asserted the need for educators to develop their perspective taking and enhance their cultural competence during pre-service. Afterall, educational leaders are teachers before they become culturally responsive and culturally agile educational leaders.

Cultural Agility Competencies as the Focus

The studies conducted to date confirm the major premises of Culturally Relevant Leadership, Culturally Responsive School Leadership, and Cultural Agility. Initially mentioned by Melba Joyce Harris within her work in bi-ethic fundamentals for relevant educational curriculum for minorities, cultural agility was stated as needed by individuals

to succeed in the job market. Harris (1977) statement stands true in today's increasingly culturally diverse population. The research and work by Caligiuri and many others have continued to contribute to research and literature about Cultural Agility and expressed the importance of Harris' statement.

As demonstrated through this review of literature, interest in Culturally Responsive School Leadership and Cultural Agility competencies has grown. The majority of Culturally Responsive Leadership studies have been focused within traditional education. Research on Culturally Responsive School Leadership strategies and practices has been documented through the work of Khalifa et al. (2016), Hollowell (2019), Davis (2022), Brown (2021), Wickham (2021), Bland (2023), and Chicoski (2019). Cultural Agility research has been mostly in global business and higher education. Additionally, research on culturally agility competencies has been documented through the work of Cleveland and Cleveland (2020), Caligiuri et al. (2016), Caligiuri and Caprar (2022), Smart (2021), Vargas (2022), and Mbugua (2010). Together all of this work sheds light on the importance and continued need for research.

Despite the connections between Culturally Responsive School Leadership and Cultural Agility that have been made through research in K-12 education, there is a lack of studies specific to Cultural Agility competencies within K-12 education. Furthermore, little is known about the culturally agile practices of charter school leaders. More specifically, little is known about how charter school administrators are culturally agile when managing relationships in their organization. With charter schools making up 8% of public school enrollment (National, 2022a), there is a dire need to understand how

administrators of charter schools use Cultural Agility to meet the needs of America's diverse populations. The focus of this study is on this gap within literature.

Summary

The purpose of this chapter was a review of professional literature and research related to Culturally Relevant Leadership, Culturally Responsive School Leadership, Cultural Agility, and Relationship Management. This review of literature began with a historical overview of public education in the United States, educational opportunity and equality and an examination of the current landscape and challenges faced by leaders. The literature highlighted the continued need for research on Cultural Agility and the Relationship Management competencies. It has shown the importance of researching the intersectionality of culturally relevant and responsive leadership and Cultural Agility, specifically Relationship Management in how charter school administrators use Cultural Agility when managing relationships in their organizations. Next, Chapter III will present the qualitative methodology used to conduct this study's research.

CHAPTER III: METHODOLOGY

Chapter 1 provided an introduction and background of the purpose and focus of this research. Included in the charter were the purpose statement, research question and sub-research questions, problem statement, significance of the study, definitions, delimitations, and organization of the study. Chapter 2 reviewed literature of Cultural Agility and use of Cultural Agility in educational settings. The chapter highlighted the dearth of literature regarding Cultural Agility competencies in K-12 education and the absence of studies in charter school settings.

Chapter III presents a description of the qualitative methodology utilized to conduct the study's research. This chapter begins with a restatement of the purpose statement and research questions followed by the research design, population, sample, instrumentation, data collection methods, and data analysis methods, including validity and reliability. Presented are the necessary details to replicate this study (Creswell & Creswell, 2018).

Purpose Statement

The purpose of this qualitative study is to identify and describe how charter school administrators are culturally agile when managing relationships in their organization.

Research Question

How are charter school administrators culturally agile when managing relationships in their organization?

Sub-research Questions

1. How are charter school administrators using humility when managing relationships in their organization?

2. How are charter school administrators using building relationships when managing relationships in their organization?

3. How are charter school administrators using building perspective taking when managing relationships in their organization?

Research Design

Selection of the research design and methodology were determined based on the best methods likely to result in reliability and validity of research conclusions based on the depth and detail needed to address the purpose statement and research questions. McMillan and Schumacher (2010) explained the purpose of research design is creation of a plan for generating evidence to answer the research questions with the intent of a result with the most valid and credible conclusions. Quantitative research focuses on measurement of data and categorizing from pre-determined responses; whereas, qualitative inquiry focuses on open ended responses and experiences within the field (Patton, 2015). Cultural Agility and Cultural Agility competencies are complex and are anchored in real-life context. This complexity and the importance of understanding management of relationship using humility, building relationships, and building perspective taking by charter school administrators created the appropriateness of a qualitative phenomenological study research design for this study (Merriam, 2009) through open ended responses and stories, that research cannot get from numbers.

As a research study focused on identifying and describing the lived experiences of charter school administrators, which required in-depth interviews and observations to understand those lived experiences through naturally occurring phenomena, a qualitative study was most appropriate. Through consideration of multiple qualitative research methodologies including ethnography, heuristic inquiry, phenomenology, and social constructionism, phenomenology was chosen for this study. Qualitative phenomenological studies at the core question the meaning and structure through the essence of lived experiences of a phenomena within a group of people (Patton, 2015). Phenomenological studies gather data through naturally occurring phenomena to describe the meaning of lived experiences (McMillan & Schumacher, 2010). The research of this study examined the phenomena of how charter school adminstrators are culturally agile when managing relationships in their organization, specifically in the areas of humility, relationship building, and perspective taking, with data collection through naturally occurring phenomena to describe the lived experiences of the participating charter school administrators.

Patton (2015) explained phenomenology explores the lived experiences of individuals and groups of people to make sense of experiences through careful and thorough description of phenomenological experience. This study's focus was an exploration of the lived experiences of charter school administrators to make sense of their experiences through careful and thorough description of how charter school administrators are culturally agile when managing relationships in their organization. Phenomenology "prioritizes and investigates how the human being experiences the world" (Adams & Van Manen, 2008, p. 616). This study prioritized investigation of the

phenomena to gain deeper understanding of it. The distinct approach of phenomenological qualitative inquiry is the retrospective reflection of lived experience to gain deeper understanding of the meaning of experience (Van Manen, 1990). In its entirety, this study is about gaining a deeper understanding of the lived experiences of charter school administrators and their Cultural Agility Relationship Management competencies.

Population

McMillan and Schumacher (2010) explained population as "a group of elements or cases that conform to specific criteria and to which we intend to generalize the results of the research" (p. 129). The population being studied are charter school administrators in California. California had 1,291 active public charter schools (California, 2023b) each with an estimated one administrator. The population for this study was 1,291.

Target Population

The target population is a smaller group of the larger population (McMillan & Schumacher, 2010). To limit the population size, Charter school administrators were considered only if they were currently employed as California public charter school administrators responsible for managing a Title 1 charter school within San Bernardino County during the 2023-2024 school year. The California Department of Education (2023a) showed 52 active public charter schools, 47 of which were Title 1 charter schools (California, 2022) each with an estimated one administrator. The target population was 47.

Sample

The group of participants pulled from the target population which data were collected is known as the sample and is a small number for qualitative studies (McMillan & Schumacher, 2010). Based on this study being qualitative phenomenological, Creswell and Creswell (2018) recommended sampling through saturation. Saturation is collecting data until the point of gathering new data does not provide new information (Charmaz, 2006). To achieve saturation, the sample for this study was 15.

Sampling Procedures

Sampling procedures for qualitative research are vast. Through consideration of several possible sampling procedures, two sampling procedures emerged as the most appropriate sampling procedure for this study. First, criterion sampling was appropriate for this study because the population sample was determined and then participants were intentionally selected to identify qualified charter school administrators with respect to Cultural Agility. "The logic of criterion sampling is to review and study all cases that meet some predetermined criterion of importance, thereby explicitly comparing the criterion cases with those that do not manifest the criterion" (Patton, 2015, p. 281). The criterion for this study were:

1. Work for a Title 1 charter school

2. Hold a current California Administrator Credential

3. Have a minimum of 5 years of experience as an Administrator, Principal, or Vice Principal

4. Lead a school with a student population that is culturally different than the participant's culture by at least 30%.

This criterion was intentional. Administrators of Title 1 schools lead schools with diversity of staff and student populations. Holding a current California Administrator credential showed that the administrator was qualified to lead schools. A minimum of five years of experience as an administrator provided the experience to become culturally agile in Relationship Management. Having a student population culturally different from their own helped provide substance to this study of how charter school administrators are culturally agile when managing relationships in their organization.

A secondary sampling procedure appropriate for this study was convenience sampling. Convenience sampling is the selection of research participants based on ease of availability (Patton, 2015). This secondary sampling procedure of convenience sampling was used after criterion sampling for ease of meeting time and resources realities. "It is in sampling[, p]erhaps more than anywhere else in research, that theory meets the hard realities of time and resources" (Kemper et al., 2003, p. 273). To meet the time and resources realities of qualitative research, research participants were sampled on a first come first use basis. The first 15 participants who met the criterion and agreed to participate in the study were used as research participants.

Instrumentation

The researcher was considered the primary instrument in qualitative data collection and interpretation. Patton (2015) stated having the researcher as the primary instrument opens the research to criticism for subjectivity and lack of scientific inquiry. An approach of trustworthiness and authenticity to qualitative research on the part of the researcher should be the focus (Patton, 2015). Focus on this approach is through built-in

safeguards against potential biases and use of appropriate research questions and techniques.

Researcher as an Instrument of the Study

Qualitative studies with the researcher as the primary instrument opens the study to potential biases. Pezalla et al. (2012) believed researcher attributes had the potential to influence their study. Qualitative research, rooted in the ability of researchers to collect rich stories, requires safeguards to be built in to prevent potential biases. During the study the researcher was employed by an independent study charter school and thereby brought potential bias from personal experience similar to the study population.

Interview Questions

Prior to data collection, a series of scripted interview questions were developed. Interview questions were carefully crafted and rooted in the literature. Table 2 shows the competencies researched in this study and the interview question numbers for each competency.

Table 2: Interview Questions Alignment

Cultural Agility Relationship Management competencies	Interview Questions
Humility competency	1-3
Relationship building competency	4-6
Perspective taking competency	7-9

Interview questions and interview protocols (Appendix A) were reviewed by an expert panel to establish validity and alignment to the literature. The expert panel provided feedback on validity and alignment of the interview questions and interview protocol which were then adjusted under guidance of the panel. As an added measure, the researcher conducted a pilot interview to attest the researcher's interview skills.

Validity

Several measures were taken within this study to ensure validity. Validity refers to congruence between explanations and reality (Patton, 2015). Within this study validity was addressed by use of content validity with an expert panel and pilot test. These measures were taken to ensure validity and produce a replicable high-quality study.

Content Validity

A panel of three context experts consisting of leaders in diverse settings were employed as a measure of validity for this study. The expert panel reviewed the interview protocol (Appendix A) and research questions to validate the instrument of this study, ensuring the questions asked were appropriate for the purpose of responding to the research question. Members of the expert panel were chosen based on having at least three of the required criteria:

1. Experts in the field of cultural agile leadership
2. Expertise in structure, content, and alignment of research questions
3. Possess a doctorate degree
4. Currently work or have worked in a public charter school
5. Elementary school administrator of at least three years in a highly diverse or Title 1 school

Specifically, the expert panel provided feedback regarding the interview script and questions which enabled the researcher to adjust the interview script and questions with guidance from the expert panel to establish validity.

Pilot Interview

Prior to conducting interviews, a pilot test of the interview script and questions was conducted with an expert in qualitative research. The pilot test used the interview protocol (Appendix A) and research questions to validate the interview process, ensuring the protocol, questions, and researcher were appropriately simulating a realistic interview before commencing interviews with research participants. The member(s) of the pilot interview was chosen based on having at least two of the required criteria:

1. Have expertise in structure, content, and alignment of research questions

2. Possess a doctorate degree

3. Have conducted qualitative research before

4. Have expertise in interviewing

This expert provided feedback and validated the researcher's interview skills such as pacing, follow up questions, and eye contact to improve study validity.

Reliability

Reliability is the extent to which results are consistent over time and are an accurate representation of the population. Qualitative reliability is based on the accuracy of a study's findings (Creswell & Creswell, 2018). Use of multiple procedures was done during this study to check for accuracy and create reliability. Below the procedures are discussed in the areas of external reliability, internal reliability, and intercoder reliability.

External Reliability

External reliability was not a significant factor for this study due to the study being a qualitative study, which looks for patterns, rather than having a goal to generalize to the larger population. LeCompte and Goetz (1982) stated external reliability is not significant for qualitative research because of the difficulty there would be in recreating

the unique situations. The population of this study included California public charter school administrators responsible for managing a charter school within San Bernardino County during the 2023-2024 school year. This unique population limited the generalizability of the research to other populations and made external reliability not a concern for this study.

Internal Reliability

Internal reliability for this study was achieved through the triangulation of the data from multiple sources, which provided an opportunity to develop a comprehensive analysis of how administrators use Cultural Agility. Patton (2015) explained studies are strengthened by triangulation, the use of several methods or data sources. Sources of data were from interviews with charter school administrators, observations of those individuals, and artifacts which came from the other data sources (such as emails). Each interview transcript was checked to ensure it did not contain any obvious mistakes prior to coding. Triangulation of data was done to ensure what participants said they did and what they were observed doing aligned, thus creating internal reliability.

Intercoder Reliability

Intercoder reliability refers to the extent to which coders evaluate data (including artifacts) and reach the same conclusions (Lombard et al., 2004). More specifically, intercoder reliability is the degree to which researcher coding the same data agree to the coding of the data, with high agreement equaling higher intercoder reliability. A total of 80% agreement is considered acceptable in most situations. "[T]he extent to which the different judges tend to assign exactly the same rating to each object" is the factor which determines the agreement (Tinsley & Weiss, 2000, p. 98). This agreement is important

because it helps to ensure researchers are reporting accurately, that the coding is unlikely biased.

It would be unethical for researchers to publish findings without intercoder reliability. Published research is used by many people and organizations to make decisions and to conduct further research. Publishing without intercoder reliability could be harmful to many people and organizations who are relying on the research in order to move themselves or their organizations forward. Lombard et al. (2004) stated "when [intercoder reliability is] not established properly, the data and interpretations of the data can not be considered valid" (para. 3). For this study, the process of gaining intercoder reliability helped to divide workload of long coding processes, helped to eliminate inadvertent overlook of important information, keep coding aligned, prevent shifting of code meaning, and validate interpretations of the data.

Typically the level of reliability for qualitative research is .90, .80, and sometimes even .70. The difference being the .90, .80, or even .70 acceptance level is the agreeance considering characteristics of the variables, levels of measurement, distribution across categories, and the number of coders (Lombard et al., 2004). For this study, intercoder reliability was completed by at least 10% of data being double coded by two researchers with at least 80% accuracy.

Data Collection

To provide an authentic view of the lived experiences of 15 charter school administrators of Title 1 schools in San Bernardino County around Cultural Agility Relationship Management, the researcher engaged three primary methods of data collection: interviews, observations, and artifacts. University of Massachusetts Global's

(UMG) Institutional Review Board (IRB) reviewed the study and made no recommendations prior to approval. The university sent an email to the researcher on behalf of UMG IRB with a formal approval to conduct the study (Appendix B).

Recruitment of participants began after IRB approval. IRB helped to ensure safeguards were in place to protect research participants. The researcher wrote a personalized letter to potential research participants and distributed them. In response, potential participants contacted the researcher at their convenience agreeing to participant in the study. Upon agreeing to participate, the researcher to set up an in-person interview with each participating administrator in October 2023. Following the interview, many of the participants additionally set up an in-person observation and provided the researcher with subsequent artifacts.

Types of Data

Interviews

Prior to data collection the researcher worked with an expert panel to develop pre-established open-ended questions designed to focus on the study's purpose and answering the research question and sub-research questions. Interview questions were created with the use of an alignment tool to ensure the questions were related to Cultural Agility Relationship Management competencies in particular humility, building relationships, and building perspective taking. The interview protocol was developed to solicit responses from charter school administrators through semi-structured interviews with open-ended questions allowing for follow up questions during the interview.

The setting of the interview was familiar to the participant in a quiet and non-intrusive location to allow for comfortability, which was likely to lower participant

anxiety due to being in a familiar surrounding allowing for open sharing by the participant. Once the participant and researcher introduced themselves, the study's scope was explained. Participants were made aware participation in the study was voluntary and their identity would be kept anonymous. Participants received the Participant's Bill of Rights (Appendix D) and signed an Informed Consent form (Appendix E).

Observations

Observations were conducted to gain further insights into the topic of study. While in the environment of the charter school administrators, the researcher had the opportunity to observe the charter school administrators' interactions with their staff for a minimum of one hour. Observations were done as an added source of data to help triangulate data when the opportunity presented itself. A journal was kept by the researcher throughout observational fieldwork to collect data and reflections on charter school administrators' Cultural Agility in managing relationships in the scope of their work. The use of this journal helped the researcher maintain a record of observational data in the participant's natural setting as well as obtain data which could not easily be recorded through other sources of data. Observational data included information on the observation setting, physical and non-physical interactions, incidents, and how the administrators' managed relationships. Journal entries provided a means to request artifact data.

Artifacts

Artifacts were collected to gain further insights into the topic of study and triangulate the data collected through other data sources. While fully engaged in the environment of the charter school administrator, the researcher had the opportunity to

collect artifacts pertaining to the charter school administrator's Cultural Agility

Relationship Management. Examples of artifacts include correspondence, meeting

materials, and brochures.

Data Collection Procedures

This section details the data collection procedures used. Described are the

procedures used to recruit participants, interview participants, observe participants, and

collect artifact data from participants. Each activity is described in enough detail to assist

in assurance of confidentiality and so another competent researcher could duplicate the

research.

Recruitment. In October 2023, the following steps were taken in relation to

recruitment of the study participants:

1. The researcher contacted potential participants via request for participation

   letter (see Appendix C).

2. Following the request for participation, potential research participants

   contacted the researcher. The first 15 participants to make contact were

   contacted by the researcher via email or phone call to set up in person

   interview, observation, and artifacts in October 2023.

Interviews. Used as the primary data source, the purpose of interviewing research

participants was to gain in-depth understanding of the lived experiences and meaning

associated with the topic and participants. The following steps were taken in relation to

interview data of study participants:

1. Prior to the interview, the researcher arranged with the participant an interview setting familiar to the participant, in a quiet and non-intrusive location. This location was agreed upon ahead of time.

2. Participants were sent an email (Appendix F) containing the Participant's Bill of Rights (Appendix D), Informed Consent form (Appendix E), date, time, and location of the interview, and a copy of the interview questions to assist the participant in preparation for the interview and account for the busy schedules of participants.

3. A follow up email was sent 24 hours prior to the interview containing a greeting and confirming the interview date, time, and location (Appendix G).

4. At the time of the interview, prior to beginning each interview, the participant and researcher introduced themselves, and the researcher explained the study's scope.

5. Participants were made aware participation in the study was voluntary and their identity would be kept anonymous, and participants confirmed receipt of the Participant's Bill of Rights (Appendix D) including their right to stop or take a break at any time.

6. Time for questions and answers was provided to the participant by the researcher.

7. The researcher reviewed and both the participant (interviewee) and researcher signed an Informed Consent form (Appendix E).

8. Interviews were approximately 60 minutes, started with the scripted interview protocol and semi-structured open-ended interview questions (see Appendix

A). Flexibility was allowed during the interview for follow-up questions, as necessary. Interviews were voice recorded electronically using Zoom as the primary device and by a digital voice recorder to serve as a backup.

9. Upon conclusion of the interview, the researcher thanked the interviewee and explained the next steps of transcript sharing for review within the preceding weeks. This practice was done to adhere to interview best practices and raise the level of trustworthiness and credibility between the interviewer and interviewee.

10. Audio files were transcribed.

11. Upon transcription the researcher cross referenced the audio file to the transcript to ensure accuracy. As requested, the interview transcript was shared with the interviewee and time was provided for the interviewee to review for clarity, accuracy, and feedback (see Appendix H). This step allowed for member checking and addressed validity of accuracy in the findings.

12. Additional follow-up interviews were determined, arranged, and conducted, as needed.

13. Pseudonyms were assigned to each interviewee and secure folders were created on the researcher's password protected computer and backed up on the researcher's portable hard drive (locked in a coded safe).

Observations. After having recruited participants (as outlined in the above recruitment section) some of the same participants agreed to participate in observations. The following steps were taken in relation to observation data of study participants:

1. Prior to the observation, the researcher arranged with the participant an observation setting familiar to the participant, in a non-intrusive location. This observation setting and location was agreed upon ahead of time.

2. Participants were sent an email (Appendix F) containing the Participant's Bill of Rights (Appendix D), Informed Consent form (Appendix E), and date, time, and location of the observation.

3. A follow up email was sent 24 hours prior to the observation containing a greeting and confirming the observation date, time, and location (Appendix I).

4. At the time of the observation, the participant and researcher greeted each other, and the researcher explained the study's scope.

5. Participants were made aware participation in the study was voluntary and their identity would be kept anonymous, and participants confirmed receipt of the Participant's Bill of Rights (Appendix D) including their right to stop or take a break at any time.

6. Time for questions and answers was provided to the participant by the researcher.

7. The researcher reviewed and both the participant (interviewee) and researcher signed an Informed Consent form (Appendix E).

8. Observations were approximately 60 minutes with the researcher sitting near the back of the observation area in a non-intrusive manner. This allowed for participants to act naturally and not be inhibited by the researcher's presence. Observations were recorded electronically using a digital voice recorder as the

primary device and by an audio capture application on an iPhone to serve as a backup.

9. During the observation a journal was kept by the researcher to collect data and reflections on how (role) utilize Cultural Agility in managing relationships in the scope of their work. Journal entries included information on settings, physical and non-physical interactions, incidents, and how the (role) managed relationships. Use of this journal helped the researcher maintain a record of observational data in their natural setting as well as additional observed data which could not be easily recorded/explored/emerged/shared through interviews or artifacts.

10. Upon conclusion of the observation, the researcher thanked the participant.

11. Additional follow-up observations were determined, arranged, and conducted, as needed.

12. Pseudonyms were assigned to each participant. Secure folders were created on the researcher's password protected computer and backed up on the researcher's portable hard drive (locked in a coded safe).

Artifacts. After having recruited participants (as outlined in the above recruitment section) participants agreed to provide artifacts. During the data collection period of interviews and observations the researcher collected artifacts. The following steps were taken in relation to artifacts data:

1. Prior to the interview/observation, the researcher arranged with the participant to provide suggested artifact data at the time of interview/observation. Some

respective departments and held in confidence by the researcher.

2. Upon completion of the interview/observation, the researcher thanked the participant and inquired about participant artifacts (e.g. correspondence, meeting materials, and brochures) that could be used to substantiate what was shared during the interview/observation for analysis by the researcher.

3. Time for questions and answers was provided to the participant by the researcher.

4. A follow up email was sent within 24 hours preceding the interview/observation thanking the participant for providing artifacts and/or requesting artifacts which were agreed to be shared (Appendix J).

5. Upon receipt of the artifacts, the researcher removed identifiable information from the artifacts. Artifacts were assessed, recorded, digitally scanned (if possible) and stored for future review, security, and analysis.

6. Additional follow up artifacts were determined, arranged, and shared, as needed.

7. File names were created based on participant pseudonyms and pseudonyms were assigned to each artifact (or referenced noun, as needed). Secure folders were created on the researcher's password protected computer and backed up on the researcher's portable hard drive (locked in a coded safe).

Data Protection Protocol

For this study the researcher wanted to ensure that all data and identification of each participant was protected. Risk was minimized by informing participants that any identifiable information was excluded as part of the study. Pseudonyms were assigned and coded to each participant to ensure their identity remained confidential. Secure

folders were created on the researcher's password protected computer and backed up on the researcher's portable hard drive which is kept in a locked, coded safe which the researcher has sole access to. The identification answer key was destroyed at the conclusion of this study and the secure folders were deleted three years after conclusion of the study.

Each participant was provided with adequate background information and provided time to consider their participation in the study. All participants' questions were answered to ensure each participant comprehended the scope of the study so that they felt comfortable providing consent to take part in the study. Throughout the study, all concerns and questions were answered to reassure and allow for the free exchange of ideas and open dialogue from each participant. The Informed Consent form (Appendix E) included the use of audio recording devices, with the approval of each participant, as well as how the audio recording would be utilized for the study. All participants received a copy of the research Participant's Bill of Rights (Appendix D) and the Informed Consent form (Appendix E).

Data Analysis

Data analysis for this study was conducted through a three-step process for data collected from interviews, observations, and artifacts:

1. Organize and prepare all data

2. Read and review all data

3. Code all data (Creswell & Creswell, 2018).

This section describes the data analysis process in detail.

The researcher organized and prepared the collected data for analysis then read and reviewed all the data. The process included transcription of the audio files and cross reference of the audio file to the transcript by the researcher to ensure accuracy. The interview transcript, if requested, was shared with the interviewee and time was provided for the interviewee to review for clarity, accuracy, and feedback. This step allowed for member checking and addressed validity of accuracy in the findings. The process included a review by the interviewee of the researcher's observation journal with field notes and logged artifacts to ensure they were fully informed during the data collection. The researcher loaded the data into NVivo, a qualitative data analysis computer software. NVivo helped organize the data and refine the coding process.

Upon comprehensive organization and preparation of the data from all data sources, the researcher followed the set schedule to read, review, and reflect on each data element to allow for general impressions and get a sense of overall meaning. Reading, reviewing, and reflecting on the data consisted of continual focus on the question "How are charter school administrators culturally agile when managing relationships in their organization?" A preliminary list of themes was created based on this reading, review, and reflection.

Data were then formally reviewed and coded in NVivo to identify patterns and repetition from which themes emerged. Data coding was conducted in three steps (Barton, 2016):

1. Codes were scanned for themes. The researcher reviewed the themes considering Cultural Agility, specifically regarding Relationship Management competencies of humility, building relationships, and perspective taking.

Themes were intentionally named using the alignment tool sentence frame to answer the research question and sub-questions. For example: Charter school administrators are culturally agile when managing relationships in their organization by <u>(theme name)</u>.

2. Data were coded for frequencies. With use of NVivo the researcher identified frequencies by which codes appeared. Frequency of codes was one indication of theme strength.

3. Analysis of themes and frequencies. With the codes, themes, and frequencies the researcher was able to analyze the data to further understand the data in respect to the lived experiences of Cultural Agility Relationship Management of charter school administrators in San Bernardino County, California.

Limitations

Within all studies there is potential for limitations, which are features in the design of the study which may affect the results of the study (Roberts, 2010). All research involves bias, even with the best intentions to eliminate all bias. It has been accounted for in this study through open and clear research design, and intentionality of and conducting of the study to strengthen the study (Patton, 2002). The four potential limitations, how they have been accounted for and how they helped to strengthen this study, are:

1. Researcher as instrument: In a qualitative study the researcher serves as the main instrument of the study. By using intentional and semi-structured interview questions the researcher was able to limit the potential bias associated with the researcher as the primary instrument of the study. The use of intercoder reliability further mitigated researcher bias with at least 10% of

the data being coded by two researchers with at least 80% accuracy of the data collected.

2. Sample size: Fifteen participants were interviewed for this study. By no means does the experience of the 15 participants account for the experiences of all administrators to generalize about the population. Not all 15 participants shared the same lived experience through the interview process. To mitigate this potential limitation, the researcher triangulated the collected data through interviews, observations, and artifacts. Triangulation not only strengthened the self-reported responses of each participant but also assisted in increasing the internal reliability of the data collection.

3. Time: Data collection and analysis processes for this study were time consuming, which presented potential limitations. Three potential limitations related to time were acknowledged:

    1) Time necessary to collect and analyze data: Time taken to collect data and analyze it added to the workload of the researcher and could have affected accuracy and rigor. This potential limitation was addressed through allocation of scheduled time to collect data and analyze data, semi-structured interviews with probing and appropriate sequencing of interview questions, and intercoder reliability.

    2) Time of the year data were collected and analyzed: Data collection began and concluded in October 2023 followed by analysis between October 2023 and November 2023. The time was near the beginning of the school year and may have affected the breadth and depth of the data

available. The potential limitation was addressed by the researcher

spending several weeks interviewing, observing, and collecting artifacts

from administrators in their natural settings. Triangulation of the data

through multiple sources also helps negate this potential limitation.

3) Lack of time to conduct more data collection: Data collection needed to

be completed in a shorter time frame due to the structure of the academic

calendar and work schedule of participants. Conducting data collection in

a shorter time frame created a potential limitation by limiting the amount

of participants the study could reasonably collect data from. There was no

time to collect supporting data from all potential participants. This

potential limitation was accounted for through intentional research design

and triangulation of the data.

4. Diversity of population: A potential limitation to this study was the diversity

of the population. The population demographics are not something a

researcher can construct; they are what they are. They were accounted for

through the research design though by intentional creation of the population,

target population, sample, and sampling procedures. Participants were those

who met the study criteria and sampling criterion.

Summary

The purpose of Chapter III was to describe the design of this phenomenological

study, with the goal of identifying and describing how charter school administrators are

culturally agile when managing relationships in their organization. The research question

and research design were described in detail in order to focus on the lived experiences of

the participants. The data collection and data analysis procedures were described and

explained in detail. Next, Chapter IV presents this study's research.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Chapter 1 provided an introduction and background of the purpose and focus of this research. Included in the charter were the purpose statement, research question and sub-research questions, problem statement, significance of the study, definitions, delimitations, and organization of the study. Chapter 2 reviewed literature of Cultural Agility and use of Cultural Agility in educational settings. The chapter highlighted the dearth of literature regarding culturally agile competencies in K-12 education and the absence of studies in charter school settings. Chapter 3 presented the qualitative methodology utilized to conduct the study's research including research design, population, sample, instrumentation, data collection methods, and data analysis methods, including validity and reliability as necessary details to replicate this study (Creswell & Creswell, 2018).

This chapter provides insights from participants, an analysis of the data collected, and summary of the findings. A restatement of the purpose statement, research questions, sub-research questions, research methods and data collection procedures, population, target population, sample, and demographic data begin the chapter. Detailed are the nine themes which emerged as significant from data analysis.

Purpose Statement

The purpose of this qualitative study is to identify and describe how charter school administrators are culturally agile when managing relationships in their organization.

Research Question

How are charter school administrators culturally agile when managing relationships in their organization?

Sub-research questions

1. How are charter school administrators using humility when managing relationships in their organization?

2. How are charter school administrators using building relationships when managing relationships in their organization?

3. How are charter school administrators using building perspective taking when managing relationships in their organization?

Research Design

The research design and methods chosen for this study were determined the best for the purpose of meeting the complexity and the importance of understanding management of relationships using humility, building relationships, and building perspective taking by charter school administrators. This phenomenological study provided participants opportunities for open ended responses and stories and to share their lived experiences. As a phenomenological study, this study focused on exploration of meaning and structure through the essence of lived experiences within a group of charter school administrators. A deeper understanding of the lived experiences of charter school administrators and their Cultural Agility competencies of Relationship Management was gained through this study.

Data Collection Procedures

After IRB approval, data collection procedures used for this study were conducted during October 2023. The researcher wrote and hand delivered a request for participation letter to the charter school of potential study participants. The first 15 potential participants to agree to take part in the study were scheduled for one-on-one interviews. Following the one-on-one interview artifacts were collected and observations were scheduled.

Population

McMillan and Schumacher (2010) explained population as "a group of elements or cases that conform to specific criteria and to which we intend to generalize the results of the research" (p. 129). The population being studied are charter school administrators in California. California had 1,291 active public charter schools (California, 2023b) each with an estimated one administrator. The population for this study was 1,291.

Target Population

The target population is a smaller group of the larger population (McMillan & Schumacher, 2010). To limit the population size, Charter school administrators were considered only if they were currently employed as California public charter school administrators responsible for managing a Title 1 charter school within San Bernardino County during the 2023-2024 school year. The California Department of Education (2023a) showed 52 active public charter schools, 47 of which were Title 1 charter schools (California, 2022) each with an estimated one administrator. The target population was 47.

<p align="center">**Sample**</p>

The group of subjects pulled from the target population which data were collected is known as the sample and is a small number for qualitative studies (McMillan & Schumacher, 2010). Based on this study being qualitative phenomenological, Creswell and Creswell (2018) recommended sampling through saturation. Saturation is collecting data until the point of gathering new data does not provide new information (Charmaz, 2006). To achieve saturation, the sample for this study was 15.

<p align="center">**Demographic Data**</p>

Fifteen participants were included in this study, each met the eligibility criteria and signed an informed consent form. Specific demographic data were collected to describe these 15 participants as individuals including their gender, years of educational experience, and type of charter school they lead (see Table 3). Confirmation that they lead a school with a student population that is culturally different than their own culture by at least 30% was first done by the researcher (as described in the Data Collection section of Chapter III) and then participant self-report. Participants are numbered according to the order they agreed to participate, for example Participant 1 was the first to agree to participate.

Table 3: Participant Demographics

Participant number	Gender	Lead a school with a student population that is culturally different than the participant's culture by at least 30%	Years of experience	Type of charter school
Participant 1	Female	Yes	5+	E, M, H
Participant 2	Female	Yes	15+	E, M
Participant 3	Female	Yes	30+	E, M, H

Participant 4	Male	Yes		30+	H
Participant 5	Male	Yes		10+	M, H
Participant 6	Female	Yes		25+	E, M, H
Participant 7	Female	Yes		5+	E, M, H
Participant 8	Female	Yes		30+	E, M, H
Participant 9	Male	Yes		25+	E, M, H
Participant 10	Male	Yes		30+	E, M, H
Participant 11	Male	Yes		5+	E, M, H
Participant 12	Female	Yes		25+	E, M, H
Participant 13	Female	Yes		15+	E
Participant 14	Male	Yes		30+	E, M
Participant 15	Female	Yes		15+	E, M

Note. Years of experience are shown in increments of 5 years instead of exact numbers to ensure anonymity of participants. Specific race/ethnicity are not shown because culture is more than just race/ethnicity and to protect participant anonymity. Additionally, the type of charter school is designated as E for elementary, M for middle school, and H for high school to fortify participant anonymity.

Presentation and Analysis of Data

The findings presented in this chapter are the outcome of over 16.5 hours of one-on-one interviews, over four hours of observations, and review of 48 pages of artifacts. Fifteen participants were interviewed, four participants were observed, and artifacts were collected between October 2023 and November 2023. Following data collection, audio transcription, and verification, the researcher reviewed the data and established a

preliminary list of themes. The preliminary list of nine themes were used to code in NVivo. Through an iterative coding process, themes frequencies were reviewed resulting in a continuation of 9 themes with strong frequency counts, each above 30.

After analyzing the data, nine themes emerged related to the research question: How are charter school administrators culturally agile when managing relationships in their organization? Although statistical significance is not part of the analysis of a qualitative study, the findings of this study were considered significant informationally. The nine themes were categorized under three sub-questions, one for each of the three competencies within Caligiuri's Culturally Agility competencies of Relationship Management: humility competency, relationship building competency, and perspective taking competency. The major themes that emerged from the data are shown in Table 4 in order of highest frequency and associated number of sources from interviews alone.

Table 4: Relationship Management Mega Competency Themes

Competency	Theme Name	Source Count	Frequency Count
Relationship Building	Consistently Following Through as One's Authentic Self to Build Rapport	15	55
Perspective Taking	Taking Time to Prioritize Perceptual Perspective	15	54
Humility	Recognizing Their Limited World View and Leaning into Diversity of Experiences from Stakeholders	15	49
Humility	Institutionalizing Collaborative Decision Making as an Organizational Norm	15	45
Relationship Building	Intentionally Cultivating a Psychologically Safe Space for Stakeholders with Diverse Backgrounds and Ideas to Build Trust	15	43

Perspective Taking	Asking Clarifying Questions to Actively Seek Conceptual Perspective	15	42
Relationship Building	Intentionally Creating Time and Space for Stakeholders to Share Openly to Forge Strong Relationships	14	42
Perspective Taking	Honoring Humanity with Acknowledging Stakeholder Motivations	14	40
Humility	Slowing Down Decision Making by Being Mindful to Ask Clarifying Questions	13	27

Themes Based on the Three Relationship Management Competencies

The following data are presented as related to each of the competencies within the Cultural Agility mega competency of Relationship Management. This data comes from transcripts of one-on-one interviews with 15 participants, observations, and documented artifacts. After analysis of the collected data, the researcher found humility competency to have three themes, relationship building to have three themes, and perspective taking to have three themes. Table 5 shows the researcher's perspective of how the themes align to the research question and sub-research questions on the Relationship Management Competencies. Sub-research question one is humility competency, question two is relationship building competency, and perspective taking is sub-research question three.

Table 5: Theme Alignment

Relationship Management	Theme Name	Source Count	Frequency Count
Humility Competency Theme 1	Recognizing Their Limited World View and Leaning into Diversity of Experiences from Stakeholders	21	55
Humility Competency Theme 2	Institutionalizing Collaborative Decision Making as an Organizational Norm	24	54
Humility Competency Theme 3	Slowing Down Decision Making by Being Mindful to Ask Clarifying Questions	16	30
Relationship Building Competency Theme 4	Consistently Following Through as One's Authentic Self to Build Rapport	27	67
Relationship Building Competency Theme 5	Intentionally Creating Time and Space for Stakeholders to Share Openly to Forge Strong Relationships	37	65
Relationship Building Competency Theme 6	Intentionally Cultivating a Psychologically Safe Space for Stakeholders with Diverse Backgrounds and Ideas to Build Trust	18	46
Perspective Taking Competency Theme 7	Taking Time to Prioritize Perceptual Perspective	25	64
Perspective Taking Competency Theme 8	Honoring Humanity with Acknowledging Stakeholder Motivations	20	46
Perspective Taking Competency Theme 9	Asking Clarifying Questions to Actively Seek Conceptual Perspective	16	43

Sub-Research Question One: Humility Competency

"How are charter school administrators using humility when managing

relationships in their organizations?" was the research sub-question aimed to explore how

charter school administrators use the Cultural Agility competency of humility within their

leadership to manage relationships. After close examination of the data, three themes emerged within the focus of how charter school administrators use humility when managing relationships within their organizations (see Table 6). The three themes had frequency counts between 30 and 54 from at least 16 sources. Each of the three themes is presented in its own section with an introduction and description. Quotes from participants are included which demonstrate the use of humility by charter school administrators within their relationship management roles.

Table 6: Humility Competency Themes

Humility Competency Themes			
Theme Number	Theme Name	Source Count	Frequency Count
Theme 1	Recognizing Their Limited World View and Leaning into Diversity of Experiences from Stakeholders	21	55
Theme 2	Institutionalizing Collaborative Decision Making as an Organizational Norm	24	54
Theme 3	Slowing Down Decision Making by Being Mindful to Ask Clarifying Questions	16	30

Humility: Theme 1—Recognizing Their Limited World View and Leaning into Diversity of Experiences from Stakeholders

Data from this study points to several ways charter school administrators use humility. With a frequency of 55, the first way charter school administrators were using humility when managing relationships in their organization was by recognizing their limited world view and leaning into diversity of experiences from stakeholders. This data came from interview responses of 15 participants of this study, observations of charter school administrators as well as artifacts collected. Table 7 shows the source count and frequency count for Theme 1.

Table 7: Theme 1 Source and Frequency Counts

Humility Competency Theme Name	Source Count	Frequency Count
Recognizing Their Limited World View and Leaning into Diversity of Experiences from Stakeholders	21	55

As the participants of the study shared their experiences of leveraging humility in relationship management, one distinct aspect of humility focused on how these administrators recognize the need to ask for advice and input of others on their team. Acknowledgement of the limits of one's own knowledge seemed to be the staple of how they were able to leverage their humility to build and manage strong relationships by recognizing their limited world view and leaning into diversity of experiences from stakeholders. They humble themselves openly sharing they do not know everything, and thus need the input of others. One example of how this was done is when Participant 12 shared about how despite being knowledgeable about a situation, she needed to look inward and recognize that she desperately needed the input and advice of others. During the interview she shared that not only does she practice this aspect of humility, she models it for her colleagues. She has said to them, "You have to be able to look in a mirror.... see things you don't want to see and say, 'Oh my gosh! That's me!'" She explained that it is not until this humble approach to reflection is done, that she, and those around her, can embrace challenges and take responsibility in the change process.

The sentiment of looking inward as a key aspect of leveraging humility when building relationships can also be seen in the responses of many other participants of this study. Many of the participants made acknowledgements of not having all of the answers, requiring them to use their teams effectively. What is apparent is that the use of humility during relationship management was key to many participants of this study. Similar to

Participant 12, Participant 11 described scenarios where it is impossible for anyone to have a full view or understanding of all aspects. He explained that as a leader charter school administrators first look in the mirror and then through the lens of others making sure to lean on the advice and input of his diverse stakeholders. Participant 11 acknowledged "I don't have to have every answer… I have a great staff and I need to make sure I'm using them effectively." Data from this study overwhelmingly point to a shared sentiment that no single person has all of the answers. It is through collaborative efforts that charter school leaders humble themselves, as evidenced by the responses from the 15 participants of this study, are able to recognize their limited world view and lean into diversity of experiences from stakeholders.

A second distinct aspect of leveraging humility when managing relationships focuses on the concept that charter school administrators know they only have their lived experiences to lean on for understanding of dynamics within their schools, and that their world view is limited to those personal lived experiences. As such, they demonstrated through the data the use of humility by intentionally owning their mistakes. Charter school administrators make mistakes; they apologize and use their growth mindset to lean into the diversity of experiences from stakeholders of their organization when managing relationships. An example of this can be seen in Participant 1's experiences of being transparent with her staff by owning her mistakes, such as when she misspeaks. Among many participants, Participant 1 shared that sometimes leaders say the wrong words and need to humble themselves by acknowledging their limited world view, own their mistakes, and work with stakeholders to move forward. In her interview Participant 1 said "I have to own my mistakes. If I misspeak to my team I will tell them I misspoke.

Let's figure out what to do." Similar to Participant 1, Participant 13 owned her mistake

when she made a bad decision. She recognized a mistake she had made and humbled

herself by sitting down with her team of teachers to talk about it, acknowledging the

consequences of her bad choice, and leaning on the team to come up with solutions. In

interview, Participant 13 told of how she "laid it all out on the carpet" letting her team

know "I'm not going to sit in front of you and say I know it all… that I'm going to get it

right every time. But I can sit and say when I get it wrong, I'm going to work with you to

fix it… resolve things and … come up with solutions we all can agree to." Participant 13

explained she took the stance that from her previous experiences she has grown; from

these experiences she is growing, and through experiences she has yet to have she will

continue to grow, a growth mindset. Participants 1 and 13 are just two of the nine

participants who told similar stories of recognizing they only have their lived experiences

to lean on for understanding, and that their world view is limited to those personal lived

experiences, thereby needing to own their mistakes and lean into the diversity of

experiences from stakeholders when managing relationships. Participants spoke of their

use of humility in recognition of their limited world view and leaning into the diverse

populations of students, teachers, staff, families, and community.

Charter school administrators shared that like any person, they too have implicit

biases due to their individual experiences. Data analysis revealed a common thread

between many participants in them sharing that every person has different experiences,

and these experiences help mold who they are, their views, their biases. Diversity comes

from these lived experiences and perceptions and biases that emerge from sociocentric

perspectives. Another distinct aspect of leveraging humility when managing relationships

focuses on the concept that charter school administrators consciously acknowledge their own implicit bias as part of their limited world view and lean into the diversity of experiences from stakeholders when managing relationships. Diversity derives from inidivudal experiences. Charter school administrators use that diversity to help them learn the limits of their world view, humbling themselves in creating a sense of equity and belonging among stakeholders.

Using individuals' diverse lived experiences as an approach to create equity and belonging amongst stakeholders is a skill of humility that Participant 10 spoke in great length about. Participant 10 is an administrator with 37 years of experience and in charge of a multilingual and diverse charter school. As part of his interview, Participant 10 made it a point to share society tends to break up culture differences and isolate them into various distinct and separate "pods." Recognizing this as a societal norm that he is challenged with, rather than treating diversity as isolated pods, Participant 10 takes a much more inclusive approach by focusing on diversity as a means of equity and belonging. In fact, on his office wall is a poster that states "diversity equals equity equals belonging." During the interview Participant 10 explained humbling himself in creating a sense of belonging is the hallmark of how he approaches diversity because he recognizes his limited world view and the need to lean on the diversity of those around him to create that overall sense of belonging.

Another example of how charter school administrators are using humility to manage relationships in their organizations came from Participant 10. He reported that he consciously acknowledges his own implicit bias as part of his limited world view and leans into the diversity of experiences from stakeholders when managing relationships.

Participant 10 invited the researcher to observe him during the morning drop off where he greets families and students every school day. He said during an interview "I cannot affect them outside our gates… What happens here is I just meet them and discuss the differences within us. Being able to celebrate the differences, being able to acknowledge and understand the differences, and know that it is okay to be different." Actively humbling himself by being "in the field" Participant 10 mingles with stakeholders, communicates with them, and seeks their diversity to help create equity and belonging.

Similar to how Participant 10 uses humility when managing relationships, Participant 12 also shared experiences of her use of humility when managing relationships in recognizing her limited world view and the importance of trust within relationships which allows herself and others to lean into the diversity of others' experiences. She has experienced times when communication is challenging because those she is communicating with do not have the words to express themselves. For example, when she was speaking with a child who was "too young" to put into words her version of the experience. In her interview, Participant 12 explained her recollection of this experience and how acknowledging her own implicit bias helped remind her to be open to lived experiences and the capabilities of the individuals with whom she communicates. She said that she learned to trust the experiences of diverse individuals to help build and maintain relationships. By doing so, she was able to focus on the child's experience in the moment in order to help guide the child, create trust, and build connections.

A few participants referred to the life experiences which have led to biases as core memories. Participants shared each person has their own core memories and those

memories shape the basis of their world view. A common thread between participants was revealed through data analysis that conscious acknowledgement of one's own implicit biases as part of their limited world view helps charter school administrators lean into the diversity of experiences from stakeholders to use it as a means to grow as a leader. One more notable quote demonstrated through the data comes from an interview with Participant 14. Participant 14 expressed that as a charter school administrator he uses humility when managing relationships by consciously acknowledging his own implicit bias as part of his limited world view and leans into the diversity of experiences from stakeholders thereby growing as a leader. He explained that for him acknowledging the differences of experiences and implicit bias is "a humbling experience to learn to grow in my leadership… balance this out and… lean into people's strengths." These examples of charter school administrators recognizing their limited world view and leaning into diversity of experiences from stakeholders are just a few of the many stories shared by all 15 study participants.

Humility: Theme 2—Institutionalizing Collaborative Decision Making as an Organizational Norm

With a frequency of 54, the second way charter school administrators were using humility when managing relationships in their organization was by institutionalizing collaborative decision making as an organizational norm. This data came from interview responses of 15 participants of this study, observations of charter school administrators as well as artifacts collected. Table 8 shows the source count and frequency count for Theme 2.

Table 8: Theme 2 Source and Frequency Counts

Humility Competency Theme Name	Source Count	Frequency Count
Institutionalizing Collaborative Decision Making as an Organizational Norm	24	54

Participants of this study shared their experiences of using humility in relationship management which through data analysis revealed a clearly distinct aspect of humility focused on how these administrators use of self-recognition of their limited world view to help themselves stop from making snap decisions and move toward collaborative decision making. With a widely diverse population of stakeholders, charter school administrators use institutionalized collaborative decision making to build in consideration of those diverse voices to make considered and sensible decisions. This can be seen in the enthusiastic example provided by Participant 7 as she explained the need to use humility in charter school administration to counteract the natural urge to make snap judgments. "You'll never know it all… keep that in mind… to make sure I'm getting all the information… just ask a few more questions and you could have the clarity you need… I have to show humility… I absolutely have to!" Participant 7 is not alone in her experience of leveraging her humility to stop from making snap judgements through seeking feedback of diverse populations with institutionalized collaborative decision making.

Data analysis of this study showed the majority of participating charter school administrators regularly practice humility in decision making by stopping themselves from making snap decisions through intentionally seeking input and feedback from diverse populations within their organization. During an interview, Participant 12 explained scenarios where she intentionally took a mental step back to recognize her own humility and the need to diversify perspectives by always reminding herself and others in

her organization of the key question "where can we come together?" Study participants including Participant 12 mentioned the point of institutionalized collaborative decision making is to hear the voices of stakeholders and use humility to collaborate with them toward improvement for everyone. Participant 12 explained collaboration guides improvement for all stakeholders and that reminders to step back and look at their work helps stakeholders understand their growth. Using one's humility within collaboration allows for charter school administrators to effectively guide decision making incorporating the needs of stakeholders.

The sentiment of looking inward as a key aspect of leveraging humility when managing relationships can also be seen in the responses of many other participants of this study about decision making. Several of the participants said they "look in the mirror" and move past recognition toward collaborative decision making by use of surveys. What is apparent is the use of humility during relationship management was key to many participants of this study. Similar to how Participant 12 institutionalized collaborative decision making as an organizational norm through starting with self-recognition and reflection, Participant 5 described some of the ways he and his team use surveys from staff, students, and families to reflect on their processes and collaboratively find solutions. "We do surveys all the time for everything… We look at them as a team. We say 'Okay, how could we do better in this regard?'" Both Participants 5 and 12 explained reading the survey responses require use of humility and consideration of the collaborative process. These are two of many examples provided by the charter school administrator study participants using humility when managing relationships in their organization by prioritizing collaboration in the decision making process.

A second distinct aspect of leveraging humility when managing relationships in their organization by institutionalizing collaborative decision making as an organizational norm focuses on the concept that charter school administrators, recognizing their limited world view is limited to personal lived experiences, are being purposeful and intentional in integrating stakeholders in collaborative decision making. Many times, charter school administrators involve voices of individuals who are not always present at the table; in fact, many charter school administrators made it a point to seek the input of marginalized populations. While a school administrator is in charge of leading teachers and making organizational decisions, study participants shared the purpose behind it all is students. So, charter school administrators are leveraging their humility to involve students. An example of how this is done was observed when Participant 3 was meeting with her ambassador team of high school students. She asked for their insights about the grading policy change which was in the implementation phase. Later that day she was attending an executive meeting to discuss the policy and wanted stakeholder experiences to be incorporated into the collaborative decision making process. Participant 3 said "teachers, leaders, and administrators at the schools have opinions of what is working and what is not. They're going to say what is working. We should ask the kids! They experience it." Students are one group of many stakeholders charter school administrators use their humility to purposefully involve in collaborative decision making; humility is asking individuals who are not part of the higher administration to be involved in decisions that have a direct impact on them.

Humility within relationship management with various stakeholders, across all participants, was apparent through data analysis in this study. Data showed charter school

administrators are intentionally seeking feedback from diverse populations, expressing to stakeholders their respect of the cultural nuances and seeking advice. Participant 10, complementary to Participant 3, meets regularly with his principal advisory panel of students discussing and developing aspects of importance such as school culture. In an interview, Participant 10 expressed his belief that the principal's advisory panel advances student voice, promotes belonging and equity among the diverse population of students, and incorporates their views into the collaborative decision making process. Both Participant 3 and Participant 4 said their student ambassadors are the face of their school. Participant 4 stated "they have a voice, a genuine voice." He also said that people who are truly humble do not have a problem sharing power or giving power to others, providing them a seat at the table.

The majority of participants including Participant 4 described the "beauty of giving people power." Participant 4 expressed the joy of witnessing teachers and students debuting better ideas and decisions than any one person could possibly imagine on their own. During his interview, Participant 4 communicated the institutionalized collaborative norm created with his organization for decision making has helped the team as a whole flourish. Likewise, was an example described by Participant 2 during her interview and analyzed as part of artifact data. Participant 2 exercised her humility with various stakeholders while she and one of her union representatives collaborated to advocate for equal district support for teachers as that of other schools within the district. Together they accumulated an extensive breadth of views surrounding their problem and composed compelling solutions which Participant 2 presented the importance of inclusivity to their director, resulting in immediate support to create collaboration time for their teams.

Another distinct aspect of institutionalizing collaborative decision making as an organizational norm shared through participant experiences was the humility used by charter school administrators in bringing together various stakeholders to collaboratively make decisions. Charter school administrators are building and managing strong relationships by creating opportunities for collaboration between stakeholders where they openly share that they do not know everything, and thus need the input of each other. One example of how this is done is when charter school administrators, including Participant 9, push the importance of stakeholders understanding they are experts in their own fields. Participant 9 expressed his sincere gratitude to his mentors and the experiences he had which taught him the importance of quality team collaboration. During his interview Participant 9 explained that he purposefully creates opportunities for stakeholders to openly collaborate. As an experienced charter school administrator of 28 years, Participant 9 institutionalizes an "everybody collaborates atmosphere, where they all talk, they all work together… in that very open relationship."

Use of humility to manage relationships by institutionalized collaborative decision making as an organizational norm by bringing together various stakeholders to collaboratively make decisions was a common response among participating charter school administrators in this study. Participant 12 explained stakeholders involved in the charter school have become accustomed to her bringing them together for crucial conversations. She provides them with time and space to have conversations and promotes collaborative decision making between stakeholders. Having such open conversations with and between stakeholders helps to improve overall decision making, as Participant 14 explained. He and his team "have a little bit of a mantra: we don't fake

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it until we make it; we absolutely face it until we make it!" They choose to collaborate with open communication acknowledging limits to their own knowledge and the need for each other's input. Participant 13 added to the importance of bringing individuals together into collaboration by saying "It's always the collective, right. We are doing a great job. It's not me doing a great job. It's everybody else doing a great job! If it was only one person, it wouldn't be such a great job." Although not all of their stories have been shared here, all 15 charter school administrator participants shared experiences of leveraging humility to manage relationships in their organization by institutionalizing collaborative decision making as an organizational norm.

Humility: Theme 3—Slowing Down Decision Making by Being Mindful to Ask Clarifying Questions

Charter school administrators were using humility when managing relationships in their organization by slowing down decision making by being mindful to ask clarifying questions in order to avoid making decisions that could cause harm to marginalized populations. This theme was showed through the data with a frequency of 30 and came from interview responses of 13 participants of this study, observations of charter school administrators as well as artifacts collected. Table 9 shows the source count and frequency count for Theme 3.

Table 9: Theme 3 Source and Frequency Counts

Humility Competency Theme Name	Source Count	Frequency Count
Slowing Down Decision Making by Being Mindful to Ask Clarifying Questions	16	30

Administrators taking time to mindfully ask clarifying questions, seeking full understanding before making decisions was a distinct aspect participants shared was

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essential to using humility in relationship management. This distinct aspect of charter school administrators using humility involved active listening and curiosity. Several participants expressed use of their curiosity to help them to delve deeper toward clarity before decision making. One example is that of Participant 7 who explained part of her humility is the use of curiosity, curiosity to slow down her own decision making to mindfully ask clarifying questions, questions which help her gain deeper understanding of the diverse populations she serves. Participant 7 stated in her interview that it is important to "Be curious, ask questions, and ask questions to make sure that I'm getting all of the information… if you would have asked a few more questions you would have had the clarity you need." An example of Participant 7 demonstrating her humility, curiosity, and slowing down of decision making to ask clarifying questions was observed by the researcher. A teacher was asking for help with a screaming and crying child. Rather than jumping to the rescue Participant 7 took time to ask a few questions, gain a better understanding of the situation, and support the teacher from afar by providing her with the tools to manage that relationship with her student in the moment. Participant 7 explained that just as there is not a perfect one size fits all response to a screaming and crying child, there is no magic tool to being humble. Likewise, in his interview, Participant 4 referred to slowing down the fast-paced charter school environment and decision making by asking questions, listening, and noticing behaviors and words. Participant 4 stated the role of a charter school administrator is "so fast paced… that you have to put the brakes on… ask lots of questions,… have amazing listening skills,… notice things and key words… with all of these things… you get a humility pie."

Another distinct aspect revealed by the data was charter school administrators acknowledge the diverse populations they serve and take time to slow their decision making by mindfully asking clarifying questions, questions which help them gauge the situation. Data analysis presented many examples of charter school administrators discussing and displaying humility competency taking time to acknowledge the diversity of stakeholders. Participant 7 acknowledged in her interview that taking the time to slow down decision making by mindfully asking clarifying questions to gain information is a regular occurrence in her role as charter school administrator. She stated in interview that she feels as though leaning on the skill of humility for her occurs "all the time" and "you almost can't take anything at face value… I get more information… talk… I want to be that humble leader… not someone who jumps to conclusions."

During her interview, Participant 8 retold an experience in which she described one of her magic tools to be implementation of love and logic. Participant 8 expressed that she is empathetic and delays decision making and consequences by waiting to talk with stakeholders. One of her families went to her administrator saying, "She has always helped me and has always solved my problems." Participant 8's administrator asked what she is doing, what they could do differently, to help families and students like she does. With this question asked of her, Participant 8 was speechless, but the family responded for her saying she takes time to listen and follows through; she asks clarifying questions, listens to stakeholder responses, and does what she says she is going to do. Yet, Participant 8 stated "It's hard for me to put into words what I do. I get up in the morning. I come to work. I try to be outside welcoming parents and students… to be that smile." In the same way as Participant 8, many of the participants questioned their own humility,

but acknowledging taking designated time out of their busy day to greet families and students daily, to conversate with them, get to know them, and ask questions to manage relationships.

As expressed in the above quotes by both Participant 7 and Participant 8 and as confirmed by a review of the data, humility for these leaders is part of their personality. It is important to note that personality is not fixed but can be developed. Within this theme multiple examples of humility have been shared from the experiences of Participant 4, Participant 7, Participant 9, Participant 10, Participant 12, and Participant 13. Surprisingly, each of these participating charter school administrators acknowledged the continued need to improve their humility and were those who amply provided more examples and demonstrations of leveraging humility in their leadership. They recognized the importance of humility in their roles as leaders in such culturally diverse settings. Many of them expressed their desire to work toward being more humble. Participants conveyed interacting daily with widely diverse stakeholders with humility is an integral part in relationship management. Slowing down decision making by mindfully asking clarifying questions comes naturally to most participants. Participants of this study say humility is engrained in their personalities.

Sub-Research Question Two: Relationship Building Competency

How are charter school administrators using relationship building when managing relationships in their organizations? was the research sub-question aimed to explore how charter school administrators use the Cultural Agility Relationship Management competency of relationship building within their leadership to manage relationships. After close examination of the data, three themes emerged within the focus of how

charter school administrators use relationship building when managing relationships within their organizations (see Table 10). The three themes had frequency counts between 46 and 67 from at least 18 sources. Each of the three themes is presented in its own section with an introduction and description. Quotes from participants are included which demonstrate the use of building relationships by charter school administrators within their relationship management roles.

Table 10: Relationship Building Competency Themes

Relationship Building Competency Themes			
Theme Number	Theme Name	Source Count	Frequency Count
Theme 4	Consistently Following Through as One's Authentic Self to Build Rapport	27	67
Theme 5	Intentionally Creating Time and Space for Stakeholders to Share Openly to Forge Strong Relationships	37	65
Theme 6	Intentionally Cultivating a Psychologically Safe Space for Stakeholders with Diverse Backgrounds and Ideas to Build Trust	18	46

Relationship Building: Theme 4—Consistently Following Through as One's Authentic Self to Build Rapport

Data from this study points to several ways charter school administrators use building relationships. With a frequency of 67, the first way charter school administrators were using building relationships when managing relationships in their organization was by consistently following through as one's authentic self to build rapport. This data came from interview responses of 15 participants of this study, observations of charter school administrators as well as artifacts collected. Table 11 shows the source count and frequency count for Theme 4.

Table 11: Theme 4 Source and Frequency Counts

Relationship Building Competency Theme Name	Source Count	Frequency Count
Consistently Following Through as One's Authentic Self to Build Rapport	27	67

As the participants of the study shared their experiences of leveraging relationship building in relationship management, one distinct aspect of relationship building by consistently following through as one's authentic self to build rapport with stakeholders, getting to know them personally and professionally. An example of this can be seen in the experience Participant 8 explained during her interview. Participant 8 shared that starting off the school year at a new charter school, she was welcomed to the team with a parent whom her colleagues said had lost trust with everyone. The mother was at a point with school staff that she did not like speaking with anyone because she did not believe them. Participant 8 started having short conversations with mother. One day this mother let Participant 8 know she did not believe the things being said about her son. Acknowledging she had consistently followed through as her authentic self to build rapport between herself and this mother, Participant 8 stated they had built rapport with each other to the point the mother started to trust Participant 8. Then Participant 8 overheard the son speaking in the quad. She contacted mother and let her know "I need to talk to you… Nobody told me. I heard him. These are the words he used." After having been contacted numerous times by various people in the organization and not believing them, the child's mother believed Participant 8. Their relationship had been built over time, getting to know one another and building rapport.

Another way in which the data showed charter school administrators build rapport with stakeholders by consistently following through as their authentic selves is that building rapport sometimes is taken on by parents or other stakeholders. For example,

when a mother confronted Participant 8 on her first day at the new charter school.

Participant 8, an experienced administrator of over 30 years, explained in her interview that she was manning the back gate during morning drop off when she was challenged by a mother. Being consistent to the campus rule and her statement to the mother, Participant 8 did not allow mother on campus with her student. Immediately following the long ordeal mother spoke with another administrator and let him know how she pushed and pushed, but Participant 8 held her ground and that she was going to be okay. Still surprised by recollecting the experience Participant 8 stated "Wow, seriously! You were just testing me? She was testing whether I was going to break." In both of these scenarios shared by Participant 8, it took building rapport within relationships for these mothers to have confidence in knowing Participant 8 was being true to her word and there for the best interests of their children.

Just as Participant 8 builds relationships by building rapport, getting to know stakeholders, and showing them her authentic self, other study participants shared experiences of relationship building by consistently following through as one's authentic self to build rapport. According to the data charter school administrators who consistently follow through as one's authentic self to build rapport are able to build strong relationships by seeing people as individuals in addition to the roles in which they serve, focusing on the diversity of experiences that are brought to the table to create a positive environment. Being an administrator within such a diverse population of stakeholders, Participant 11 said it is important to get to know stakeholders as people, to understand the bigger picture of who they are by gaining more understanding of them. Likewise, Participant 13 explained in her interview that she takes time to build relationships by

getting to know more about who individuals are and what they like which builds out more opportunities for conversations and strong rapport.

The tactic of taking time to create relationships through building rapport with stakeholders by getting to know them personally and professionally was observed with Participant 10 who took time to converse with a teacher who had just returned from her honeymoon. He used his knowledge of her to further their relationship by asking about her wedding and new spouse, showing he cares about her as an individual, and building rapport. During the interview Participant 10 shared that a person is not going to have a great relationship with anyone until the rapport has been built and the person feels comfortable in the relationship. Participant 15 explained that on a daily basis she uses building relationships with people by developing understanding of them both professionally and personally which lends itself to credibility and connections with them. An example from Participant 15's interview of this came in the form of a teacher running late to a morning meeting. Participant 15 took the time to get to know the teacher's situation and understand what was going on behind the scenes. She said "just recognizing that piece is important… then being able to circle back to her to show that I care… that makes a difference to her."

Communicating a sincere sense of caring is a second aspect of how charter school administrators are using relationship building to manage relationships within their organization by consistently following through as one's authentic self to build rapport. Just as Participant 10 asked about an important life event of a teacher and how Participant 15 connected with a teacher who ran late to their meeting, the majority of participants expressed they communicate their sincere sense of caring to diverse stakeholders. Some

may think of this next example as elementary, because it is; yet it is also very sophisticated. For example, imagine being a 32nd year teacher at the same school, surrounded by peers who are equally as experienced, requesting that the district hires a new "superhero" principal. Caring is then shown through welcoming and nurturing a new principal who is younger and has fewer years of experience than the seasoned teachers. In addition, caring must come from the leader. In this example, knowing the staff's superhero request prior to beginning the school year, the new administrator empowering staff by asking all staff members to help her write collective resumes, including office staff and custodians. On the first day of school, Participant 2 went to each staff member and took their first day of school picture then sent the picture to a loved one of each person and thanked them for sharing that person with the team for the school year. In addition, the new administrator created a display on the main bulletin board title "One Team, One Dream: 655 Years of Experience." Walking into the front office was this display of staff pictures and years of experience. These examples of getting to know people and showing caring reduced the superhero expectation, and created a team of which she was just one part of. Participant 2 shows her stakeholders her authentic self and her sincere sense of caring for them as she "walks the talk and gets in the trenches with us," as one of her teachers said during an observation. In her interview Participant 2 stated "It's awesome! Now, they feel like they belong, they are part of [the team] and that's when the magic starts to happen."

In the same vein, Participant 4, Participant 6, Participant 7, Participant 8, and Participant 9 shared communicating their sincere sense of caring helped them create a sense of belonging among stakeholders. Consistently following through as their authentic

selves, these administrators build rapport with their stakeholders creating belonging and forging strong relationships. Demonstrating this idea Participant 6 made sure the interview for this study was completed in time for her to say goodbye to her staff at the end of the workday. Participant 6 said she takes time to say good morning and goodbye to her staff each day and intentionally praises the hard work and accomplishments of her stakeholders.

Like Participant 6 taking time to communicate a sincere sense of caring, Participant 4 said he praises, thanks, and celebrates the little things. He explained in an interview that even when working with gang members, instead of having a mentality of seeing them as violent and dangerous young people, it is important to express that he cares. Participant 4 listens to his stakeholders, learns their why, and builds upon their experiences to help show them a positive path in life, one toward positive belonging. In his interview Participant 4 said "You have to try to figure out the why… to listen to why and a lot of times it's that they want to belong. They want to be loved and this gang gives them a sense of that… your role is to just show them a different path and let them choose that path." To help build rapport with stakeholders Participant 4 explained that he shares personal stories, experiences of growing up on food stamps, repeating 10th grade three times, dropping out of school, and involving himself in wrong situations. Every person at his charter school calls Participant 4 mister instead of doctor and prominently displayed on his office wall is his GED along with a food stamp. He says a piece of building rapport is letting stakeholders know you are at the same level as them, that we are all humans; no one person is better than another. He explained his role is supporting those he works with through his charter school leadership.

Another distinct aspect of building relationships within charter schools has been shown through participants revealing of self, just as Participant 4 did in sharing his story. Echoing with the statement of Participant 12 was a recurring sentiment of many participants "my number one tool is having honest, open conversations and being able to reveal a little bit about myself… you have to be able to show people that what I'm telling you is true… I'm giving you the honest, true version of myself as much as I possibly can." Data analysis showed charter school administrators are building rapport and relationships around this sentiment, revealing themselves honestly and openly with vulnerability to build the framework of their relationship, like the chassis of a vehicle is the frame and main support of the vehicle. Having rapport within a relationship, similar to the chassis of a vehicle, supports the relationship even when it is in the process of being built and when there are difficulties in need of repair.

These personal stories can lead to extreme emotional reactions as rapport is not just one sided. The leader is also highly connected to their stakeholders and feels a deep sense of responsibility. For example, the case of Participant 4 vomiting in the restroom after graduation commencement because he had signed a diploma for a student who had met all state requirements but was not adequately literate and could not put together a resume. He shared during the interview that his experience living in another country and the feeling of being illiterate pained him each graduation ceremony knowing there is even one single student who cannot read walked across the stage. His experiences and passion about literacy, and him revealing his experiences, created rapport with staff and build the framework of their literacy initiative. Participant 4 stated "A lot of stories about failures, about pain, those are the connections that bring us together."

Similar to Participant 4's experiences revealing his honest and true self to build rapport with stakeholders, other participants shared stories of revealing personal experiences with stakeholders. Participant 5 explained in his interview that he finds it easiest to give personal examples of taking risks and the results of those risks in an effort to build rapport and relationships with stakeholders. Additionally, Participant 8 who works in a multilingual charter school shared in her interview that she reveals her personal stories of learning English as an older child to her students and families which supports rapport building with stakeholders. She tells them "Your Spanish is going to be better than my English in the future just in practice and now you have us to help you get there… sitting here having a conversation with you is surreal for me still today… it's imposter syndrome. It's like it's not even me."

A last remark on how charter school administrators use relationship building to manage relationships in their organizations by consistently seeing others as fellow human beings in order to build rapport and ultimately collaborative relationships. Through 100% of interviews these administrators stated acknowledgement that building rapport requires them to consistently follow through as one's authentic self, recognizing the value of each other, and that once rapport is built relationships are still a continual process of building. Relationships are "something that needs to be continually built. I don't think our relationships are ever going to be finished" (Participant 11). "Every interaction that you have with someone is relationship building… all day, every day… every reaction and interaction I have is an opportunity to build a relationship" (Participant 3). All 15 study participants, despite not all being retold within this theme, shared experiences of building

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relationships when managing relationships in their organization by consistently following

through as one's authentic self to build rapport.

Relationship Building: Theme 5—Intentionally Creating Time and Space for Stakeholders to Share Openly to Forge Strong Relationships

Data from this study points to several ways charter school administrators use

relationship building. With a frequency of 65, a second way charter school administrators

were using relationship building by intentionally creating time and space for stakeholders

to share openly to forge strong relationships. This data came from interview responses of

14 participants of this study, observations of charter school administrators as well as

artifacts collected. Table 12 shows the source count and frequency count for Theme 5.

Table 12: Theme 5 Source and Frequency Counts

Relationship Building Competency Theme Name	Source Count	Frequency Count
Intentionally Creating Time and Space for Stakeholders to Share Openly to Forge Strong Relationships	37	65

Through data analysis, a distinct aspect of relationship building was focused on

how these administrators create regular opportunities for relationship building.

Acknowledgement of the need to create and follow through with regular opportunities for

interactions seemed to be the staple of how leaders were able to leverage relationship

building to form and manage strong relationships. It is through these regular

opportunities that charter school administrators were able to intentionally provide time

and space for stakeholders to share openly and forge strong relationships. One example of

how this was done is when Participant 10 shared in his interview that, just like being a

teacher in a classroom, he spent the majority of the time at the beginning of the school

year developing relationships. With 37 years of experience Participant 10 first

acknowledged the importance of developing relationships from the beginning and continuing to build and manage relationships. As a firm believer in equity, an example provided by Participant 10 was an activity with staff at the beginning of the school year called an equity line or privilege walk. For this activity each person stands in a long line, as questions about privileges such as "Has your electricity ever been turned off?" are asked participants take a step back for yes. He explained there was a large difference of privilege amongst the staff and that this activity sparked conversations about how as a child these privileges are outside of the person's control. Participants in the activity brought each other back together all to the same starting point. Participant 10 expressed intentionally creating time and space for stakeholders to share openly in such interactions has helped build strong relationships.

Data analysis revealed study participants' belief creating regular opportunities for relationship building helps them get to know stakeholders by providing them time and space to openly share and forge strong relationships. During his interview, Participant 10 said the more time he spends with and among stakeholders the more he is able to know. Similarly to Participant 10, Participant 12 made it her mission to get to know her stakeholders. For one teacher in particular, Participant 12 stated she felt drawn to create more time and space, so Participant 12 created opportunities for the teacher to speak and express her thoughts and feelings. She created space for this teacher to openly share and forged a strong relationship with her through providing the time and space to build their relationship. She learned what the teacher needed in the relationship with administrators, acknowledging what she could do, and followed through and thus forged a strong relationship opening the door to further opportunities for relationship building. As part of

her interview Participant 12 said "When I first came to get to know that particular teacher… why do you feel that way?… opening the door because she's used to not being able to say how she feels." Participant 12 explained providing opportunities for this teacher and others to openly share has "really been helpful."

A majority of charter school administrators shared through interviews their open door policies provide stakeholders time and space to approach them at any time they are not behind a closed door, which comes as a second distinct aspect of how these administrators are using relationship building to manage relationships by intentionally creating time and space for stakeholders. In other words, time is important, but the open door provides space. Participant 8, Participant 10, Participant 12, and Participant 13 who intentionally place themselves in the midst of student pick up and drop off each say this creates both time and space for stakeholders to openly share with them. In her interview, Participant 8 said being outside provides stakeholders opportunities to speak with her without ever entering the building or even leaving their vehicle. In this way, she removed not only the door, but the office and she joined the space of the families. She intentionally creates this time and space for stakeholders to approach and share with her without the potential intimidation of entering the administration office. An example she provided was of a parent who shared with her an incident which would not have been shared otherwise. Participant 8 said

> A parent came to me this morning out there… He said 'I want to tell you something'… He was not going to come to the office, but he saw me out there… I make myself approachable… I'm not inside… I'm on the other side. That is why I've solved many problems and built many relationships. I go over there and they talk to me.… We make ourselves approachable so students, parents, or others are not intimidated when they come in the office.

In the interview, Participant 8 expressed her delight in creating time and space for stakeholders to share with her outside of the office. In a similar vein, Participant 13 said she enjoys her time outside during pick up and families share a lot with her including time getting to know younger siblings years before they start attending the school. Participant 13 said at the "pick up line I get to know my families… that to me is my number one best way to build relationships."

Data showed a third distinct aspect of how charter school administrators use relationship building to manage relationships within their organizations by intentionally creating time and space was through the use of sharing openly and positively with stakeholders. In other words, time and space are not enough if there is not bidirectional sharing, with stakeholders being open, and the administrator being equally forthcoming. One of the many examples of charter school administrators sharing openly and positively with students was with a particular student who Participant 14 spoke with often in regard to behavior. During the interview, Participant 14 stated "he's 12, but whatever! He needs to know what you know. So, I went to him… I let him know… and saw this calm on his shoulders. We talked and the next day had lunch and just openly chatted." Participant 14 acknowledged creating time and space for himself and this student to openly share has helped build a strong relationship between them to the point of a positive change of trajectory, increased sharing, more accountability, and fewer behavioral incidents.

A second example from data came in the form of an observation of Participant 2 who demonstrated the aspect of charter school administrators sharing openly and positively with students. During an observation and while making rounds with Participant 2, she took time to speak with a student and ended up allowing this student and another

student eat their lunch in her office so they could each take the time and have the space they needed to take a break before sharing with her. Participant 2 expressed to me that she regularly shares openly and positively with students on campus and in her office to forge strong relationships. She explained that open and positive sharing in a comfortable space cultivates within stakeholders to share openly and forge strong relationships.

Yet communication is not only face to face. Emails provided by Participant 3 showed her open and positive sharing with community stakeholders' who expressed their appreciation for the time and space she created for them to share openly their resources, as well as tour and learn about the charter school. As part of their email thread Participant 3 shared her outlook on change within education and passion for equipping students with voice and tools. After time spent together, a stakeholder wrote "getting to hear directly from your [student] ambassadors and witness… their unique perspectives, vulnerability, and thoughtful and honest dialogue blew me away." This stakeholder expressed her gratitude to Participant 3 for her openness and stated the time and space she experienced with Participant 3 and her team left her energized and inspired personally and toward their continued contact. Moving toward further sharing, Participant 3 wrote "We can circle back… [we'll] block off time… then calendar time to meet again." Another community stakeholder wrote "I just wanted to… chime in on all the wonderful things… the time she has spent… I am inspired… and look forward to the group of us coming together… to reflect on and brainstorm areas of collaboration." Data from Participant 3 and other participants demonstrated how they use relationship building to manage relationships within their organizations by intentionally creating time and space for

stakeholders to share openly, which leads to strong relationships through use of open and positive conversations with stakeholders.

Relationship Building: Theme 6—Intentionally Cultivating a Psychologically Safe Space for Stakeholders with Diverse Backgrounds and Ideas to Build Trust

Charter school administrators were using building relationships when managing relationships in their organization by intentionally cultivating a psychologically safe space for stakeholders with diverse backgrounds and ideas to build trust. This theme was showed through the data with a frequency of 46 and came from interview responses of 15 participants of this study, observations of charter school administrators as well as artifacts collected. Table 13 shows the source count and frequency count for Theme 6.

Table 13: Theme 6 Source and Frequency Counts

Relationship Building Competency Theme Name	Source Count	Frequency Count
Intentionally Cultivating a Psychologically Safe Space for Stakeholders with Diverse Backgrounds and Ideas to Build Trust	18	46

The sentiment of trust emanated through the interview responses of all 15 participants of this study in several ways. One distinct aspect of how charter school administrators are intentionally cultivating a psychologically safe space for stakeholders with diverse backgrounds and ideas to build trust is by expressing they genuinely care, providing support, and creating an atmosphere where stakeholders understand these administrators are working toward the best interest of students. Participant 15 summed up this idea by saying

> relationships are important across the board and trust needs to be built with everyone, not only for the credibility and validity.… Trust needs to be there for the decisions that I make as a leader of the school… showing we care… and support the students.… It's important everyone have that trust that we're making

decisions that are in the best interest of the entire organization and the students. (Participant 15)

Charter school administrators, such as nine of this study's participants, tell families and students their mission, their goal is to serve and support students which to them means in building relationships making sure students feel comfortable and safe in their learning environments. For example, in her interview Participant 12 shared the story of a student who had been suspended a few times. When the student went to her office again, Participant 12 cleared her desk and told him "That's your half. This is my half." They worked side by side the whole day, getting to know one another. She learned of his story, who he is, and what makes him behave the way he does. Participant 12 said "knowing someone's story… and honoring what makes them tick,… by building that relationship in this setting… you can help them." She works to open the mental door, shows them she cares, and is coming from a place of wanting to help them do their best. Participant 12 tells stakeholders "Just opening that door… that's what's going to help me help you… I actually care… I want to help you… and I want you to be the best you can be… trust me." Working with parents, Participant 12 explained is similar in that she finds providing a psychologically safe space for them to "let it all out" tends to work better toward helping them. Taking the time to intentionally cultivate psychologically safe space for stakeholders builds trust between them and administrators to the point they feel comfortable communicating with each other in future scenarios whether that be positive or in times of need. While Participant 9 stated in his interview "that relationship built… ripples into a lot of their decision making."

Like the ripples of expressing genuinely care, providing support, and creating an atmosphere where stakeholders understand administrators are working toward the best

interest of students, data from this study also demonstrated the ripple effects of the

second distinct aspect of intentionally cultivating a psychologically safe space for

stakeholders by creating a belief system of positivity and growth mindset. As part of his

interview, Participant 4 shared that he builds relationships with storytelling and sharing

"what can be" consistently working toward creating an organizational belief system

through talking about "what can be." An example Participant 4 portrayed in his interview

was an emotional one of his experiences on 9/11 at their school in South Bronx where

they could "see the smoke from the school and we know what was happening." He

described the experience as a different humbling of self, one of situational leadership

unlike any other besides maybe Pearl Harbor. Their school, he said, built for a student

body of 1,200 was crammed beyond capacity with 3,600 students and considered one of

the most violent schools in New York. But on this day, September 11, 2001, Participant 4

told his staff "I'm great because of you. It is the greatest honor of my life, serving

alongside professionals like you with what we accomplish here." He expressed, without

proof through research but through his deep belief, that it was because of the intentional

cultivation of a psychologically safe space and belief system of positivity and growth

mindset of stakeholders that three things were possible. First, on 9/11 he and the entire

school staff stayed and took care of 3,600 of other people's children while "every parent

in America ran to school to pick up their child, you guys stayed… not one of us here left

the post." Secondly, despite being threatened to evacuate or be killed by the gang

members reflecting on the event, stakeholders "laughed" because they were

psychologically safe and had built a relationship of trust. Last, having "twenty-two

different gangs on one campus… we went without a single incident of gang related violence... for a whole year."

Participant 4 expressed his sincere gratitude for his New York staff and his current staff who together have a positive "what can be" belief system, which has helped them cultivate psychologically safe space for stakeholders and further their organizational goals for student success. Their belief system is evidenced, as Participant 4 reflected on during his interview, by their students. One example shared as part of Participant 4's interview of a student who embodies evidence of their belief system is that of a student who started at the charter with fights, suspensions, and "could maybe put two sentences together." Working with this student, like they do all students, Participant 4 and his team cultivated a psychologically safe space and built trust by modeling their belief system. Through their intentional efforts, this student is able to write three paragraphs, "speaks amazing" and is an ambassador for the school. The level of trust cultivated within these relationships has enabled this student to be a leader and even take control of site keys to provide tours of the campus.

Another notable example came from Participant 7. One of the ways to build relationships, Participant 7 shared she does this through intentionally cultivating psychologically safe spaces for stakeholders with diverse backgrounds and ideas to build trust by use of positive office referrals. One of the current positive office referrals was shown to the researcher during the interview while Participant 7 explained positive office referrals are referrals from herself or staff who witness students doing something positive. A positive office referral form is completed by the person referring and provided to Participant 7 who calls home. "Good morning.… I'm calling for a good reason.… their

stress level goes way down." She said her calls include praise of the family for raising a good child and helping create the heart shown by students. She celebrates the positive referral on the phone with family and brings the student in to celebrate them. On the wall behind her desk Participant 7 has a clip board listing every student on campus, which she uses for notes and highlights student names as she makes positive referral calls. She expressed in the interview that use of positive referrals helps her cultivate psychologically safe spaces with stakeholders, build rapport, trust, and support.

As the participants of the study shared their experiences of leveraging building relationships in relationship management, a third distinct aspect of intentionally cultivating a psychologically safe space to build trust is by consistently hearing the needs of stakeholders. Many participants expressed that a widely diverse population of stakeholders consists of many various needs. Data from participant interviews illustrated that the developing of trust and building relationships comes easier when charter school administrators listen to the needs of groups and individuals in a diverse population. During his interview, Participant 14 elucidated the importance of stakeholders having trusting relationships within the charter and feeling they have made the correct decision to select the school as charter schools are schools of choice. He explained one of the keys to effectively running a charter school is acknowledging the importance of relationships with stakeholders because they choose to be there at that charter school.

> It's relationship drive… trust in our organization… really about either building, maintaining, or reinforcing relationships.… One of our mantras here is… as we are schools of choice, everyday it will be a reminder to our families that they have made the right choice [which] also translates over into our staff, who don't have to be here. (Participant 14)

Participant 14 expressed in his interview that he intentionally cultivates a psychologically safe space for stakeholders, hearing their needs, and ensuring clarity to be "able to have that level of trust and respect that we could have that conversation." He sketched this picture of intentionally cultivating psychologically safe spaces for stakeholders to build trust by hearing their needs because although all the study participants are administrators of public charter schools, charter schools are schools of choice. Families choose to enroll their students at these schools and can change their choice at any given time if they do not feel as though the charter is a psychological safe place or otherwise for their student(s). So, hearing stakeholder needs and attending to those needs are, Participant 14 said, an important aspect of charter school administration.

Beside the importance of trust and attending to the needs of stakeholders in relationship building as expressed by Participant 14, Participant 8 shared several examples in her interview of how charter school administrators building trust by consistently hearing the needs of stakeholders. Among the several examples shared by Participant 8 was one of a family. This family had a few students attending the charter school when one night their house burned down. The following day they attended school, but two were not wearing their uniforms. Staff spoke with the students and listened to their story, heard their needs. The team made sure the whole family had clothes, uniforms, and a donation of more than what was needed for the family. During the interview, Participant 8 expressed her entire staff helps to cultivate a psychologically safe space for stakeholders where they feel they can "trust us to come and say to us this happened. I need help."

Sub-Research Question Three: Perspective Taking

How are charter school administrators using perspective taking when managing relationships in their organizations? was the research sub-question aimed to explore how charter school administrators use the Cultural Agility Relationship Management competency of perspective taking within their leadership to manage relationships. After close examination of the data, three themes emerged within the focus of how charter school administrators use perspective taking when managing relationships within their organizations (see Table 14). The three themes had frequency counts between 43 and 64 from at least 16 sources. Each of the three themes is presented in its own section with an introduction and description. Quotes from participants are included which demonstrate the use of perspective taking by charter school administrators within their relationship management roles.

Table 14: Perspective Taking Competency Themes

Perspective Taking Competency Themes			
Theme Number	Theme Name	Source Count	Frequency Count
Theme 7	Taking Time to Prioritize Perceptual Perspective	25	64
Theme 8	Honoring Humanity with Acknowledging Stakeholder Motivations	20	46
Theme 9	Asking Clarifying Questions to Actively Seek Conceptual Perspective	16	43

Perspective Taking: Theme 7— Taking Time to Prioritize Perceptual Perspective

Data from this study points to several ways charter school administrators use perspective taking. With a frequency of 64, the first way charter school administrators were using perspective taking when managing relationships in their organization was by

taking time to prioritize perceptual perspective. This data came from interview responses of 15 participants of this study, observations of charter school administrators as well as artifacts collected. Table 15 shows the source count and frequency count for Theme 7.

Table 15: Theme 7 Source and Frequency Counts

Perspective Taking Competency Theme Name	Source Count	Frequency Count
Taking Time to Prioritize Perceptual Perspective	25	64

As the charter school administrator participants shared their experiences perspective taking of diverse populations of stakeholders, one distinct aspect was how charter school administrators take time to prioritize perceptual perspective by being cognizant of the reality of multiple perceptions of the same experience. Data showed this is an important because a stakeholder's perspective is their reality and understanding that perspective helps build and manage the relationship with that person. It is through their own perceptual perspective that people make decisions based on their understanding and experiences. So, taking time to prioritize perceptual perspective is important to a charter school administrators because they use their understanding and experiences to make decisions which affect many stakeholders.

An example of how charter school administrators are cognizant of the reality of multiple perceptions of the same experience came from Participant 10. During his interview, Participant 10 explained perceptual perspective for him in any of his roles as a charter school administrator, teacher, and coach has been similar in that he analyzes his team and individuals' needs, strengths, and weaknesses then makes an action plan to help them as a whole and individuals improve. "You break down specific needs… as a leader… I am a coach that is able… to analyze my team,… create an action plan… to

assist my players to be able to be better, even professionals." Participant 10 stated for him to have the data needed to analyze and help he needs to take the time to gather knowledge and data through relationships and interactions. One of the ways he gave as an example is being in the classrooms of his teachers on a regular basis. An observation of Participant 10 revealed the staff is used to his routine of coming through their classrooms and providing them feedback and tips. This data also showed that true to his word during the interview, Participant 10 prioritizes his time being in the atmospheres of each classroom, being cognizant of the reality of multiple perceptions of the same experience, and has built in reflection time which helps him focus on increasing his perceptual perspective.

Similar to how Participant 10 makes himself cognizant of perceptual perspective by taking time to analyze and plan for his stakeholders, Participant 12 is cognizant of the various perceptual perspectives of her stakeholders. She takes time to prioritize perceptual perspective by actively reflecting within her own interactions and modeling this behavior with stakeholders. The main questions she asks herself and of stakeholders is "but are they wrong?" This question for her is a reminder to reflect, a reminder to assume best intentions and see the experience through the other's perceptual perspective. An example provided by Participant 12 is one of working with an upset parent. As part of her interview, Participant 12 spoke of an experience with the parent, asked herself "but are they wrong," asked the parent "but was the teacher wrong," and asked the teacher "but was the parent wrong?" The answer to each of the questions was no. No person in the scenario was wrong for what they did or the way they felt; they just needed to take the time to recognize the others' perceptual perspectives and make each other aware of their own thoughts and feelings. Participant 12 expressed perceptual perspective as perceiving

reality from where the stakeholder is at. She explained that no two people are at the same place mentally or physically and therefore each person has their own perceptual perspective.

Many study participants noted through various examples, as a second distinct aspect of how charter school administrators are using perspective taking, willingness to be open to perspectives is not enough, that taking time to prioritize perceptual perspective helps charter school administrators find the common ground between diverse stakeholders to bridge perspectives toward common goals. Participant 13 explained as part of her interview that even though stakeholders are not all experienced educators such as herself, she knows making a conscious effort they can find common ground and see eye to eye toward their common goal of helping students succeed. Through an example of a parent telling his child to hit another student, Participant 13 described how her belief system is different from that of others and that despite being different neither perspective is wrong. The administrator and the parent need to find common ground by which to understand each other's perceptual perspectives and move forward accordingly to help the children in the scenario. Participant 13 illustrated various perceptual perspectives in this experience which helped her work through finding common ground with the parent and work toward their common goal. She said, "I make a conscious effort to put myself in their shoes… look at it from their perspective, making sure that I am seeing all of these angles and reevaluate.… If you have 100 employees, you have 100 different perspectives… put those all together and make something work."

In a similar vein, some charter school administrators use their stakeholders' perceptual perspectives collectively to increase their own perceptual perspective. For

example, Participant 15 explained each group of stakeholders sees student needs and various interactions in different ways such as a parent working with their child at home, a proctor with the student on the playground, or a teacher in their classroom. During her interview Participant 15 said each of the "deeper, closer lens" or perspectives collectively creates a "library of information" from which she can increase her perceptual perspective of stakeholders and their needs to help her make decisions toward meeting their common goals. Participant 15 gathers information from multiple sources, looking for commonalities and differences in perspectives. Participant 15 stated as a charter school "administrator, my decision making has to take into account the impact of that day to day and all of the deeper, closer lens [of all stakeholders] those different perspectives… make the school better."

Data from the study participants demonstrated another distinct aspect of charter school administrators' perspective taking with diverse stakeholders is through taking time to capitalize similarity with stakeholders to increase accuracy of perspective. For example, during an interview Participant 12 told the story of a student and a teacher who were having some difficulties getting along. Pulling the two of them together for a guided conversation, Participant 12 was able to get both student and teacher to share some of their stories with one another, express their feelings and intentions, and then asked them how they could move forward. Capitalizing upon their similarities they came to a friendly resolution because they were able to increase accuracy of their perceptual perspectives. Participant 12 said in her interview that the cooperation and understanding of each other's why, increased accuracy of their perceptual perspectives was necessary for this student and teacher to capitalize their similarity and cooperate with one another.

"Perspective… it's about seeing each other's side, seeing each other, and knowing each other's story" (Participant 12).

Many of the study participants shared the idea that themselves, stakeholders, all people, no one person is perfect. During interviews, 13 participants said we are all "human" and "make mistakes." It is from sharing stories of those imperfections and mistakes that people can connect with one another and find similarities which help manage relationships and increase accuracy of perceptual perspective. One example of this was told by Participant 9 of how he prioritizes perceptual perspective with students by capitalizing on similarity with them. Participant 9 tells them stories and spends time explaining some of his childhood experiences that relate to the individual student. As an administrator who is helping these diverse students, he takes time to prioritize perceptual perspective and uses his own experiences to find commonalities with students. Through finding similarities Participant 9 is able to have conversations with students enabling him to gain more insights and increase his accuracy of perspective. In his interview, Participant 9 explained how he tells of these experiences and then says to the student "I've never been a perfect child, but I don't understand this. Can you walk me through this decision?" Participant 9 capitalizes on similarity with students through his past experiences, sharing these experiences to demonstrate to students he can relate to them and is not judging them, rather is there to help guide them.

Much like Participant 9 capitalizes similarity with students through his own experiences, data show charter school administrators have experiences similar to diverse stakeholders which they use to increase accuracy of perceptual perspective. One of many ways these administrators capitalize similarity to increase accuracy of perceptual

perspective with stakeholders is reflecting on their own experiences as parents. For example, in her interview Participant 7 said she "knows what it is like" and has the shared "perspective of a mom" with many of her students' families and colleagues. Also, as an administrator who has previously been in the classroom Participant 7, and all of the study participants, can capitalize on their similarities and increase accuracy of perceptual perspective through their shared experience of having been a teacher in the classroom. Participant 7 stated in her interview "Having been a teacher in the classroom, it makes it easier for me to understand their perspective… and telling the teachers I completely understand what you're saying… let's collaborate on some ideas."

Perspective Taking: Theme 8—Honoring Humanity with Acknowledging Stakeholder Motivations

With a frequency of 46, the second way charter school administrators were using perspective taking when managing relationships in their organization was by honoring humanity with acknowledging stakeholder motivations. This data came from interview responses of 14 participants of this study, observations of charter school administrators as well as artifacts collected. Table 16 shows the source count and frequency count for Theme 8.

Table 16: Theme 8 Source and Frequency Counts

Perspective Taking Competency Theme Name	Source Count	Frequency Count
Honoring Humanity with Acknowledging Stakeholder Motivations	20	46

Data analysis of participants' shared experiences of using perspective taking within diverse populations of stakeholders revealed one distinct aspect is that stakeholders deeply care and want to advocate out of love. This study's participants

conveyed that it is with a deep sense of caring stakeholders honor humanity by taking personal responsibility to advocate for students. A recurring sentiment of many participants echoed in a statement by Participant 3. As part of her interview Participant 3 said "That's the information that they have and they're caring. They care about their kids, and they want to be their child's advocate." An example of this came from the interview of Participant 12, who told the story of when she was Mama Bear going to her daughter's school to resolve an issue. She took time to honor humanity with acknowledging stakeholder motivations and considered as an administrator who understands the school's perspective in similar scenarios, but also as a mother in this scenario, "I was Mama Bear and ready to jump on the first person I got ahold of.… Wait! Slow down. You've heard this side of it… what if my daughter perceived it in a different way than the teacher was trying to deliver it?" Similar to Participant 12, the data from the interviews revealed many instances of participants starting explanations of perspective taking through personal stories of their own children. Stakeholders want what is best for students, whether it is their own children or the children of others they are in a position to support.

Data from this study demonstrated stakeholders of various degrees are looking out for the best interests of students from their own perspectives, such as Participant 12 who jumped into action as Mama Bear. In another example, as part of her interview Participant 8 shared the story of a student who told her grandmother she got slapped in the face by another student. The next day, her grandmother takes her to school, but mother who is a sheriff calls grandmother and tells her to pull her out of school at 9:15 am. Mother and grandmother's perspective is their loved one was assaulted at school. Upon receiving an incident report about the situation, at 2:16 pm, Participant 8 realizes

the student who had reported the incident is not at school. Participant 8's perspective is she cannot do much to resolve the situation today as it is the end of the school day and neither student is available to speak. So, she watched the campus video of the incident. The next morning, the office staff let mother know the administrator had begun looking into the incident and requested for the student to be left at school so she could speak with her and get more information. Participant 8 sat with this student and her friend who had slapped her. Together they watched the 15-minute video of the incident. "What's going on there?… Tell me what's going on there. I squirt juice in her face.… juice again… We were relaxing after that.… I hit her.… They keep laughing and giggling for another seven minutes." As friends these two fourth grade ladies were goofing off, learning to deal with their own situation. But when one of them told her grandmother a partial story mother and grandmother came into the school like Mama Bear pulling her out of school, saying they'd unenroll her, and telling her not to have contact with the other student. The mother told Participant 8 "I don't want her to go back because I do not think she is safe." The mother's motivation, which Participant 8 acknowledged, was to protect her daughter. It was through honoring humanity with acknowledging stakeholders' motivations that both girls, mothers, Grandmother, and administrator were able to come to a peaceful conflict resolution where each felt heard and safe, and the two ladies could continue to build their friendship.

In answering the research question of how charter school administrators are using perspective taking when managing relationships in their organizations participants noted gaining understanding of the why behind stakeholder actions and behaviors as a tool to honoring humanity with acknowledging stakeholder motivations. One of many examples

came from an interview with Participant 7 who shared a recent story of perspective taking which required her to honor humanity through acknowledgment of student motivations. She had spoken with a student about his increasing amount of tardies and explained the consequences of further tardies including being dropped from his favorite after school activity of strings. This student gained a few more tardies and was again spoken with. However, his mother followed up with Participant 7 on his behalf. She explained that she and the student's father were going through a divorce which was affecting him and that the two days a week he continued to be tardy to school were the two days father was responsible for bringing him to school. They gained understanding of the why behind each other's actions and behaviors, acknowledging their common goal of the student being on time for school and continuing his participation in strings. As the administrator with this new perspective on the situation and acknowledgment of the why behind the behavior of being slightly tardy, Participant 7 came to a consensus with the parents and student coming to a resolution which honored his motivations and allowed him to continue participating in strings, but with strict guidelines and future consequences for continued tardies.

In some interviews participants told stories of gaining understanding of the why behind stakeholder actions and behaviors by looking at intent. In an effort to gain understanding through perspective taking in interview Participant 4 explained he thinks about things through the perspective of the stakeholder's intent which allows him to get different frame of mind to understand the person. An example of this is how Participant 4 waits to respond and re-reads e-mails "10 times… to see why." In one scenario told by Participant 4, the stakeholder had sent an e-mail to him with the intent of getting help by

voicing her frustration with feelings of being ignored. Participant 4 said "I'm looking at intent… to make the best decisions based on these things." Gaining the understanding of the why behind stakeholder actions and behaviors provided Participant 4 the perspective he felt necessary to make informed decisions and be able to best help stakeholders without taking the email personally.

In a similar vein, charter school administrators are gaining understanding of the why behind stakeholder actions and behaviors by looking at intent to share their own perspectives with stakeholders. Like when Participant 14 told the story in his interview of how he made his stakeholders aware that the school had hired school security, two retired police officers one of which was a parent at the school; but families voiced their concerns and worries about police presence on campus. Participant 14 heard their why and rationale then took time to understand their intent which enabled him to address the stakeholder concerns to meet their needs and share his perspective. Then, Participant 14 explained, he shared his why and rationale with the stakeholders saying in a scenario where we "rely on police who take time to show up and stop the intruder we are trying to shorten that time. Having someone here who is as trained and can take care of that… I'd like to introduce that intervention immediately." Through this and many additional stories shared data revealed these administrators and stakeholders alike honor humanity by acknowledging stakeholder motivations and the scale of priorities within stakeholder lives.

Perspective Taking: Theme 9—Asking Clarifying Questions to Actively Seek

Conceptual Perspective

Charter school administrators were using perspective taking when managing

relationships in their organization by asking clarifying questions to actively seek

conceptual perspective. This theme was showed through the data with a frequency of 43

and came from interview responses of 15 participants of this study, observations of

charter school administrators as well as artifacts collected. Table 17 shows the source

count and frequency count for Theme 9.

Table 17: Theme 9 Source and Frequency Counts

Perspective Taking Competency Theme Name	Source Count	Frequency Count
Asking Clarifying Questions to Actively Seek Conceptual Perspective	16	43

As the charter school administrator participants shared their experiences

perspective taking of diverse populations of stakeholders, one distinct aspect of asking

clarifying questions to actively seek conceptual perspective was providing stakeholders

opportunities to express themselves. During his interview, Participant 9 told the story of a

high school student who was provided the opportunity to express himself after an

incident with one of his teachers. Participant 9 explained that providing this student an

opportunity to express himself allowed Participant 9 to actively seek conceptual

perspective by asking clarifying questions, so the student felt heard. Participant 9 learned

the reason behind the student's behavior. Participant 9 expressed with conceptual

perspective of the student the two of them were able to continue their conversation in a

productive manner to address the underlying reason behind the behavior expressed

toward the teacher. As part of his interview Participant 9 said he "communicate[s] in a

way that they feel heard, asking them questions… work with them to see the perspective… really trying to dig at the root." While in conversation he also makes statements such as "I'm hearing" to help the stakeholders feel heard and assist in confirming his understanding of the student perspective. Data from Participant 9 and other study participants demonstrated providing stakeholders, such as this student, opportunities to express themselves while asking clarifying questions helps charter school administrators actively seek conceptual perspective.

Likewise, actively seeking conceptual perspective by asking clarifying questions is not enough and needs to be followed by a confirmation by the stakeholders about the accuracy of perspective. Participant 2 explained in her interview that she actively asks questions of stakeholders to seek conceptual understanding, making sure the stakeholders feel heard, and confirms understanding of conversations to ensure accuracy of perspective. One of her staff members told her that he liked the way in which she handles special education meetings stating, "You made sure the parent was heard… asked her all of the key questions… then you asked me as the teacher." Their conversation after the meeting went similarly to the meeting from the description provided by Participant 13 in her interview. She actively listened to the staff member, asked him clarifying questions, and confirmed her understanding of their conversation and whether he felt heard.

According to Participant 11, seeking conceptual perspective through asking clarifying questions is a means of figuring out stakeholders' why and how to best help them. He said understanding the stakeholder's conceptual perspective, where they are coming from, how they feel, and what their possible barriers are helps him support them because he has a better understanding of their perspective. To gain this understanding he

"asks some of the deeper questions… to see how I can help support… because asking questions… helps you gain that perspective." Similarly, Participant 12 believes part of her role as a charter school administrator is to manage relationships within the organization by figuring out the perspectives, what or why, of stakeholders. She described one of the most efficient ways for her to seek conceptual perspective of stakeholders is to hear them out, let them express themselves in the ways they feel most comfortable, and follow up with clarifying questions.

Furthermore Participant 3 explained perspective taking goes back to relationship management. She expressed in an interview that being in a charter school of such diversity among stakeholders there are so many ideologies and different experiences of each person that perspective taking is "layers" of understanding because "once you figure out one thing there's more to figure out." Working with such a diverse population of stakeholders, Participant 3 expressed in her interview that she finds actively seeking conceptual perspective through conversation, with listening and asking clarifying questions, is important. She wished stakeholders could sit down with one another and say, "I really want to support you as a person… have this open conversation… to understand each other's perspective." In an example Participant 3 provided she told of a conversation she had with the parent of a kindergarten student who came to her concerned about the Gay Straight Alliance Club's spirit week within their K-12 charter school. As an administrator, Participant 3 listened to the mother's concerns, asked questions, shared insights, and came to a better understanding. Through the data, Participant 3 as well as the other participants each noted the importance of perspective

taking in relationship management and the role they play in asking clarifying questions to actively seek conceptual perspective.

A second distinct aspect revealed by the data was how charter school administrators use perspective taking by asking clarifying questions to actively seek conceptual perspective through slowing down. An example of slowing down came from Participant 13 during interview, who said she takes a step back making sure her mindset is in the right spot and ask lots of questions to actively seek conceptual perspective. For her, gaining conceptual perspective comes in two parts. First, "super-important" is asking a lot of questions, including multiple why questions and asking stakeholders to explain more to "help me understand." Second, is reflection and walking through scenarios with a mentor or someone outside of the situation. Participant 13 firmly believes "really digging deep with the person to get their perspective and really helping them to explain to you by just asking a lot of questions to get that information" helps her as she is going through the process of seeking conceptual perspective.

Participant 4 explained he speaks with stakeholders seeking to understand their thinking and feelings, ensuring he is asking clarifying questions to gain conceptual perspective. He said as part of his interview "We all have different reactions to something based on our experience, so I have to ask these questions to take that perspective into account." Participant 4 provided an example of slowing down to actively seek conceptual perspective from a stakeholder firsthand after hearing from a third party. In the interview, Participant 4 told the story of an interaction with a teacher who he spoke with about the concern a parent brought to his attention. He said slowing down to gain that perspective in this scenario was important for each stakeholder because the action did not come from

an "evil place." Rather, the action came from "perspective based on history and experience, based on what you thought was right." Participant 4 explained slowing down to hear out the stakeholder's intent and their thought process while asking clarifying questions to actively seek conceptual perspective "is critical… to me understanding the person." In their interviews, Participant 5 and Participant 6 told similar stories and stated that simply thinking about perspective instead of taking time to slow down by asking the clarifying questions could very easily lead to misinterpretations because the dynamics of the situation are understood through discussion with diverse stakeholders.

Interestingly, many of the study participants began their responses on the topic of perspective taking including a statement of how many years they have been in the field of education or in a role of administration within education. A statement was made by these charter school administrators similar to that of Participant 7 who said

> This is my sixth year in this role… I've learned that instead of let's just solve the problem… I stop myself… to see what they think,… I want to hear their perspective because they're experiencing it, not me… to help… I need to see what they think… ask them… so that I get all the information I need.

As an example of slowing down by asking clarifying questions to actively seek conceptual perspective Participant 7 told the detailed story of students "being marked tardy within one minute of the tardy bell." Acknowledging there was an issue which she did not have all the knowledge about and could resolve more effectively with having various stakeholder perspectives, Participant 7 took the time to speak with and gain the perspective of parents and teachers. Additionally, Participant 7 said modeling taking time to ask clarifying questions to various stakeholders is a daily practice. Through several sources of data Participant 7 demonstrated how slowing down to ask clarifying questions

helped her seek conceptual perspectives of multiple stakeholders allowing her to address a school wide issue with these newly gained conceptual perspectives.

Summary

This chapter provided an overview of the purpose statement, research questions, data collection procedures, population, and sample. Detailed within this chapter was demographic data and a thorough presentation and analysis of data. Presentation and analysis of data was presented in alignment with the research question, sub-research questions, and Cultural Agility Relationship Management competencies of humility, relationship building, and perspective taking into nine themes. Next, Chapter V presents the study's major findings, conclusions, implications for action, recommendations for further research, and concluding remarks.

CHAPTER V: FINDINGS, CONCLUSIONS, & RECOMMENDATIONS

The purpose of this phenomenological study was to identify and describe how charter school administrators are culturally agile when managing relationships in their organization. The research question at the heart of this study was: "How are charter school administrators culturally agile when managing relationships in their organization?" Chapter V discusses researcher interpretations of the data, conclusions based on analysis, implications, and recommendations for further study.

With a population of 1,291 active California public charter school administrators, the target population for this study was 47 currently employed California public charter school administrators responsible for managing a Title 1 charter school within San Bernardino County during the 2023-2024 school year. The sample from the target population was 15 charter school administrators who were interviewed during the month of October 2023.

Major Findings

Following data collection, the researcher made nine assertions of how charter school administrators are culturally agile while managing relationships within their organization. Each of these findings are organized below according to alignment with the research question, sub-research questions, and Cultural Agility competency.

Findings on Cultural Agility: Humility Competency

The first Relationship Management competency focuses on the idea of one's use of humility to inform their culturally responsive practices toward positive relationships. Research sub-questions one asked: "How are charter school administrators using humility

when managing relationships in their organization?" Three major findings emerged from the data with respect to charter school administrator's use of humility.

Major Finding 1 (Humility Competency): Recognition of Their Limited World View and Leaning into Diversity of Experiences

All 15 participating charter school administrators interviewed spoke to the recognition of their limited world view and leaning into diversity of experiences. With a total frequency count of 55 across 100% of participants, there are numerous examples from the data. One example that highlights the common sentiments of this finding is that of Participant 12 who shared despite one's own knowledge it is important to reflect and lean into the diversity of others. She stated "You have to be able to look in a mirror… see things you don't want to see and say, 'Oh my gosh! That's me!'" This sentiment of looking inward, the importance of reflecting and recognizing the limits of their own knowledge and the fact that it is impossible for one person to have a complete view of all aspects, was acknowledged by each participant. Thus, they recognize the gravity of immersing themselves within diverse people.

Major Finding 2 (Humility Competency): Institutionalizing Collaborative Decision Making as an Organizational Norm

Each charter school administrator interviewed expressed the importance of institutionalized collaborative decision making as an organizational norm. With a total frequency count of 54 across 100% of participants, all 15 participants provided examples of this finding while Participant 3 epitomized institutionalized collaborative decision making during an observation by the researcher. While meeting with her ambassador team of students, Participant 3 asked these high schoolers for their insights on the grading

policy being implemented. She let them know that later in the day she would be attending an executive meeting regarding the grading policy. After the observation Participant 3 stated "teachers, leaders, and administrators at the schools have opinions of what is working and what is not. They're going to say what is working. We should ask the kids! They experience it." Participant 3 has recognized her limited world view and institutionalized collaborative decision making as an organizational norm purposefully involving stakeholders, especially those who are marginalized or not at the table and yet are greatly impacted by institutional policies.

Major Finding 3 (Humility Competency): Slowing Down Decision Making by Being Mindful to Ask Clarifying Questions

Thirteen of the 15 participating charter school administrators interviewed conveyed part of their use of humility is slowing down decision making by being mindful to ask clarifying questions. With a total frequency count of 30 across the majority of participants, these administrators communicating the importance to "Be curious, ask questions, and ask questions to make sure that I'm getting all of the information… if you would have asked a few more questions you would have had the clarity you need" as Participant 7 stated during an interview followed by an observation of her demonstrating it in action. Just as Participant 7 stated and demonstrated, charter school administrators use their humility by slowing down decision making by being mindful to ask clarifying questions to avoid making decisions that could cause harm to stakeholders, especially marginalized populations.

Findings on Cultural Agility: Relationship Building Competency

The idea of one using relationship building to inform their culturally responsive practices toward positive relationship is the second Relationship Management competency. Research sub-questions two asked: "How are charter school administrators using relationship building when managing relationships in their organization?" Three major findings emerged from the data with respect to charter school administrator's use of relationship building.

Major Finding 4 (Relationship Building Competency): Consistently Following Through as One's Authentic Self to Build Rapport

All 15 participating charter school administrators interviewed articulated the importance of consistently following through as one's authentic self to build rapport. With a total frequency count of 67 across 100% of participants, each participant expressed the role getting to know individuals through open and honest conversations being authentic to oneself has toward building positive relationships. Exemplifying this sentiment, Participant 15 told of a time when one of her teachers was running late. She took time to acknowledge the teacher and stated, "just recognizing that piece is important… then being able to circle back to her to show that I care… that makes a difference to her." These administrators demonstrated being true to themselves while simultaneously building relationships by getting to know individuals, especially those who are marginalized. Individuals know when leaders are not authentic and are not willing to build relationships.

Major Finding 5 (Relationship Building Competency): Intentionally Creating Time

and Space for Stakeholders to Share Openly to Forge Strong Relationships

Fourteen of 15 participating charter school administrators interviewed spoke of

intentionally creating time and space for stakeholders to share openly to forge strong

relationships. With a total frequency count of 65 across nearly all participants, these

administrators not only described, but also demonstrated through observations placing

themselves out in midst of stakeholders. They built relationships by immersing

themselves in their stakeholders' atmospheres, creating time and space to share openly

and forge strong relationships. Being willing to step out of their own space, such as an

office, and step into the space of teachers, staff, students, and parents, is an important part

of forging strong relationships. Participant 8 illustrated this sentiment by stating in her

interview:

> A parent came to me this morning… He said 'I want to tell you something'… He
> was not going to come to the office, but he saw me out there… I make myself
> approachable… I'm not inside… I'm on the other side. That is why I've solved
> many problems and built many relationships. I go over there and they talk to me.
> … We make ourselves approachable so students, parents, or others are not
> intimidated when they come in the office.

Besides time and space, study participants acknowledged the importance of being

approachable in forging these strong relationships by intentionally being amongst

stakeholders.

Major Finding 6 (Relationship Building Competency): Intentionally Cultivating a

Psychologically Safe Space for Stakeholders with Diverse Backgrounds and Ideas to

Build Trust

All 15 participating charter school administrators interviewed spoke of the need

of intentionally cultivating a psychologically safe space for stakeholders with diverse

backgrounds and ideas to build trust. With a total frequency count of 46 across 100% of participants, charter school administrators voiced the role of cultivating psychologically safe spaces in order to build relationships. Participant 15 doubtlessly evinced relationships and trust are important with everyone; "Trust needs to be there for the decisions that I make as a leader of the school… showing we care… and support the students… It's important everyone have that trust we're making decisions that are in the best interest of the entire organization and the students." These administrators are there to help promote positive student outcomes.

Findings on Cultural Agility: Perspective Taking Competency

The idea of one using perspective taking to inform their culturally responsive practices toward positive relationship is the third Relationship Management competency. Research sub-question three asked: "How are charter school administrators using perspective taking when managing relationships in their organization?" Three major findings emerged from the data with respect to charter school administrator's use of perspective taking.

Major Finding 7 (Perspective Taking Competency): Taking Time to Prioritize Perceptual Perspective

All 15 participating charter school administrators acknowledged the importance of taking time to prioritize perceptual perspective. With a total frequency count of 64 across 100% of participants, each participant provided multiple examples while Participant 12 told stories of actively guiding herself and others to take time to prioritize perceptual perspective by asking "but are they wrong?" Participant 12 along with other

charter school administrators use perspective taking to inform their culturally responsive practices when managing relationships by being cognizant of multiple perspectives.

Major Finding 8 (Perspective Taking Competency): Honoring Humanity with Acknowledging Stakeholder Motivations

Fourteen of 15 charter school administrators interviewed spoke of honoring humanity by acknowledging stakeholder motivations. With a total frequency count of 46 across almost all participants, these charter school administrators use perspective taking while managing relationships by gaining deeper understanding of stakeholders why. Participant 3 explained the importance of honoring humanity with acknowledging stakeholder motivations: "That is the information they have and they're caring. They care about their kids, and they want to be their child's advocate." Charter school administrators help stakeholders by honoring humanity and advocating for students, especially those who are marginalized or not at the table.

Major Finding 9 (Perspective Taking Competency): Asking Clarifying Questions to Actively Seek Conceptual Perspective

All 15 participating charter school administrators recognized the influence of asking clarifying questions to actively seek conceptual perspective. With a total frequency count of 43 across 100% of participants, each participant rendered examples, but Participant 9 highlighted the common sentiments among these administrators. During his interview, Participant 9 stated he "communicates in a way that they feel heard, asking them questions … work with them to see the perspective … really trying to dig at the root." These administrators actively listen, asking clarifying questions, and provide opportunities for stakeholders to express themselves.

<center>**Conclusions**</center>

Nine conclusions were drawn by the researcher based on the data, findings, and literature. These conclusions help provide deeper insights into the Cultural Agility mega competency of Relationship Management and the culturally responsive practices of charter school administrators when managing relationships with populations of culturally diverse stakeholders at Title 1 charter schools in San Bernardino County, California.

Conclusion 1 (Humility Competency): Regularly Immerse Oneself in Culturally Diverse Experiences in Order to Challenge Their Own World View

Charter school administrators should regularly immerse oneself in culturally diverse experiences in order to challenge their own world view. A total of 100% of participants in this study spoke of the importance of recognizing their limited world view and leaning into the diversity of experiences of stakeholders. Administrators who use their humility within culturally diverse experiences are more likely to succeed in cross-cultural contexts and be better prepared to manage relationships.

According to Krumrei-Mancuso and Rouse (2016), "humility involves having an accurate view of self, including an accurate perspective of one's place relative to other people and circumstances" promoting "tolerance of other's ideas, collaboration, and civil discourse" (p. 3). This was a clearly shared sentiment among participants of this study who all acknowledged the importance of humbling themselves and recognizing the limits to their world views. Participant 12 summed up this sentiment by saying "You have to be able to look in a mirror…. see things you don't want to see and say, 'Oh my gosh! That's me!'" and explaining that only after humble reflection she is able to embrace challenges

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within culturally diverse experiences. Recognition followed by immersive experiences challenge leader's world view enabling them to be more humble and effective.

Conclusion 2 (Humility Competency): Purposefully Involve Stakeholders, Including Those Who are Marginalized or Not at the Table into Collaborative the Decision Making Process

Culturally agile administrators use humility in recognition of their limited world view to self reflect and purposefully involve stakeholders, including those who are marginalized or not at the table into the collaborative decision making process. Organizational success relies on charter school administrators purposefully involving stakeholders in the collaborative decision making process as an on a regular basis. The schools of administrators who can institutionalize purposeful stakeholder involvement are more likely to become preferred choice charter schools and recognized organizationally for their exemplary work in education.

According to Hollowell (2019) the principal's role of encouraging and engaging students in inclusive school environments is important to increasing student success. Hollowell's description of the importance of the principal in encouraging and engaging students was widely demonstrated by participants of this study. These administrators demonstrated their ability to encourage and engage various stakeholders into collaborative decision making through feedback and reflection. With recognition of their limited world views, these administrators self reflect and purposefully involve stakeholders through actively seeking feedback. Covey (2002) professed "It takes humility to seek feedback, it takes wisdom to understand it, analyze it, and appropriately act on it" (p. 1). Involving stakeholders, including those who are marginalized or not at

the decision making table, into the collaborative decision making process is a key indicator for student success.

Conclusion 3 (Humility Competency): Approaching Decision Making with an Inquisitive Mindset Allows for a Deeper Understanding of the Unique Dynamics of the School Population

Charter school administrators approaching decision making with an inquisitive mindset allows for a deeper understanding of the unique dynamics of the school population and their unique needs. The use of humility when managing relationships in charter school organizations by slowing down decision making by being mindful to ask clarifying questions came across in the data from a majority of this study's participants. Administrators must inquire to gain deeper understandings of the populations they lead.

Being mindful to ask clarifying questions leverages both humility and perspective taking, slowing down decision making to ensure that the final outcome is inclusive of all points of views. Research has shown a person's willingness to ask questions, testing their own assumptions and the limits of their knowledge, is one important facet of humility in cross-cultural settings (Caligiuri, 2021b; Krumrei-Mancuso & Rouse, 2016). Participants of this study have acknowledged the importance of approaching conversations and decisions with diverse populations through being inquisitive. They integrate their cultural competency into regular interactions allowing them to gain deeper understandings of the populations and needs of those populations.

Conclusion 4 (Relationship Building Competency): Creative and Intentional in Forging Meaningful Interpersonal Connections

Charter school administrators are most successful in building strong relationships when they are creative and intentional in forging meaningful interpersonal connections. Consistently following through as one's authentic self to build rapport, culturally agile administrators get to know individuals. They designate the time necessary for building relationships.

Fluidity is key. Generally, administrators carry with them an image of authority and respect. As a result, teachers, parents, and students are often intimidated in the presence of a principal or other administrator. When charter school administrators are consistently authentic and genuine, the school climate shifts to one that is non-threatening and low anxiety. The researcher observed participants moving in and out of school spaces fluidly, mainly because they were successful in building strong relationships. It is concluded that it is important for administrators to be creative and intentional in forging meaningful interpersonal connections within the school community. This core element of relationship building can be seen in the work of Mbugua (2010) who said what matters is the relationship leaders create, not the exact tool used to create it. Intentionally following through as one's authentic self and building rapport within every interaction from the very first interaction starts the fluidity.

Conclusion 5 (Relationship Building Competency): Be Approachable at Convenient Times and in Comfortable Places for Stakeholders

Charter school administrators must be approachable at convenient times and in comfortable places for stakeholders. Relationship building is most successful when both

administrator and stakeholder are comfortable in the time and space they share.

Administrators must be intentional in creating comfortable time and space for

stakeholders to communicate. Forging strong relationships involves proximity,

frequency, and duration of interactions. Smith (2005) expressed culturally competent

school leaders foster recognition and familiarity of themselves to stakeholders by

proactively reaching out while Schafer and Karlins (2015) explained the neuroscience

behind the brain's recognition and familiarity of trusting individuals. Participant 8

described a way she is approachable for stakeholders within their comfort stating:

> A parent came to me this morning out there… He said 'I want to tell you something'… He was not going to come to the office, but he saw me out there… I make myself approachable… I'm not inside … I'm on the other side. That is why I've solved many problems and built many relationships. I go over there and they talk to me.… We make ourselves approachable so students, parents, or others are not intimidated when they come in the office.

Like Participant 8, participating charter school administrators of this study have

proactively created opportunities for stakeholders to approach them. They familiarize

themselves with stakeholders with increased proximity, frequency, and duration.

Conclusion 6 (Relationship Building Competency): Routinely Promote and

Cultivate Psychologically Safe Spaces by Expressing Genuine Care and Support for

Students

Culturally agile administrators routinely promote and cultivate psychologically

safe spaces by expressing genuine care and support for students. Charter school

administrators who fail to intentionally cultivate these spaces for stakeholders with

diverse backgrounds and ideas to build trust will experience more difficulties navigating

relationships within diverse populations.

Participants of this study emphasized the importance of creating psychologically safe spaces for students to thrive in. These participants routinely led with empathy and understanding and in return the school community felt supported and cared for. Over time, cultivating a psychologically safe space builds trusting relationships and further manifests into a school culture that allows all individuals to increase their cultural understanding of others. Caliguiri (2021) recognized the importance of forming meaningful interpersonal connections with people from different cultural backgrounds as a key tenet of relationship building, as did participants from this study. Moreover, it is concluded that the school community can thrive within a psychologically safe environment by formation of meaningful interpersonal connections.

Conclusion 7 (Perspective Taking Competency): Take the Necessary Time to be Cognizant of Multiple Perspectives in Order to Bridge Those Perspectives for the Purpose of Working Toward Common Goals

Charter school administrators take the necessary time to be cognizant of multiple perspectives in order to bridge those perspectives for the purpose of working toward common goals. A total of 100% of the participants in this study recognized the importance of taking time to prioritize perceptual perspective. Culturally agile administrators set aside this time and build in reflection time.

Similar to being bilingual, individuals who use their cognitive flexibility to be perspectivelingual are able to derive multiple perspectives based on one observation and bridge those perspectives to improve communication. The value of being perspectivelingual was important to participants of this study. Participant 10 explained this idea by stating "You break down specific needs… as a leader… I am a coach that is

able… to analyze my team,… create an action plan… to assist my players to be able to be better, even professionals." As a "coach" Participant 10 used his perceptual perspective to interpret, bridge, and move individuals and teams forward. The visual, auditory, and perceptual experiences interpreted through one's senses was described by Marvin et al. (1976) as perceptual perspective. Moving toward perspectivelingual by taking the necessary time to be cognizant of these perspectives helps charter school administrators to bridge perspectives for the purpose of working toward common goals. Thus, it is important for administrators to take this time to get to know stakeholders, their personal goals, needs, strengths, and weaknesses to become perspectivelingual.

Conclusion 8 (Perspective Taking Competency): Gain Understanding of Stakeholders' Why in Order to Understand Their Actions, Behaviors, and Ultimately Acknowledge Stakeholder Motivations

It is necessary for administrators to gain understanding of stakeholders' why in order to understand their actions, behaviors, and ultimately acknowledge stakeholder motivations. The majority of study participants used perspective taking in their organization by honoring humanity with acknowledging stakeholder motivations. Using their knowledge of individuals is important to overall understanding of diverse stakeholders.

Wickramasinghe (2020) discussed the importance of leaders' ability of perspective taking in cross-cultural settings to see behaviors and motivations through various perspectives and understanding how they are affected in order to be culturally responsive. Likewise, participants of this study underscored this importance. Participant 12 told the story of how Mama Bear had to slow herself down and ensure to see the wider

perspective when confronting her daughter's administrator and teacher. From her experience as an administrator, she recognized the fact both her daughter and she may not have the full perspective and gained the understanding of the others' "why" provided her understanding of their actions, behaviors, and motivations. As leaders' ability of perspective taking in cross-cultural settings is important to their understanding of behaviors, motivations, and affects to be culturally responsive prospective taking competency is crucial to the role of charter school administrators.

Conclusion 9 (Perspective Taking Competency): Actively Listen and Allow Opportunities for Expression in Order to Comprehend and Take on Stakeholder Mindset, Feelings, and Attitudes

Culturally agile administrators actively listen and allow opportunities for expression to comprehend and take on stakeholder mindset, feelings, and attitudes. All of the study participants (100%) spoke of their use of asking clarifying questions to actively seek conceptual perspective. Without perspective taking charter administrators are likely to struggle fulfilling the mission and vision for their school and population of students.

In a peer reviewed journal article in 1976 Marvin et al. (1976) explained conceptual perspective as the interactions a person has with others based on mental concepts. Marvin et al. defined conceptual perspective as the ability to comprehend and take on the viewpoint of others psychological experiences (their thoughts, feelings, and attitudes). The importance of comprehending and taking on the viewpoints of other's psychological experiences was also echoed by participants of this study. Participant 3 provided an example of having a conversation with the parent of a kindergarten student concerning the Gay Straight Alliance Club's spirit week. Practicing perspective taking

with active listening and providing the parent with opportunities to express herself, Participant 3 gained a deeper comprehension of the parent's conceptual perspective. Within culturally diverse settings being able to comprehend and take on the mindset, feelings, and attitudes of others is pivotal to success.

Implications for Action

This phenomenological study sought to understand how charter school administrators are culturally agile when managing relationships in their organizations. Based on literature and in light of this study's data, findings, and conclusions there is an essential need for culturally agile and adaptive leaders within charter school organizations particularly among administrators to allow for individuals to have voice and be seen. Twelve implications for action have been indicated by this research; nine implications for actions are based within specific findings and conclusions; whereas, the latter four implications are generalizable to each of the findings and conclusions. These implications are crucial to the cultural responsiveness and agility of current and future generations of leaders.

Implication for Action 1

A research finding was charter school administrators are using humility when managing relationships in their organization by recognizing their limited world view and leaning into diversity of experiences of stakeholders. From the research, it was concluded that charter school administrators should regularly immerse themselves in culturally diverse experiences to challenge their own world view. While this can be done at a personal level, professional development is key to building an inclusive culture. Therefore, it is recommended charter school districts fund monthly immersion events

providing culturally diverse experiences for administrators to assist them in

understanding and successfully interact in cross-cultural contexts. This could include

paying for entrance fees into museums and other cultural events, having speakers come

for professional development, and so on. District supported immersion experiences will

allow administrators the freedom to explore culturally diverse atmospheres, navigate

cross-cultural experiences, reflect on limits of their world view, and increase integration

of diverse understandings into their leadership practices. These experiences provide more

lived experiences that can be integrated into personal perspectives.

Implication for Action 2

The research found charter school administrators are using humility when

managing relationships in their organization by institutionalizing collaborative decision

making as an organizational norm. Further, based on the research, it was concluded

charter school administrators use recognition of their limited world view to self reflect

and purposefully involve stakeholders, including those who are marginalized or not at the

table into the collaborative decision making process. Based on the finding and conclusion

it is recommended charter school administrators continue to reach out to stakeholders

through an evidence-based approach. One suggestion is to send out a monthly or bi-

monthly survey to gain feedback from stakeholders, take the time to fully review and

reflect on the feedback. It should be noted that in larger schools, collecting evidence and

interpreting it may have to be done at longer intervals because of the higher workloads

due to having a larger student body. This evidence-based approach is an important way to

access if they are being culturally agile. Without asking, administrators may not know

what they do not know. Asking for feedback, reviewing, and reflecting on Cultural

Agility with an intentionally evidence-based approach will guide administrators toward increased recognition of their limited knowledge and improved decision making to meet the needs of diverse and marginalized populations.

Implication for Action 3

An important finding of the study was charter school administrators use humility when managing relationships in their organization by slowing down decision making by being mindful to ask clarifying questions. Based on the findings, it was concluded charter school administrators use inquisitive mindset to gain deeper understanding of unique populations. When new administrators come into unique cultural settings, such as charter schools, they may not be aware of all the cultural nuances of the new environment and must build new relationships. Based on the findings and conclusions, it is recommended charter school districts provide new administrators with a cultural informant to work with for the first two years to help navigate diverse terrain. A cultural informant is someone who provides information and insights about the specific school and the district and the community in which they operate. The cultural informant is typically a member of the school environment who can explain the meanings, values, behaviors, and traditions of the community. They act as a guide and interpreter, providing context, nuanced understanding, and first-hand knowledge that an outside observer may miss or misinterpret. While it is recommended that one individual formally be identified as a cultural informant, it's important to have informal informants to account for individual biases and get a more holistic understanding of the culture. As such a cultural informant could be a principal mentor or retired teacher who is familiar with the specific cultural environment and historical knowledge. It would be useful to administrators to work with

cultural informants to process culturally diverse experiences and establish deeper understandings of the diverse populations they are exposed to and obligated to serve. Informal cultural informants help guide individuals with unfamiliar cultural nuances to increase accuracy of understanding and can be at all levels of the school environment, as anyone who has been at the school has some historical knowledge about processes, challenges and so on.

Implication for Action 4

Research findings indicate charter school administrators must show their authentic selves to build rapport and strong relationships in their organization by reaching out consistently to their stakeholders. Authenticity is important because it builds trust, inspires others, fosters strong relationships, and promotes integrity. It is important to note that authenticity is often viewed only in positive terms. Leaders must be aware that authenticity may include offensive traits that can lead to insensitivity, inflexibility, oversharing, lack of emotional intelligence, and cultural misalignment. To mitigate these potential negatives, authentic leaders need to exercise emotional intelligence, self-awareness, and cultural sensitivity. Authenticity does not mean forcing one's personality, values, and beliefs and others, but also being willing to understand one's impact on others and being present in the moments with others.

Based on study findings, it was concluded charter school administrators are most successful in building strong relationships when they are creative and intentional in forging meaningful interpersonal connections, particularly engaging in spaces held by their stakeholders. Based on the research findings and conclusions, it is recommended that charter school administrators designate daily time to greet and adieu stakeholders, as

these were shared as being highly successful ways to connect. Greetings, whether hello or goodbye, are a form of demonstrating respect for others and allow individuals to authentically meet. Consistently following through as one's authentic self, charter school administrators can build rapport and strong interpersonal connections by use of daily greetings and adieu.

Implication for Action 5

Charter school administrators use relationship building when managing relationships in their organization by intentionally creating time and space for stakeholders to share openly to forge strong relationships. Based on these findings, the conclusion was charter school administrators must be approachable at convenient times and in comfortable places for stakeholders was made. From the findings and conclusions, it is recommended charter school districts ensure administrator offices are on the school premises. Additionally, ways to contact administrators and teachers should be readily available to stakeholders on their websites, distributives, and on site for stakeholders. When contacted administrators should respond within a timely manner acknowledging stakeholder motivations and how/when the administrator can help. Being intentional in providing accessible methods of contact to stakeholders provides them the opportunity to open the door to communication, to share information, and to build strong relationships with charter school administrators within their own zones of comfort. It should be noted that while forging relationships is important, teachers and administrators still have heavy workloads, so open access at all hours, including weekends, is not feasible. Therefore, it is important that clear boundaries be set where there is communication, but not at the

expense of serving students and teachers. Clear and open communication on how to contact teachers and administrators is critical in forging relationships.

Implication for Action 6

The research found charter school administrators are using relationship building when managing relationships in their organization by intentionally cultivating a psychologically safe space for stakeholders with diverse backgrounds and ideas to build trust. Based on the research, it was concluded charter school administrators routinely promote and cultivate psychologically safe spaces by expressing genuine care and support for students. Based on the study findings and conclusions, it is recommended administrators and stakeholders practice the skills of cultural responsiveness and global competencies. As one means of practice, it is recommended the gaming industry create an immersive and experiential game that allows students to practice skills that foster a climate of psychologically safety based on Cultural Agility competencies and social studies standards to teach cultural responsiveness and global competencies. This recommendation has wide implications, not just for charter schools, but for the nation. Furthermore, it is recommended that educational network partner with the gaming industry to create immersive games that would help further the practice and future use of culturally responsive practices and Cultural Agility competencies. In addition, charter schools that focus on technology could build classes to teach students how to develop games, focusing on cultural agility competencies. These partnerships and providing real world experience for students has the potential to create avenues where individuals practice and learn cultural agility within fun and interactive communities. The increase in

diverse populations who practice these skills would promote and support more psychologically safe spaces in schools, and more importantly globally.

Implication for Action 7

A research finding was charter school administrators use perspective taking when managing relationships in their organization by taking time to prioritize perceptual perspective. Based on the research, it was concluded charter school administrators take the necessary time to be cognizant of multiple perspectives in order to bridge those perspectives for the purpose of working toward common goals. Thus, it is recommended that charter school administrators set aside specific time at the beginning of each school year to get to know their staff and teachers, their personal goals, needs, strengths, and weaknesses and collaboratively create an action plan, including regular observations (at least monthly, depending on the school size and number of classrooms) with built in reflection time, for growth. Taking time to get to know the perspectives held by stakeholders allows charter school administrators to use their understanding of others' views to bridge multiple perspectives and work with stakeholders toward their common goal most effectively.

Implication for Action 8

Research findings indicated charter school administrators use perspective taking when managing relationships in their organization by honoring humanity with acknowledging stakeholder motivations. From the research, it was concluded that it is necessary for administrators to gain understanding of stakeholder why in order to understand their actions, behaviors, and ultimately acknowledge stakeholder motivations. Based on these findings and conclusions, honoring humanity means providing supportive

services to staff, students and their families. Supportive services are important to overall charter school and student success because stakeholder scale of priorities has an immense impact on individual behaviors and actions. Having measures in place to gauge staff, student, and family scale of priorities (such as surveys as indicated in implication 6) regularly throughout the school year would provide administrators with insights allowing them to best meet stakeholder needs. To honor humanity, charter schools must have proactive measures in place for culturally agile leaders to advocate for and provide stakeholders necessary services. It is recommended charter school districts review current supportive services available to staff, students, and families.

Implication for Action 9

An important finding was charter school administrators use perspective taking when managing relationships in their organization by asking clarifying questions to actively seek conceptual perspective. Based on the findings, it was concluded culturally agile charter school administrators actively listen and allow opportunities for expression to comprehend and take on stakeholder mindset, feelings, and attitudes. It is recommended charter school administrators conduct in person sit down enrollment meetings with students and families and conduct regular opportunities (at least monthly depending on the size of the school) with diverse stakeholders with the goal of actively listening to gain conceptual perspective. It should be noted that the feasibility of this suggestion is driven by the size of the school and schools may need to have group meetings, have the meeting quarterly instead of monthly, having a designated representative of the administrator who communicates with stakeholders on a more regular basis, and so on. Creating space and time early in the relationship with a family

allows administrators to understand expectations and perspectives to build an inclusive environment from the beginning. Initiating relationships while actively seeking perspective and perpetuating regular communication would enable administrators to better understand and be culturally responsive to stakeholders. It would also be important to meet at the end of a family's time with a school to understand strengths, as well as areas to improve. Note that some of the events could be done through a respected representative of the administrator, who then shares information to help the administrator create deeper relationships within the school environment. Most importantly, administrators would be able to reflect on how safe and included individuals felt during their tenure with the school.

Implication for Action 10

This study investigated how charter school administrators are culturally agile when leading their schools. While the vast majority of findings point to a need for skills development within Cultural Agility competencies, the data also suggest that these administrators work in silos as it relates to their Cultural Agility skills development. As such, there is a need for the larger charter school community to foster time and space for Cultural Agility skills development. It is highly recommended special interest groups are formed within organizations such as California Carter School Association and National Alliance for Public Charter Schools, specific to furthering cultural responsiveness and global competencies within K-12 education by working together to showcase the work being done. Educating the public through effective media within such organizations will raise expectations of leaders, push for improved performance, and ultimately positively impact student success. Formation of special interest groups tasked with this would

highlight the importance of further research and provide necessary advocacy. The gravity of associations directly missioned with meeting the needs of diverse populations by fostering, supporting, and advocating for charter schools through incorporating Culturally Responsive School Leadership and Cultural Agility competencies into their efforts is immense. Given the growth of charter schools in public education that serve diverse populations, culturally agile leaders are critical to the success of educating children in safe spaces where culture differences are cultivated, understood, and embraced.

Implication for Action 11

The Terrel H. Bell Award for outstanding school leadership honors school leaders who build thriving communities and empower teachers in order to meet the needs of students. This is an admirable award, but wouldn't it be that much more powerful if there was also an award honoring educational leaders who are committed to liberating the voices of these populations through culturally responsive and agile methods? While culturally agile leaders lead because of what they believe is right and their internal values, having an external recognition and reward system would bring focus to the importance of leading with Cultural Agility. These awards can start at the local level with school districts, and also become a state and nationally recognized award. A California School Board Association award recognizing educational leaders exemplifying Cultural Agility competencies is recommended. As "the essential voice for public education," inspiring knowledgeable, extraordinary, and ardent leaders through their advocacy for all students, it is vital the California School Board Association honor educational leaders through awarding them recognition of exemplary work in regard to strengthening and promoting equity within diverse populations (California School Boards Association,

2019, para. 1). A national award recognizing educational leaders exemplifying Cultural Agility competencies is recommended, highlighting the importance of Cultural Agility beyond charter schools in California.

Implication for Action 12

Educators need to be made aware of their expectations for exemplary performance in the area of cultural responsiveness and Cultural Agility competencies based in the beginning of their education journey. The Professional Standards for Educational Leaders and diversity standards serve as guidelines for educational leaders, helping them develop and support the needs of schools to benefit students (National, 2015). Without an inclusion of culturally responsive and culturally competent standards, educators may fail to effectively serve the ever increasingly diverse student populations they lead. Thus, an implication for action focused on improving professional standards for educators is that agencies, such as California Commission on Teacher Credentialing, create a taskforce to examine current Professional Standards for Educational Leaders and diversity standards and revamp the standards and integrate more growth mindset teachings and opportunities for immersion experiences for administrators to increase their cultural responsiveness and competencies. The task force should include individuals across educational levels and modes of educational delivery. As evidenced by this study, charter school administrators could be leaders in this effort to build Cultural Agility into professional standards and performance expectations.

Implication for Action 13

The findings of this study indicate that self-awareness is a hallmark ability in becoming culturally agile. Taking assessments is one way to obtain self-awareness.

Charter school districts and administrators who desire to genuinely engage and promote equitable student success should use the resources available to them including self-assessments. Immediately accessible resources include the Comprehensive Intellectual Humility Scale which was created to assist individuals in measuring one's "independence of intellect and ego, openness to revising one's viewpoint, respect for others' viewpoints, and lack of intellectual overconfidence" (Krumrei-Mancuso & Rouse, 2016). Use of this assessment will help leaders know themselves and be able to recognize the limits of their own knowledge and seek advice from diverse stakeholders (Caligiuri, 2021b; Krumrei-Mancuso & Rouse, 2016). A second resource is a self-awareness relationship assessment created by Caligiuri (2021b) based on the work of Nielsen et al. (2000), which allows leaders to gauge their relationship building and be able to work toward improvement of rapport and relationship building. Additionally, a perspective taking assessment, created by Caligiuri (2021b) based on an extensive understanding of literature, should be used by leaders as a means to become self-aware and guide improvement of perspective taking. Once these assessments are taken, leaders can create a SWOT (strengths, weaknesses, opportunities, and threats) to create a goal setting plan to build skills and ultimately create a psychologically safe environment.

Recommendations for Further Research

Based on the findings of this study further research is recommended in the following areas to expand literature, understanding on Cultural Agility competencies, and utilization of the competencies by school administrators. Recommendations are made on both micro and macro levels. Some recommendations are based at a more local level

within districts to inform practices and others are based at a more global level, focusing beyond charter schools and school districts.

1. This study demonstrated the use of humility to recognize the limits of one's own knowledge and being open to learn from others is an initial step to being culturally agile. Further qualitative research on how and what resources and immersion experiences contribute to leaders becoming more culturally agile could lead to the development of more to support Cultural Agility competencies for leaders. It is recommended that a compendium of literature and resources on Culturally Responsive Leadership and the nine Cultural Agility competencies related to K-12 educational administration be created by researchers and educational consultants.

2. Many of the interviewees in this study reflected that they learned Cultural Agility over time, many times from experience and collaboration rather than formal training. Cultural Agility should be integrated into training of educators, so that it is not separate but becomes part of the overall framing of education. California should integrate more cultural competency trainings into pre-service and renewal requirements (such as the Think Cultural Health e-Learning Program for counselors, administrators, and teachers). A recommendation is made for researchers to gather data pre- and post-training to determine the effectiveness of singular training programs.

3. Cultural Agility is an important construct, yet it is unclear if it should be used in the same way depending on the organizational environment. It is recommended that a study be done to compare the Cultural Agility of leaders

and followers within different levels of education and different modalities of education. For example, students at some schools do most of their work online or meet once weekly with a teacher versus in a physical environment. How Cultural Agility manifests and is leveraged could be different, which may impact how individuals are trained to be agile.

4. Individuals who are leaders must follow through as their authentic selves. Participants of this study showed their authentic selves in creative and intentional ways, including those who consider themselves introverts or naturally curious. Overlap seems to exist between the Relationship Management competencies studied and those of the Cultural Agility Self Management competencies. A study on the Self Management competencies of tolerance for ambiguity, resilience, and curiosity is recommended.

5. There are also connections between Relationship Management competencies to Task Management competencies. Participants of this study shared they intentionally created time and space for building relationships with stakeholders. Educational administrators have very busy schedules and carving out time for relationship building requires culturally agile leaders to make decisions accounting for the interconnectedness of people and business components of task management. It is recommended that a study be done on the Cultural Agility Task Management competencies of cultural minimization, cultural adaptation, and cultural integration within charter school settings. A critical element of continuing the work of cultural responsiveness and agility

within educational arenas is to understand how educational leaders adapt in order to make decisions within diverse contexts.

6. Given the changing demographics in the United States, it is critical that leaders are culturally agile within educational environments. Research of this study demonstrated the importance of cultivating psychologically safe spaces and showing genuine care and support. Implications of this were the need for the creation of an immersive and experiential game which would allow individuals to practice the skills necessary to be culturally responsive and agile. Beyond the implications of this study, it is recommended longitudinal research be done to connect culturally agile leadership and educational outcomes. There is a grave need for Cultural Agility and longitudinal research connecting it to educational outcomes would provide insights necessary to furthering truly responsive and agile leadership.

7. Personal perspectives are important in understanding the application of Cultural Agility in education. It was found and concluded through this study prioritization of and being cognizant of perspectives are vital to relationship management. Research and practice can learn from one's experience. Knowing the perceptions and experiences of culturally agile leaders would provide open the doors of the silos between organizations enabling collaborative learning, reflection, and ultimately leaders' growth. It is recommended that a collection of auto-ethnography studies be done by leaders experiencing working within culturally diverse populations.

8. Qualitative studies allow researchers to see patterns. In this study, many patterns emerged including the need for perspective taking to gain understanding of individuals actions, behaviors, and motivations. It is acknowledged by the researcher that not all educational environments are immediately prepared to implement the actions of this study. Some environments are more challenging than others and may require or at least benefit from a facilitative consultant observing and writing an executive memo. It is recommended that studies be done within challenging environments (for example: one with many cultures and volatile) where the researcher(s) listen, observe, and write a brief of findings with recommendations for improved cultural responsiveness and agility.

9. Continual increases in charter school enrollment help lay the foundational need for this research; as such, this study was the first research study conducted within non-traditional public school settings in regard to Cultural Agility. While this study is influential to the overall work of culturally responsive and agile educational leadership, it is crucial research continue in non-traditional and alternative educational environments. Further research is recommended to be done within additional educational environments including informal learning space(s), spaces where learning comes from experience not a teacher or books.

Concluding Remarks and Reflections

The most difficult part of the dissertation process, for me, was the last chapter of the process. Not chapter 5, but the chapter about the last steps leading to the defense and

publication of my dissertation. It reminded me of my kindergarten experience. As a kindergartener I was very happy, enthusiastic, and motivated to learn the things my older brother knew. He would read and write, teach me colors, numbers, and all he knew. Yet, in the classroom it became apparent to me I did not know all there was to know. Despite my efforts I was not top of the class. I was naïve. Naïve, not from lack of trying, from a lack of connected understanding. Within this doctoral experience I became more aware of the lack of leadership skills and levels of ignorance of many leaders.

It was with this eye opening experience I am able to self-reflect and acknowledge the limits of my world view, stand up for those who are marginalized and not at the table, approach decision making with an inquisitive mindset, be creative and intentional in forging meaningful connections, cultivate psychologically safe spaces and express my genuine care, be cognizant of multiple perspectives in order to work toward common goals, and attempt to understand others' motivations. These skills were important to me wrapping up my dissertation and preparing for my final defense with the abrupt loss of my mentor, my dissertation chair. As I write this, I foresee continued use of these and other skills in the finishing steps to this dissertation process.

One of the reasons I chose research in the culturally responsive and agile leadership space was to provide me insight into guiding my own learning and experiences. However, as I researched, conducted data collection and analysis, processed research themes, findings, conclusions, and implications, and especially as I prepared for final defense I was truly enlightened to a deeper and graver ultimatum to this work. I found the work I have done here with this dissertation vital to not only administrators

within charter school settings, but to leaders within every facet of education and leadership.

"Inevitably, those leaders that cannot be agile and adaptive to the cultural needs of the organization and stakeholders could possibly drive the organization into catastrophe. Leaders in the organization need to allow all individuals to have a voice and be seen, particularly in education. This inevitable downfall must not happen," bix: how will leaders take this work to the next level and lead in culturally responsible and agile ways? (Christensen, 2024, p. 3). As a Doctor of Education in organizational leadership I will continue working within this space. Co'ox ook' ot

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APPENDICES

Appendix A: Interview Protocol

Interview Protocol
Oral Interview Script University of Massachusetts Global Doctoral Dissertation

Researcher: Monica Christensen
Participant Pseudonym: _____
Date: _____

Introduction

Hello, my name is Monica Christensen, a doctoral candidate at University of Massachusetts Global in Organizational Leadership. Currently I am conducting research for my dissertation on culturally agile school leaders. I am interested in learning about the ways in which leaders are culturally agile when managing relationships. Cultural Agility a "mega-competency that enables professionals to perform successfully in cross-cultural situations" (Caligiuri, 2012, p. 4). Cultural Agility is a combination of nature and nurture of individuals' "natural abilities, motivation to succeed, guided training, coaching, and development over time" (Caligiuri, 2012, p. 5).
More specifically, I am interested in how you use humility when managing relationships, how you use building relationships to manage relationships, and how you use building perspective taking when managing relationships.

Thank you for meeting with me today and sharing your insights. Your time is valuable, and I sincerely appreciate your participation. The information you share, along with others, will hopefully provide a clear picture of how culturally agile leaders manage relationships in organizations.

Informed Consent

I would like to review the Informed Consent Form that was provided to you when the interview was scheduled. I understand that you have already read and reviewed this form. As a reminder:
- Your name, responses, and opinions will be kept confidential.
- The interview will take approximately 60 minutes.
- For ease of our discussion, I will record our conversation.
- A copy of the recording transcript will be sent to you so you can review it for accuracy.
- Research findings will be shared with you upon request.
- Do you have any questions before we begin?

The purpose of this qualitative study is to identify and describe how charter school administrators are culturally agile when managing relationships in their organization.

To help find out this information, my intention is to interview charter school administrators throughout San Bernardino County. You were selected because you lead a Title 1 school, hold a current California Administrator credential, have experience as an administrator, work in a district with at least 30% of the student population culturally different from you, and you were identified as a culturally agile leader.

Before we begin the interview, I want to inform you that this research was approved by the University of Massachusetts Global Institutional Review Board. This committee reviews and approves research that involves human beings.

Thank you for taking time to allow me to interview you. If you have any questions or need a break, please feel free to pause the interview. As previously agreed, we will end the interview at (time).

Interview Questions

Interview questions are organized into four categories: 1. Humility, 2. Building relationships, 3. Building perspective taking, and 4. Wrap up questions.

Humility
1. The concept of humility is important to how a leader is culturally agile. Can you share with me an example of how you needed to exercise humility in your leadership?
    a. Can you give me one or two more examples?
2. How often do you need to lean on this skill?
    a. Why?
3. As you use humility as a part of your leadership, are there particular groups of people where this is used more?
    a. Why?

Relationship Building
1. The concept of relationship building is important to how a leader is culturally agile. Can you share with me an example of how you needed to exercise relationship building in your leadership?
    a. Can you give me one or two more examples?
2. How often do you need to lean on this skill?
    a. Why?
3. As you use relationship building as a part of your leadership, are there particular groups of people where this is used more?
    a. Why?

Building Perspective Taking
1. The concept of perspective taking is important to how a leader is culturally agile. Can you share with me an example of how you needed to exercise perspective taking in your leadership?
    a. Can you give me one or two more examples?

2. How often do you need to lean on this skill?
   a. Why?
3. As you use perspective taking as a part of your leadership, are there particular groups of people where this is used more?
   a. Why?

Wrap Up Questions
1. Which of these areas, humility, building relationships, and perspective taking, has been the most influential in shaping you as a cultural agile leader?
2. What challenges have you faced as it relates to culturally agile leadership in your K-12 education career?
3. Do you think K-12 education is preparing leaders to effectively lead cross-culturally?

Thank you for taking this time to meet and interview with me. As discussed prior to this interview, I would like to inquire about artifacts (e.g. correspondence, meeting materials, and brochures) that could be used to substantiate what was shared during today's interview. What artifacts do you have available for analysis?
If artifacts are unavailable at this time, could you please email me a copy of the <u>(name of specified artifacts)</u> artifacts within the next three days?

Do you have any questions?

Okay, great! I will send you a follow up email within 24 hours. Please feel free to reach out to me at any time. It was a pleasure speaking with you and hearing about your experiences. Thank you for your time. Have a wonderful rest of your day!

Appendix B: Formal IRB Approval to Conduct Research Study

Screenshot of email from UMG IRB stating the researcher has been approved to conduct

the research study.

IRB Application Approved: Monica Christensen ▶ Inbox ✕

Institutional Review Board <my@umassglobal.edu>   Sun, Sep 24, 12:12 PM (19 hours ago)
to me, dlong, jlee1, irb ▾

Dear Monica Christensen,

Congratulations! Your IRB application to conduct research has been approved by the UMass Global Institutional Review Board. Please keep this email for your records, as it will need to be included in your research appendix.

If you need to modify your IRB application for any reason, please fill out the "Application Modification Form" before proceeding with your research. The Modification form can be found at IRB.umassglobal.edu

Best wishes for a successful completion of your study.

Thank You,

IRB
Academic Affairs
UMass Global
16355 Laguna Canyon Road
Irvine, CA 92618
irb@umassglobal.edu
www.umassglobal.edu

This email is an automated notification. If you have questions please email us at irb@umassglobal.edu.

Appendix C: Sample Letter to Potential Participant

Dear Dr. (Participant Name):

My name is Monica Christensen, and I am a doctoral student at UMass Global's Organizational Leadership program. My dissertation focuses on how charter school administrators are culturally agile in their leadership in diverse settings, and after seeking out potential participants, you came up high on the list. I believe that with depth and breadth in experience, you will have incredible insight into this much needed area of study.

I choose to reach out to you, an administrator and doctor with well-rounded knowledge and experience, as a potential participant for this research study because of your record. Your experience as a culturally agile leader stands out among your peers through your fostering of kindness and educational leadership practices. It would be an honor to conduct my study with your participation, and in return, report some of your good and unique leadership skills.

Your participation in the study would be greatly appreciated and will involve a one-hour interview. If there are opportunities to observe, it would also be beneficial for me to see these leadership skills being carried out. I recognize that you have an extremely busy schedule, and that often there are competing priorities. Thank you for your consideration.

If you are willing, please contact me at (909) 831-3116 or malvara6@mail.umassglobal.edu and I will follow up with next steps. I look forward to hearing from you. Have a wonderful day!

Respectfully,

Monica Christensen
Doctoral Candidate, Organizational Leadership
University of Massachusetts Global

Appendix D: UMass Global Institutional Review Board Research: Participant's Bill of Rights

UMASS GLOBAL
A nonprofit affiliate of the University of Massachusetts

UMASS GLOBAL INSTITUTIONAL REVIEW BOARD Research

Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.

2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.

3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.

4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.

5. To be told what other choices he/she has and how they may be better or worse than being in the study.

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.

7. To be told what sort of medical treatment is available if any complications arise.

8. To refuse to participate at all before or after the study is started without any adverse effects.

9. To receive a copy of the signed and dated consent form.

10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the UMASS GLOBAL Institutional Review Board, which is concerned with the protection of volunteers in research projects. The UMass Global Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, UMASS GLOBAL, 16355 Laguna Canyon Road, Irvine, CA, 92618.

UMass Global IRB   Adopted   2021

Appendix E: Informed Consent Form

INFORMED CONSENT FORM

INFORMATION ABOUT: Cultural Agility competency of Relationship Management in K12 Charter School Leadership

RESPONSIBLE INVESTIGATOR: Monica Christensen, MAT

PURPOSE OF STUDY: You are being asked to participate in a research study conducted by Monica Christensen, MAT, a doctoral student from the Doctoral of Education in Organizational Leadership at UMass Global. The purpose of this qualitative study is to identify and describe how charter school administrators are culturally agile when managing relationships in their organization.

This study will fill in the gap in the research by expanding the body of research on Cultural Agility competencies in K-12 charter organizations and administrators' role as culturally agile competent leaders. This study will build upon the body of literature on Cultural Agility competencies in K-12 organizations, literature on the administrators' role as culturally agile competent leaders, and enhancing the body of literature by drawing attention to the importance of Cultural Agility competence among charter school administrators.

By participating in this study, I agree to participate in an individual interview. The interview will last approximately 45-60 minutes and will be conducted in person or electronically (if necessary). In addition, participants may complete an electronic survey using Survey Monkey or Google Forms. The survey will take approximately 20 minutes to complete. Completion of the individual interview and individual electronic survey will take place in October 2023.

I understand that:

a) There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file that is available only to the researcher.

b) I understand that the interview will be audio recorded. The recordings will be available only to the researcher and the professional transcriptionist. The audio recordings will be used to capture the interview dialogue and to ensure the accuracy of the information collected during the interview. All information will be identifier-redacted, and my confidentiality will be maintained. Upon completion of the study all recordings will be destroyed. All other data and consents will be securely stored for three years after completion of data collection and confidentially shredded or fully deleted.

c) The possible benefit of this study to me is that my input may help add to the research regarding Cultural Agility competencies and the administrators' role as culturally competent leader. The findings will be available to me at the conclusion of the study

and will provide new insights about the Cultural Agility competencies in which I participated. I understand that I will not be compensated for my participation.

d) If you have any questions or concerns about the research, please feel free to contact Monica Christensen at malvara6@mail.umassglobal.edu or by phone at (909) 831-3116; or Dr. Jeffrey Lee at jlee1@umassglobal.edu.

e) My participation in this research study is voluntary. I may decide to not participate in the study, and I can withdraw at any time. I can also decide not to answer any particular question during the interview if I so choose. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the Investigator may stop the study at any time.

f) No information that identifies me will be released without my separate consent and all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be informed and my consent reobtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, UMass Global, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it and hereby consent to the procedure(s) set forth.

_____
Signature of Participant

_____
Signature of Principal Investigator

_____
Date

Appendix F: Sample Interview Confirmation Email to Participants

Dear (Study Participant):

It was a pleasure speaking to you on the phone. Thank you for taking the time to speak with me. I appreciate your participation in my research study.

We are set to meet on (date) at (time) at (location including address and room number).

We scheduled a subsequent observation during your normal daily experiences/routines on (date) at (time) at (location including address and room number).

As discussed, any artifacts pertaining to your culturally agile relationship management can be shared with me at the scheduled date and time of interview/observation or emailed to me at malvara6@mail.umassglobal.edu. Examples of artifacts include correspondence, meeting materials, and brochures.

As promised, attached are copies of the Participant's Bill of Rights, Informed Consent form, and copy of the interview questions to assist you in preparation for the interview.

I look forward to meeting you and hearing your experiences as it relates to Cultural Agility competencies in K-12 charter organizations and administrators' role as culturally agile competent leaders.

If you have any questions, please feel free to contact me at malvara6@mail.umassglobal.edu or 909-831-3116.

Thank you in advance for your time and assistance. I look forward to meeting with you.

Respectfully,

Monica Christensen
Doctoral Candidate, Organizational Leadership
University of Massachusetts Global

Appendix G: Sample Reminder Email to Participant

Dear (Study Participant):

Good morning :) Just a quick reminder:

We are set to meet on (date) at (time) at (location including address and room number).

We scheduled a subsequent observation during your normal daily experiences/routines on (date) at (time) at (location including address and room number).

As discussed, any artifacts pertaining to your culturally agile relationship management can be shared with me at the scheduled date and time of interview/observation or emailed to me at malvara6@mail.umassglobal.edu. Examples of artifacts include correspondence, meeting materials, and brochures.

Attached are copies of the Participant's Bill of Rights, Informed Consent form, and copy of the interview questions to assist you in preparation for the interview.

I look forward to meeting you and hearing your experiences as it relates to Cultural Agility competencies in K-12 charter organizations and administrators' role as culturally agile competent leaders.

If you have any questions, please feel free to contact me at malvara6@mail.umassglobal.edu or 909-831-3116.

Thank you in advance for your time and assistance.

Respectfully,

Monica Christensen
Doctoral Candidate, Organizational Leadership
University of Massachusetts Global

Appendix H: Sample Interview Transcript Email to Participant

Dear (Study Participant):

It was a pleasure meeting you. Thank you for taking the time to speak with me and share your experiences. I appreciate your participation in my research study.

As promised, attached is a copy of the interview transcript. Please take some time to review the transcript for clarity, accuracy, and feedback.

If you have any questions, please feel free to contact me at malvara6@mail.umassglobal.edu or 909-831-3116.

Thank you in advance for your time and assistance. I look forward to meeting with you.

Respectfully,

Monica Christensen
Doctoral Candidate, Organizational Leadership
University of Massachusetts Global

Appendix I: Sample Observation Confirmation Email to Participant

Dear (Study Participant):

It was a pleasure speaking with you. I appreciate your participation in my research study.

We are set for an observation on (date) at (time) at (location including address and room number).

As discussed, any artifacts pertaining to your culturally agile relationship management can be shared with me at the scheduled date and time of interview/observation or emailed to me at malvara6@mail.umassglobal.edu. Examples of artifacts include correspondence, meeting materials, and brochures.

If you have any questions, please feel free to contact me at malvara6@mail.umassglobal.edu or 909-831-3116.

Thank you in advance for your time and assistance. I look forward to observing.

Respectfully,

Monica Christensen
Doctoral Candidate, Organizational Leadership
University of Massachusetts Global

Appendix J: Sample Thank you & Artifact Request Email to Participant

Dear (Study Participant):

Good morning :)
It was a pleasure meeting with you. Thank you for taking the time to speak with me and share your experiences. I appreciate your participation in my research study.

I look forward to our subsequent observation during your normal daily experiences/routines on (date) at (time) at (location including address and room number).

Please share artifacts pertaining to your culturally agile relationship management with me at the scheduled date and time of observation or email to me at malvara6@mail.umassglobal.edu. Examples of artifacts include correspondence, meeting materials, and brochures.

I look forward to observing you. If you have any questions, please feel free to contact me at malvara6@mail.umassglobal.edu or 909-831-3116.
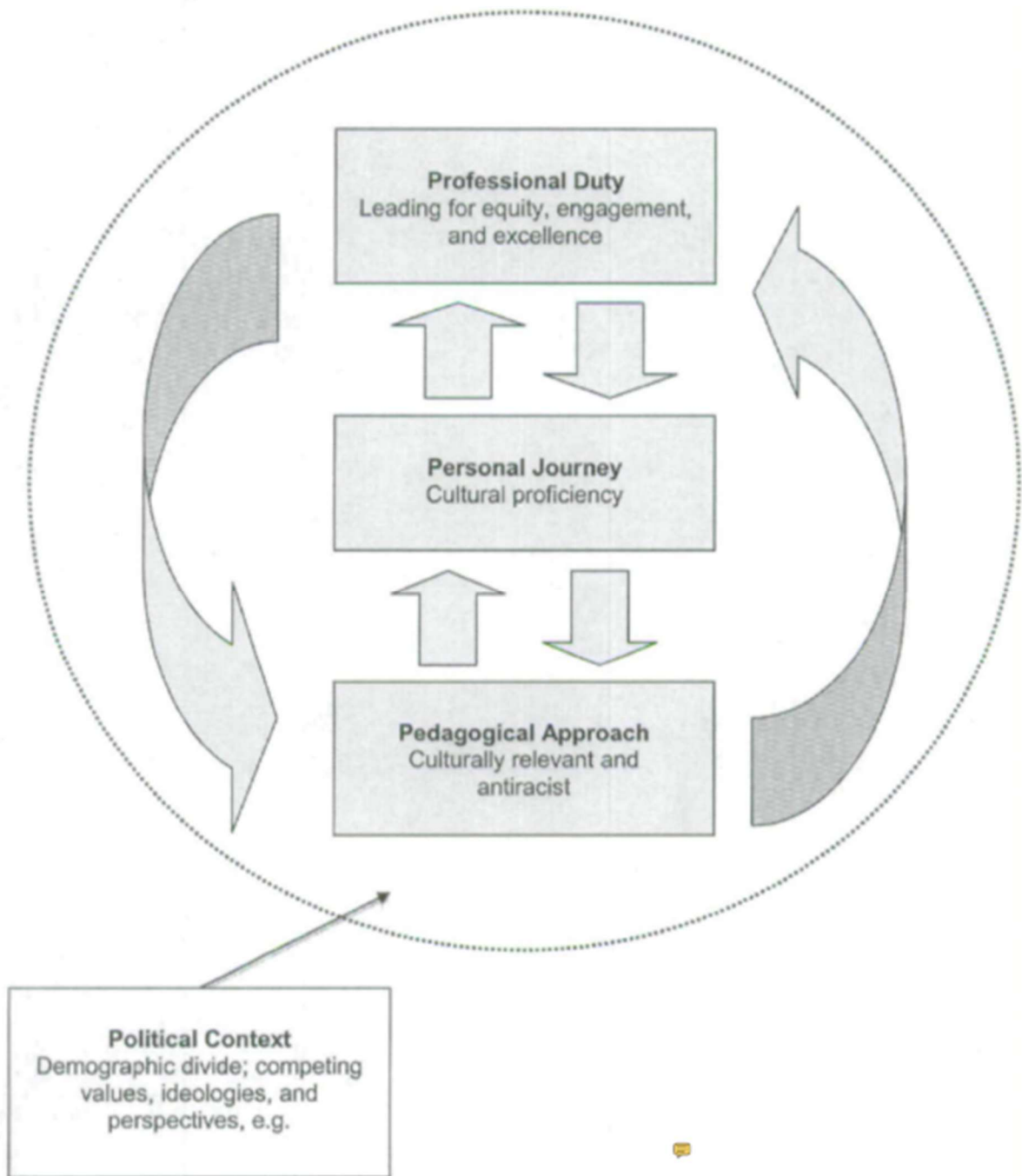
Thank you for your time and assistance!

Respectfully,

Monica Christensen

Doctoral Candidate, Organizational Leadership
University of Massachusetts Global

Appendix K: Conceptual Framework for Culturally Relevant Leadership

(Horsford et al., 2011, p. 594)

Appendix L: National Institutes of Health Human Subjects Research Certification

Completion Date 13-May-2022
Expiration Date N/A
Record ID 48763237

This is to certify that:

Monica Christensen

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Human Subjects Research
(Curriculum Group)
Social-Behavioral-Educational Researchers
(Course Learner Group)
1 - Basic
(Stage)

Under requirements set by:

University of Massachusetts Global

Verify at www.citiprogram.org/verify/?wdb602e76-143a-4ab8-af44-18546f60aa74-48763237

Appendix M: Synthesis Matrix

Table 18: Synthesis Matrix

Source	Charter School	U. S. Demo.	Leading In Diverse Settings	Cultural Comp.	Cultural Respon Leader	Leading in Diverse Edu. Setting	Relation- ships	Cultural Agility
National (1983)	X							
Budde (1988)	X					X		
U.S. Dept. of Education (2004)	X							
National Center for Education Statistics (2022a)	X							
Rafa et al. (2020)	X							
Bureau (2010)		X						
Bureau (2020b)		X						
Bureau (2020a)		X						
Cross et al. (1989)			X	X				
Caligiuri (1995)			X	X				
Horsford et al. (2011)			X		X			
Brooks and Miles (2010)					X	X		
Chicoski (2019)				X	X	X		
Khalifa et al. (2016)					X	X		
Lindsey et al. (1999)						X		

Source	Charter School	U. S. Demo.	Leading In Diverse Settings	Cultural Comp.	Cultural Respon Leader	Leading in Diverse Edu. Setting	Relation-ships	Cultural Agility
Hollowell (2019)				X	X	X		
Mosley (2021)					X	X		
Davis (2022)					X	X		
Ryu (2020)					X	X	X	
Chu (2023)						X		
Craig-Marius (2023)						X		
Eskew (2023)						X		
Lopez (2023)						X		
Martinez (2023)						X		
Bland (2023)							X	
Bordenkecher (2017)								X
Hansuvadha and Slater (2012)				X				X
Grubb (2015)							X	X
Niendorf and Alberts (2017)							X	X
Traylor and Caligiuri (2019)							X	X
Caligiuri (2021b)			X	X			X	X
Pouchak (2019)			X	X				
Caligiuri (2012)			X	X				X
Caligiuri (2021a)			X					X

	Cultural Compet	Relationship Mgmt	Humility	Relationship Building	Perspective Taking	C. A. in Edu Leadership		
Caligiuri (2021b)	X	X	X	X	X			
Brown (2021)		X						
Krumrei-Mancuso and Rouse (2016)			X					
Ou et al. (2018)			X					
Mbugua (2010)				X				
Marvin et al. (1976)					X			
Bordenkecher (2017)	X					X		