

## **INFORMATION TO USERS**

While the most advanced technology has been used to photograph and reproduce this manuscript, the quality of the reproduction is heavily dependent upon the quality of the material submitted. For example:

- Manuscript pages may have indistinct print. In such cases, the best available copy has been filmed.
- Manuscripts may not always be complete. In such cases, a note will indicate that it is not possible to obtain missing pages.
- Copyrighted material may have been removed from the manuscript. In such cases, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, and charts) are photographed by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each oversize page is also filmed as one exposure and is available, for an additional charge, as a standard 35mm slide or as a 17"x 23" black and white photographic print.

Most photographs reproduce acceptably on positive microfilm or microfiche but lack the clarity on xerographic copies made from the microfilm. For an additional charge, 35mm slides of 6"x 9" black and white photographic prints are available for any photographs or illustrations that cannot be reproduced satisfactorily by xerography.



8710664

**Harper, Wyatt Kelly**

A STUDY OF STATE WINNERS OF SECONDARY SCHOOL ATHLETIC  
DIRECTORS OF THE YEAR AWARD AND THE PERCEPTIONS OF THEIR  
OWN ADMINISTRATIVE BEHAVIOR

*The University of North Carolina at Greensboro*

Ed.D. 1986

University  
Microfilms  
International 300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1986

by

Harper, Wyatt Kelly

All Rights Reserved



**PLEASE NOTE:**

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark ✓.

1. Glossy photographs or pages \_\_\_\_\_
2. Colored illustrations, paper or print \_\_\_\_\_
3. Photographs with dark background \_\_\_\_\_
4. Illustrations are poor copy \_\_\_\_\_
5. Pages with black marks, not original copy ✓
6. Print shows through as there is text on both sides of page \_\_\_\_\_
7. Indistinct, broken or small print on several pages ✓
8. Print exceeds margin requirements \_\_\_\_\_
9. Tightly bound copy with print lost in spine \_\_\_\_\_
10. Computer printout pages with indistinct print \_\_\_\_\_
11. Page(s) \_\_\_\_\_ lacking when material received, and not available from school or author.
12. Page(s) \_\_\_\_\_ seem to be missing in numbering only as text follows.
13. Two pages numbered \_\_\_\_\_. Text follows.
14. Curling and wrinkled pages \_\_\_\_\_
15. Dissertation contains pages with print at a slant, filmed as received ✓
16. Other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

University  
Microfilms  
International



A STUDY OF STATE WINNERS OF SECONDARY SCHOOL  
ATHLETIC DIRECTORS OF THE YEAR AWARD  
AND THE PERCEPTIONS OF THEIR OWN  
ADMINISTRATIVE BEHAVIOR

by

Wyatt Kelly Harper

A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

Greensboro  
May 1986

Approved by

  
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following  
committee of the Faculty of the Graduate School at The  
University of North Carolina at Greensboro.

Dissertation Adviser

Raymond M. Grier

Committee Members

Richard C. Anderson  
Eric M. Grier  
Joseph E. Grier

March 20, 1986  
Date of Acceptance by Committee

March 20, 1986  
Date of Final Oral Examination



c 1986

WYATT KELLY HARPER

All Rights Reserved

HARPER, WYATT KELLY, Ed.D. A Study of State Winners of Secondary School Athletic Director of the Year Award and the Perceptions of Their Own Administrative Behavior. (1986) Directed by Dr. Rosemary McGee. 196 pp.

The purpose of this study was to examine a group of athletic directors who had been recognized as outstanding in their profession by examining their perceptions of their own administrative behavior. Ninety state Secondary School Athletic Director of the Year Award winners comprised the sample.

Three survey instruments were used to gather data for this study: The Responsibility, Authority, and Delegation Scales, the Work Analysis Form, and the Leadership Opinion Questionnaire. A biographical information section was also used to obtain a profile of the sample.

Results of the Responsibility, Authority, and Delegation Scales indicated that athletic directors perceived their responsibility and authority roles almost to the same degree but higher than their delegation role. Three activities indicated by athletic directors on the Work Analysis Form as consuming the greatest amount of their professional time were consulting peers, preparing and writing reports, and inspecting the organization. Results of the Leadership Opinion Questionnaire revealed that athletic directors scored higher on the structure dimension than the consideration dimension, an indication that athletic directors in this study were more likely to be task oriented than relationship oriented. A further effort was made to categorize the leadership styles of athletic directors based on their scores

on the Leadership Opinion Questionnaire and to determine how each group perceived its responsibility, authority, and delegation as measured by the Responsibility, Authority, and Delegation Scales. These categories included high structure, high consideration; low structure, high consideration; high structure, low consideration; and low structure, low consideration. Athletic directors who scored high in structure and high in consideration on the Leadership Opinion Questionnaire generally perceived their responsibility and authority roles to be higher than any other group. The high structure, low consideration group perceived their delegation role to be higher than any other group.

## ACKNOWLEDGEMENTS

To Dr. Rosemary McGee whose personal guidance and continued support provided the encouragement to conduct this study, I owe my sincere thanks and deepest appreciation.

To members of the Committee, Dr. Joseph Bryson, Dr. Gail Hennis, and Dr. Richard Swanson, who gave many helpful suggestions and much of their time, I am forever grateful.

To the National Council of Secondary School Athletic Directors who endorsed this study, I am most grateful.

To my parents, Troy and Ruby Harper, for their support and encouragement, I will always be thankful.

Finally, to my wife, Darlene, my son, Michael, and my daughter, Becky, my deepest appreciation for their understanding and support.

**DEDICATION**

**To my wife, Darlene**

## TABLE OF CONTENTS

	Page
APPROVAL PAGE . . . . .	ii
ACKNOWLEDGEMENTS . . . . .	iii
LIST OF TABLES . . . . .	viii
LIST OF FIGURES . . . . .	x
CHAPTER	
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	1
Importance of the Study . . . . .	2
Limitations and Delimitations of the Study . . . . .	3
Assumptions . . . . .	3
Definition of Terms . . . . .	3
Organization of the Remaining Chapters . . . . .	5
II. REVIEW OF LITERATURE . . . . .	6
Administration . . . . .	6
Educational Administration . . . . .	13
Athletic Administration . . . . .	21
Chapter Summary . . . . .	32
III. THE PROCEDURE . . . . .	34
Determination of the Sample . . . . .	34
Selection of the Survey Instruments . . . . .	35
Responsibility, Authority, and Delegation Scales . . . . .	36
The Work Analysis Form . . . . .	41
The Leadership Opinion Questionnaire . . . . .	44
Distribution and Return of the Instruments . . . . .	49
Treatment of the Data . . . . .	50
Chapter Summary . . . . .	51
IV. PROFILE OF THE SAMPLE . . . . .	53
Introduction . . . . .	53
Undergraduate Training . . . . .	53
Undergraduate Major Area of Study . . . . .	57
Graduate Training . . . . .	57
Graduate Major Area of Study . . . . .	61

	Page
Highest Academic Degree . . . . .	64
Age at Time of Study . . . . .	64
Length of Time as Head Administrator . . . . .	64
Length of Time at Present School/School System . . . . .	67
Sport Served as a Head Coach For the Longest Period of Time . . . . .	67
Chapter Summary . . . . .	70
 V. FINDINGS FROM THE RESPONSIBILITY, AUTHORITY, AND DELEGATION SCALES . . . . .	 72
Introduction . . . . .	72
Mean Scores of Athletic Directors on the RAD Scales . . . . .	73
Responsibility in the Administrative Roles of Athletic Directors . . . . .	75
Authority in the Administrative Behavior of Athletic Directors . . . . .	82
Delegation in the Administrative Behavior of Athletic Directors . . . . .	90
Chapter Summary . . . . .	97
 VI. FINDINGS FROM THE WORK ANALYSIS FORM . . . . .	 101
Introduction . . . . .	101
Time Spent in Contact With Persons . . . . .	102
Time Spent in Individual Effort . . . . .	109
Time Spent in Major Responsibilities . . . . .	114
Chapter Summary . . . . .	121
 VII. FINDINGS FROM THE LEADERSHIP OPINION QUESTIONNAIRE . . . . .	 123
Introduction . . . . .	123
Structure in the Administrative Behavior of Athletic Directors . . . . .	128
Consideration in the Administrative Behavior of Athletic Directors . . . . .	141
Chapter Summary . . . . .	154
 VIII. COMPARISON OF LEADERSHIP STYLES AND PERCEIVED RESPONSIBILITY, AUTHORITY, AND DELEGATION . . . . .	 156
Introduction . . . . .	156
Analysis of Perceptions of Responsibility . . . . .	159
Analysis of Perceptions of Authority . . . . .	161

	Page
Analysis of Perceptions of Delegation . . .	162
Chapter Summary . . . . .	164
IX. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS . . . . .	167
The Problem . . . . .	167
The Procedure . . . . .	167
The Sample . . . . .	168
Treatment of the Data . . . . .	168
Major Findings . . . . .	169
Conclusions and Implications . . . . .	173
Recommendations . . . . .	175
BIBLIOGRAPHY . . . . .	177
APPENDIX A. Cover Letter, Follow up Letter . . . . .	184
APPENDIX B. Correspondence Regarding Use of Survey Instruments . . . . .	187
APPENDIX C. Correspondence Regarding Support of National Council of Secondary School Athletic Directors . . . . .	192
APPENDIX D. Human Subjects Approval Form . . . . .	195



## LIST OF TABLES

	Page
1. Institutions at Which Undergraduate Work Was Done . . . . .	54
2. Distribution of the Sample by Undergraduate Major . . . . .	58
3. Institutions at Which Graduate Work Was Done . .	59
4. Distribution of the Sample by Graduate Major . .	62
5. Distribution of the Sample by Graduate Degree .	63
6. Distribution of the Sample by Age at Time of Study . . . . .	65
7. Distribution of Sample by Length of Time as Head Administrator . . . . .	66
8. Distribution of the Sample by Length of Time at Present School/School System . . . . .	68
9. Distribution of the Sample by Head Coach For The Longest Period of Time . . . . .	69
10. Mean Scores For State Secondary School Athletic Director of the Year on the RAD Scales . . . . .	75
11. Distribution of Responses For RAD Subscales I and IV: Responsibility Roles of State Secondary School Athletic Director of the Year Award Winners . . . . .	76
12. Rankings of Responsibility Statements . . . . .	80
13. Distribution of Responses for RAD Subscales II and V: Authority Roles of State Secondary School Athletic Director of the Year Award Winners . . . . .	83
14. Rankings of Authority Statements . . . . .	87
15. Distribution of Responses For RAD Subscales III and VI: Delegation in the Job Roles of State Secondary School Athletic Directors of the Year . . . . .	91
16. Rankings of Delegation Statements . . . . .	95

	Page
17. Summary Table, Location of Statements Ranked First for Each Subscale . . . . .	98
18. Distribution of Responses on the Work Analysis Form: Time Spent by State Secondary School Athletic Directors of the Year in Contact With Persons . . . . .	103
19. Distribution of Responses on the Work Analysis Form: Time Spent by State Secondary School Athletic Directors of the Year In Individual Effort . . . . .	110
20. Distribution of Responses on the Work Analysis Form: Time Spent by State Secondary School Athletic Directors of the Year in Major Responsibilities . . . . .	116
21. Mean Scores of Athletic Directors on the Leadership Opinion Questionnaire . . . . .	125
22. Distribution of Responses on the Leadership Opinion Questionnaire: Structure in the Administrative Behavior For State Secondary School Athletic Directors of the Year . . . . .	130
23. Distribution of Responses on the Leadership Opinion Questionnaire: Consideration in the Administrative Behavior of State Secondary School Athletic Directors of the Year . . . . .	143
24. Responsibility Scores by Leadership Styles . . . . .	158
25. Authority Scores by Leadership Styles . . . . .	160
26. Delegation Scores by Leadership Styles . . . . .	163

## LIST OF FIGURES

	Page
1. Graphic Summary of Time Spent by State Secondary School Athletic Directors of the Year in Activities Involving Contacts With Persons . . .	106
2. Graphic Summary of Time Spent by State Secondary School Athletic Directors of the Year in Activities Involving Individual Effort . . . . .	113
3. Graphic Summary of Time Spent by State Secondary School Athletic Directors of the Year in Activities Involving Major Responsibilities . .	120
4. Work Situation Model, Fiedler . . . . .	139
5. Path-Goal Leadership Theory, Evans . . . . .	152

## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

#### Introduction

Steady advancement has been made in management science, including progress in the theoretical aspects of educational administration. However, it is apparent that limited research or writing has been done in the field of athletic administration. One possibility of expounding upon the theory of athletic administration is through the examination of the professional behavior of outstanding athletic directors. Outstanding leaders and their theories from a variety of professional fields have been used as references to illustrate the point that we may learn from those who have been successful (Zeigler, 1975). Specifically, what behaviors can we associate with a group of athletic directors who have been deemed successful? More important, how might future athletic directors and those who work in professional preparation programs in athletic administration use this information to build upon a body of knowledge in athletic administration?

#### The Problem

The purpose of this study was to analyze a group of

athletic directors who had been recognized as outstanding in their profession by examining their perceptions of their own administrative behavior.

The general purpose of the study will was to address a number of subproblems:

1. What is the degree of responsibility perceived by these athletic directors?
2. What is the degree of authority perceived by these athletic directors?
3. What is the degree of delegation perceived by these athletic directors?
4. Where do administrators place their time priorities in relation to contact with other people?
5. Where do administrators place their time priorities in relation to individual effort?
6. Where do administrators place their time priorities in relation to major responsibilities?
7. To what extent do athletic directors define and structure their own role and those of their subordinates?
8. To what extent do these athletic directors have job relationships with their subordinates characterized by mutual trust, respect for their ideas, and consideration of their feelings?
9. Is there a difference in how athletic directors who are task oriented or relationship oriented perceive their responsibility, authority, and delegation roles?

#### Importance of the Study

Many factors influence the success of an athletic program. One of these factors, to some degree, is the

administrator responsible for the program. The extent to which this individual's behavior affects programs has not yet been fully established. Because of the implications of emulating successful behavior, this unknown warrants careful examination.

#### Limitations and Delimitations of the Study

1. The sample was limited to outstanding high school athletic directors so designated by the National Council of Secondary School Athletic Directors.
2. The sample was limited to athletic directors who had been chosen State Athletic Director of the Year from 1981 to 1985.

#### Assumptions

The study was conducted on the assumption that the three instruments would adequately measure specific aspects of administrative behavior and would yield accurate and complete data. It was also assumed that athletic directors would respond in a candid manner rather than how they should respond.

#### Definition of Terms

The following terms are defined to insure an understanding of their meaning in the context of this study:

Administrative behavior. The manner of behaving or acting reflected by the person in the role of manager or organizer in a group (Hodgetts, 1982); in this study, the

professional behavior of the athletic director.

Athletic Administrators Study. A survey packet containing the Responsibility, Authority, and Delegation Scale, the Leadership Opinion Questionnaire and the Work Analysis Form. A biographical information sheet is also part of the Athletic Administrators Study.

Athletic director. The individual formally charged with the responsibility of organizing, directing, supervising, and conducting an athletic program; in this study, athletic directors were limited to men and women at the secondary level.

Leadership. A set of interpersonal behaviors designed to influence employees to cooperate in the achievement of objectives (Glueck, 1980).

LOQ. Leadership Opinion Questionnaire. Measures an individual's degree of consideration and structure (Fleishman, 1960).

NASPE. National Association of Sport and Physical Education.

NCSSAD. The National Council of Secondary School Athletic Directors.

RAD. Responsibility, Authority, and Delegation Scale. Measures an individual's perceived responsibility, authority, and delegation (Stogdill, 1957).

Work Analysis. Work Analysis Form. Used to determine

where individuals devote their professional time (Stogdill, 1957).

#### Organization of the Remaining Chapters

Chapter II of this dissertation contains a review of related literature; Chapter III describes the procedures followed in conducting the study; Chapter IV contains a profile of the sample; Chapter V, VI, VII, and VIII contain the findings of the study; and Chapter IX summarizes the study, presents conclusions and implications, and offers pertinent recommendations.



## CHAPTER II

### REVIEW OF LITERATURE

This chapter contains a review of literature related to the administration of secondary school athletics. The review is arranged according to major topics: 1) administration, 2) educational administration, and 3) athletic administration.

#### Administration

##### Background

Many people have been involved in the development of the meaning and purpose of administration. Because the study of management principles resulted in greater productivity, it was possible to demonstrate the effectiveness of the new "science" in the factory and shop (Nolte, 1966). Henry Fayol (1929) wrote in Industrial and General Management that all administrative activities could be divided into six groups:

1. Technical Operations
2. Commercial Operations
3. Financial Operations
4. Security Operations
5. Accounting Operations
6. Administrative Operations

In contrast, Frederick W. Taylor was far less concerned than Fayol with the operational level and much more interested in approaching administration from a general management point of view. Taylor largely ignored the personal aspects of management (Nolte, 1966).

The basic weakness of the classical theorists in the scientific management era of administration, such as Fayol and Taylor, was that their statements on administrative principles were often too general to be of much help to the practicing administrator (Hodgetts, 1982).

Later examinations of administration revealed a more humanistic and personal concern. McGregor (1964) stated:

The essential task of administration is to arrange organizational conditions and methods of operation so that people can achieve their own goals by directing their own efforts toward organizational objectives. (p. 276)

Voltmer and Esslinger (1967) stated that administration is largely concerned with guiding human behavior toward some goal. Bucher (1979) further proposed the following definition of administration:

Administration is concerned with the functions and responsibilities essential to the achievement of established goals through associated effort. It is also concerned with that group of individuals who are responsible for directing, guiding, coordinating, and inspiring the associated efforts of individual members, so that the purposes for which an organization has been established may be accomplished in the most effective and efficient manner possible. (p. 16)

Thompson (1976) stated that administration can be

conceived as an artificial, and therefore always contentious, system. Barnard, however, took a broader perspective. His executive functions consist of maintaining organizational communication, securing the essential organizational services from individuals, and formulating the organizational purposes and objectives (Mintzberg, 1975).

Perhaps the essential nature of administration can be most easily and quickly grasped from the perspectives of Simon and Barnard whose writings have been credited with the start of the era of administrative science or administrative theory. Simon (1957) took the position that administration is quite essentially the process of making decisions and that not all decisions are administrative. Simon stated:

The decisions which the organization makes for the individual ordinarily 1) specify his function, that is, the general scope and nature of his duties, 2) allocate authority, that is, determine who in the organization is to have power to make further decisions for the individual, and 3) set such limits to his choice as are needed to coordinate the activities of several individuals in the organization. (p. 8)

For Simon, administrative decisions are those which are uniquely directed to the decision-making process itself.

Simon (1957) stated:

As we proceed upward in the hierarchy of the organization, 'administrative' duties come to occupy more of the administrator's time and 'technical' duties less. This must be interpreted with considerable caution. This is not true if the term 'administrative duties' is taken to refer only to the organization-determining functions. It is true, if the broader decisional functions which fall to the administrator are considered as administrative duties.

"What is the difference between these latter functions and the "technical" functions at the lower levels of the hierarchy? Simply that the content decisions of the higher administrator deal with more ultimate purposes and more general processes than the decisions of the lower administrator. We might say that the lower administrator's purposes are the upper administrator's processes." (p. 22)

It is apparent that administration has shifted to a more personal aspect that has included 1) more emphasis on working with people, 2) accomplishing common goals, and 3) basing research on human factors.

One of the more noteworthy articles written on administrative systems theory is "General Systems Theory: The Skeleton of Science" by Kenneth Boulding (1956). Boulding put forth a classification of the nine hierarchal levels in the universe. He described them as follows:

1. The level of framework represented by a static structure.
2. The level of clockworks characterized by a simple, dynamic system with predetermined necessary motions.
3. The level of the control mechanism.
4. The open system of the self-maintaining structure which can be called the level of the cell.
5. The level of the genetic-societal level.
6. The animal kingdom.
7. The human level.
8. The social organization.
9. The transcendental system which exhibits systematic structure and relationship.  
(Boulding, 1956)

The last three are concerned with humanism and are of more importance to the arts, the humanities, the social sciences, and in a more specialized way, modern administration. Culbertson (1965), writing in the 1960's, stated that there has been much growth in the study of administration and that the movement has had tremendous impact on professional programs of administration. Hodgetts (1982), writing in the 1980's, continued to support this observation and predicted that administration will be advanced by increased research on human behavior in organizations.

The basic nature of administration has not changed over time, but the emergence of a profession with its special insignia - professional societies and professional schools - is a modern phenomenon. Hodgkinson (1978, pp. 22-23) stated:

Administration is more than knowing, it is doing, and it is often characterized by a marked action orientation. Administrators carry responsibility in a way which make them distinctive from other members in the organization. Administration is action-focused and the stereotypical attitude of administration is pragmatic. We are all directly or indirectly members of or affected by the work of organizations and we are all either administered to or administering - and this provision has vast significance for the meaning and quality of life (Hodgkinson, 1978, pp. 22-23).

### Leadership

A discussion of the field of administration must also include a brief overview of the administrator's role, particularly as it relates to leadership. Although empirical

studies of leadership behavior and performance became a serious concern of social scientists some 50 years ago, we are only now beginning to understand the structure of the interaction between leader and situation and the dynamics of the leadership process (Pugh, 1984). The main business of leadership research began with the relationship between personality attributes of the leader and the performance of his or her group or organization (Mann, 1959). The emphasis then shifted to the identification of specific types of leader behavior which would determine the effectiveness of the group. While this effort did not succeed, it did result in the monumental factor-analytic research by the Ohio State group under Shartle and associates (Stogdill & Coons, 1957). The Ohio State studies identified two dimensions, consideration and structure, as the two major types of leadership behavior. The findings of the Ohio State studies have continued to have a far-reaching impact on other leadership theorists. Fiedler's (1967) contingency theory basically considered the leaders' administrative behavior along with those factors directly affecting the situation. A study by Lawrence and Lorsch represented a major turn in leadership theory because the environment and those tasks associated with the environment became a part of models of organizational or administrative theory (Peters & Waterman, 1982). Lawrence and Lorsch (1967) concluded that leaders must analyze their tasks at hand and relate them to the

required organizational characteristics. Fast and Fast (1979) theorized that the most successful leader is the one who anticipates the desired action and leads people to it.

Vroom and Yetton (1973) focused research in leadership on the way in which leadership is reflected in social processes utilized for decision making, specifically in leaders' choices about how much and in what way to involve their subordinates in decision making. Vroom and Yetton concluded that a group may become more effective as the members are delegated more authority to make decisions. The influence of the Ohio State studies is evident in each of these leadership theories.

Hicks and Gullett (1976) summarized the importance of leaders and their roles in the success of an organization:

All managers, regardless of the organization, are responsible for creating, planning, organizing, motivating, communicating, and controlling the work of others. The leader is the "moving force" or catalyst that directs the organization and keeps it on course. How well he performs these functions can in a large part determine the effectiveness of the organization. It is not necessary that the leader be an expert in the technical work in order to perform organizational tasks effectively. However, he must learn to capitalize on the strengths of his subordinates, individually and collectively. (p. 27)

The field of administration and the area of leadership are difficult to separate. It will be necessary to explore the area of leadership more fully in order to understand how administrative behavior affects those processes associated with the management of an organization.

## Educational Administration

### Background

The practice of educational administration is a skill; the possession of knowledge about administration is by no means equivalent to possession of skill. (Mayo, 1945, p. 75)

Elton Mayo made his point very clear regarding educational administration in the 1940's; skill differs from general knowledge in that it is manifested by a particular point as a manipulative dexterity acquired by experience in the handling of things or people or complexes. In emphasizing the concept of skill, Mayo was making the essential distinction made by William Jones in 1890 between "knowledge of acquaintance" and "knowledge about." According to Mayo that distinction between two kinds of knowledge means that a person needs technical dexterity in handling things and social dexterity in handling people when dealing in educational administration (Campbell & Gregg, 1957).

Graff and Street (1957) writing in the 1950's, maintained that educational administration is a distinct profession that has characteristics peculiarly its own:

1. The school is a unique institution charged with the responsibility of educating its citizens.
2. The school takes its direction from all community institutions.
3. The school is concerned directly with people and the development of human potential.
4. The school is a maelstrom of conflicting values since it deliberately brings people



with different values together in hope that they will find a common base for agreement.

5. The closeness of school and community interaction is unmatched in any other enterprise, public or private. (pp. 122-125)

More contemporary writers in educational administration speak to the concepts of organizational goals and objectives. Saxe (1980) defined educational administration as the participation in policy formation and the several activities required to secure and direct human and material resources to achieve the goals of the organization. Campbell (1977) defined educational administration in more general terms:

We shall define the administrative process as the way in which an organization makes decisions and takes action to achieve its goals. (p. 265)

Knezevich (1975) defined educational administration as a social process concerned with identifying, maintaining, stimulating, controlling, and unifying formally and informally organized human and material energies within an integrated system designed to accomplish predetermined objectives.

Developments in educational administration have essentially paralleled those in the broad field of administration. Early students of educational administration looked at the concept from the standpoint of job analysis. They observed administrators at work, specifying the component tasks to be performed, determining more effective ways to perform each task, and suggesting an organization to

maximize efficiency (Hoy & Miskel, 1982). Callahan's (1962) analysis of schools, concentrating on the period from 1910 through 1930, clearly suggested the influence of the scientific managers.

Between 1927 and 1932, the Hawthorne studies were conducted with the underlying conclusion that social and psychological factors were determined to be important in worker motivation (Mayo, 1933). By 1940, the impact of the Hawthorne studies upon schools was evident in a wave of writing and praise on democratic administration. As Campbell (1971) noted, "This emphasis on human relations and democratic practices often meant a series of prescriptions as to how conditions ought to be and how persons in an organization ought to behave. Sometimes these prescriptions took the form of principles" (p. 15). The 1940's and early 1950's produced very little research in the area of educational administration (Campbell, 1971).

Immediately after World War II, a few professors of educational administration originated the National Conference of Professors of Educational Administration (Hoy & Miskel, 1982). Griffiths (1959) maintained this conference, held in 1954 in Denver, sparked a devastatingly critical analysis of educational administration as a field of study with an appalling lack of theory and research.

Another major influence in the development of educational administration was the W. K. Kellogg Foundation

grants from 1949 to 1959 for the study and improvement of educational administration through the Cooperative Program in Educational Administration (CPEA) (Campbell & Gregg, 1957). Moore (1957, p. 21) maintained that the Cooperative Program in Educational Administration produced a new leader in school administration: "Typically, he is on the faculty of a multipurpose university which prepares school administrators, he is a student of the behavioral sciences, and he is an interpreter of research applied to educational processes and institutions."

In the 1950's, the behavioral science approach started to make inroads and by the 1960's, a full scale theory movement emerged to guide the study of educational administration. Democratic prescriptions were replaced by analysis, a field orientation by a discipline orientation, raw observation by theoretical research. In addition, concepts from many disciplines were incorporated into educational administration research. In 1955, the University Council for Educational Administration was started with support from the Kellogg Foundation. The University Council for Educational Administration in turn promoted the development of theory and research as well as improvements in the pre- and inservice training of school administrators (Hoy & Miskel, 1982).

In the 1970's, progress toward relevant theory and research in educational administration slowed. The social

and political unrest of the late 1960's and the financial and political problems of the 1970's--civil rights demonstrations and riots, Vietnam and Watergate, oil crises, and other resources--all impeded the progress of the study and practice of educational administration by raising questions about the inequality, accountability, and management of decline (Hoy & Miskel, 1978).

### Theory

The American Association of School Administrators has contended that of all the many areas of knowledge in which a school administrator needs to keep up to date, the most crucial is administrative theory (Nolte, 1966). Organizational theory functions in the same way theory does in the natural sciences and in other social sciences; it provides an explanatory system connecting otherwise unrelated information. In addition, theory gives direction to empirical research, and when theory, in light of the research findings, is applied to individual actions, theory is transformed into practice (Hoy & Miskel, 1982).

Griffiths (1957) who has contributed to the development of a theory of administrative behavior in education, presented the following definition of theory in school administration:

A good theory exists when there has been established a set of principles upon which action may be predicted. These principles constitute

a logical and consistent whole built about a single theme or small number of theses. As yet, there is no theory of administrative behavior which satisfies this definition. A theory attempts to state in general form the results of the observations of many different researchers. A theory starts with scientific observations in the form of facts. (pp. 359-360)

Hoy and Miskel (1982) defined theory as a set of interrelated concepts, assumptions, and generalizations that systematically describes and explains regularities in behavior in educational organizations. Kerlinger (1979) offered a more general definition of theory: "A theory is a set of interrelated constructs, definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena" (p. 11).

Richard Saxe (1980, p. 132) stated the purpose of examining theory in educational administration as reflected by the attitude of the 1980's:

Theory allows educational administrators to assimilate knowledge produced by various disciplines. A theoretical orientation that enables administrators to trace the implications and ramifications of new knowledge is necessary to put in proper perspective all the crash programs and refresher courses on new techniques. (p. 132)

During the 1960's when the theory movement expanded in educational administration, conditions generally favored an emphasis on theory. During this period, most scholars agreed with Schwab (1964) that "every administrator needs a variety of bodies of theory about a variety of bodies of phenomena,

not only to guide his interpretation of events and of problems which he sees but to magnify and to diversify what he is prepared to recognize as a viable solution to a problem" (p. 63).

Several system-type theories were developed in the 1960's to guide the study of educational administration. Homan (1961) developed an exchange theory for explaining social behavior. Stogdill (1959) developed the concept of the organized group as an input-output system. Halpin (1966) developed a paradigm for research on administrative behavior. One of the more comprehensive frameworks for the study of organizations was developed by Miller (1965) in which he generated 165 general systems propositions to be used to construct an infinite number of more specific hypotheses to direct research in educational administration. When Halpin and Hayes studied the development of theory in administration over a 20-year period (1954-1974), they concluded that the theory movement had thrived for the first decade but had suddenly gone into decline in the second decade. Reasons for the decline were that it was overpromoted, that there was a lack of consensus on the meaning of theory, and that theory had not been established sufficiently to withstand the violent social turmoil of the 1960's; that is, variables outside educational organizations were inadequately considered (Halpin & Hayes, 1977). Culbertson (1977) added that some of the difficulties encountered by theory were due

partly to radically changed environments in both institutions of higher education and school systems.

The perennial controversy surrounding theory in educational administration has been the continuing lack of appreciation of theory by practicing administrators (Saxe, 1980). Coladari and Getzels (1955) noted such a problem in the 1950's prior to the outset of the growth of theory in educational administration. The writers identified five obstacles that they felt prevented administrators from attending to the theory:

1. Commitment to factualism
2. Unwarranted respect for the authority of "experts" and "laws"
3. Fear of theory
4. Inadequate professional language
5. Emotional identification with personal views (pp. 10-14)

Much of the skepticism about theory is based on the assumption that educational administration is incapable of becoming a science, a skepticism that has plagued all of the social sciences (Hoy & Miskel, 1982).

Some writers such as Griffiths (1977) and Greenfield (1977) have departed from the assumption that theories developed in one type of organization are useful in all other types. Griffiths (1979) took the position that organizations differ so markedly that we should be interested not only in theories about educational organizations, but in theorizing

about particular types of educational organizations.

Culbertson (1978) offered the possibility of a new synthesis in theory for educational administration, one that would emphasize the development of knowledge.

Much has been done in attempting to detect the role of a theory of educational administration. While significant research has been done along human relations and leadership lines, much remains to be done to develop a theory in educational administration.

### Athletic Administration

#### Background

During the colonial years, school hours were so long that there was little opportunity for boys to engage in sports. The games of college students, however, were as old as the colleges themselves; but from the very start they met with opposition from the authorities who were quick to rule them as harmful. In the nineteenth century, however, rules were developed for certain sports and organizations in an effort to gain more control. Although there are reports of the playing of intercollegiate games as early as the 1800's between schools located near each other, it was not until the 1850's that contests took place for which specific reports were available. During this time, athletics, particularly at the college level, were student controlled and many times non-students were recruited to represent their team (Rice,



1969). Spears and Swanson (1983), writing in the History of Sport and Physical Education, pointed out the problems of sport in the 1870's:

Football on the college and university campuses was both exciting and troublesome. It answered the need for a physically demanding activity which the young men found satisfying and enjoyable, but the prevalence of injuries to students, lack of administrative control of the game, and its demands on students' time created problems for the administration. (p. 131)

In the late nineteenth century, the sports and games pursued by school children and college students under their own organization and management still received but scant attention from the schools except in a few situations. Certain groups of adults, however, began to promote athletics and games, foreshadowing today's rich sports heritage (Rice, 1969).

At the beginning of the twentieth century, the scope of athletics had grown beyond the abilities of the students to manage. Little opportunity for athletics existed at this time because of the transient nature of the student body (Shea & Wieman, 1967). In these early years of the twentieth century, football dominated sports to such an extent that the story of athletics at this time was the story of football. Many coaches were men of no educational background, and teams were said to be made up of townspeople and faculty members. Efforts were made, however, to govern amateur sports. The National Collegiate Athletic Association was formed in 1905

to make rules and regulations governing all major sports played in college. In 1920, the National Federation of High School Athletic Associations was formed with the one aim to work for the common interest in control and direction of sports for all high school boys (Rice, 1969). Until the establishment of controls began to reveal that playing games could have educational value, winning the game was the only noticeable goal. Coaches and athletic directors were stimulated, probably by criticism of interscholastics, to place some form of control over what had gotten out of hand (Forsythe & Keller, 1972).

The elimination of student controlled athletic programs gradually occurred, and the responsibility of the athletic program fell to staff members in physical education. Eventually, the athletic program was expected to be self-supporting (Voltmer & Esslinger, 1967).

Athletic administration has evolved from student control in the 1800's to a highly sophisticated business that encompasses many of the practices and functions associated with business administration. It is the general consensus of most business managers that management is the accomplishment of goals and objectives through the efforts of other people (Fuoss & Troppman, 1976). In Management In Action, Laurence A. Appley (1973) stated: "Management is guiding human and physical resources into a dynamic, hardhitting organizational

unit that attains its objectives to the satisfaction of those served, and with a high degree of morale and sense of attainment on the part of those served" (p. 50). To the athletic director this means performing certain managerial functions such as planning and budgeting, organizing, staffing, coordinating, and reporting, innovating, and representing (Fuoss & Troppman, 1973, pp. 35-36).

### Leadership

The importance of the leadership role in athletic administration has been emphasized by one of the outstanding athletic directors of our time, Frank Broyles, former football coach and present athletic director at the University of Arkansas. Broyles (1979) has emphasized the importance of a highly structured task environment for athletic directors and the necessity of detailed operating procedures, a step by step approach, a clearly defined goal, and a means to make the right decision. Purdy (1973) stated that the director of athletics is often referred to as the "middleman" in establishing good rapport and relations in athletic administration. Purdy further stated that for an athletic director to be successful and efficient, he must be highly organized and able to handle many diversified responsibilities. Forsythe and Keller (1972) stated that the position of athletic director should be regarded as an

administrative position whose duties include the necessary supervision to see that coaches carry out their responsibilities. These writers predicted that as the field becomes more "cognizant of the beneficial effects that can accrue from research that is person--as well as pattern-oriented, the number of scientific investigations into administrative concepts should increase (Resick, Seidel, & Mason, 1970).

Very little research has been done in the area of administrative behavior as it relates to athletic administration. Business, industry, the military, and educational administration have dominated research attempting to examine and measure performance or behavior rather than human traits. Resick, Seidel, and Mason (1970) attributed this to the fact that the field has been more concerned with research into all aspects of the administrative task. Very few studies have been conducted in the area of athletic administration or physical education in relation to administrative behavior. Some of these studies are mentioned below.

Sprandel in 1973 investigated the leadership behavior of seven athletic directors in selected colleges in a midwestern athletic conference and found that the athletic directors favored a consideration style of leadership behavior, preferring to place more emphasis on their relationship with

subordinates than the task at hand. However, their staff members rated them as failing to conform to the standards of leadership that they had set for themselves.

Austin (1973) investigated the leadership behavior and interpersonal needs of eight athletic directors. In this study, Austin measured the consideration and initiation of structure dimensions of the leadership behavior of athletic directors along with the interpersonal needs of the athletic directors. Austin concluded that the athletic directors' interpersonal need for affection was strongly related to their consideration of leadership ideology. The mean of the ideal leadership behavior scores for initiation of structure as described by the athletic directors was significantly higher than the mean of such scores given the athletic directors by their head coaches. Austin suggested that the ideal athletic directors should be more structured in their administrative roles than was presently the case.

Frank Buckiewicz (1974) studied the leadership behavior of 24 athletic directors in colleges and universities. He reported that athletic directors as a group and coaches as a group generally perceive the leadership behavior of athletic directors quite similarly. The perceptions by coaching staff members of their athletic director's leadership behavior was in agreement with the estimates made by the athletic directors of their own behavior.

Studies related to administrative behavior in physical education or coaching have included some interesting investigations, as well. Carlson (1973) examined the perceptions of physical education chairmen as leaders. The sample consisted of 20 physical education chairmen and their faculties selected from public institutions of higher education in the Central District of the AAHPER. The results indicated that no significant differences existed between the chairmen's leadership behavior as self-perceived and as perceived by their faculties. The consistently higher scores on consideration than on initiating structure indicated the importance of good human relations between chairmen and their faculties (Carlson, 1973).

Diane Buckiewicz (1974) investigated the perceptions of leadership behavior by staff members in physical education departments of community colleges in the states of California, Oregon, and Washington. She reported that 1) departmental chairpersons tended to think they were significantly more considerate and followed integrative patterns to a greater degree than did the faculty members, 2) faculty men and women differed significantly in their perceptions of leadership behavior in the areas of consideration and initiating behavior, 3) male faculty and female faculty with female department chairpersons did not appear to differ in their perceptions of leadership behavior,

and 4) the size of the school, educational course work in the field of educational administration, and leader maturity did not seem to have an affect on the faculty perception of leadership behavior.

Lewis (1978) investigated the leadership styles of women volleyball coaches and correlated the particular style with team success based on team win-loss records. Lewis found no significant relationship between the leadership styles of women volleyball coaches and team success.

Schroeder (1978) sought to determine whether there was a significant relationship between the leader behavior characteristics of female collegiate coaches as perceived by athletes and the win-loss record of these coaches. Consideration and initiating structure were the fundamental dimensions of leader behavior studied. Schroeder found no significant relationship between the win-loss records of the female coaches studied and their leader behavior as perceived by their players.

Ziegler and Spaeth (1975) have been among the leading advocates for the development of an administrative theory specifically relating to the field of physical education and athletics. Ziegler claimed that almost all of the completed research in this field has been centered in the various technical administrative areas. Ziegler recommended that more research be devoted to those areas related to the

administrative behavior of individuals as they relate to their management responsibilities. To support his position, Ziegler (1975) pointed out that the athletic administrator is being placed in a difficult position because there is no documented body of research knowledge, that there is practically no theory or ongoing research about the administrative task taking place, and that "the professional preparation" of athletic administrators is being carried out by physical educators in a "haphazard and poorly articulated fashion." Ziegler (1975) pointed out that while progress is being made in the other areas of administration such as educational administration and business administration, the field of athletics appears to be not even remotely aware of this development. Ziegler claimed that, in the long run such ignorance can only result in still lower status, minor catastrophe, or even disaster.

There is a definite need for the study of administration in athletics and physical education. One part of this need is the desire for academic respectability. Thompson wrote:

Even though organization and administration has a long history in professional preparation in our field, it has not achieved the recognition that has been accorded to research in the physiology of exercise, kinesiology, sport psychology, or history. The emergence of sound investigation relative to administrative theory, and not only to descriptive analysis of administrative practice, could provide "substance" to this type of research endeavor. (Ziegler, 1975, p. 9)

In this regard, Thompson has recommended that anyone



working in this area might, in the long run, be contributing to the development of an adequate theory of administration. He made some interesting predictions about characteristics that such a theory will display. These predictions are presented below, with explanations by Ziegler directly following each prediction.

1. The variables and constants for such a theory will be selected for their logical and operational properties rather than for their congruence with common sense.

Explanation: By this is meant that terms and concepts must be clear, and that they must be related to systematic theory. Thompson claims for example that the line-staff distinction seems to be common sense to many, but that really its use has hampered administrative theory development.

2. An adequate theory will be generalized, hence abstract.

Explanation: Here he means that a theory becomes more powerful when it clarifies and explains fully a broad range of events.

3. The values capable of being attached to education and to administration will be incorporated into the theoretical system itself; instead, the system will treat such values as variables.

Explanation: The meaning of this is that administrative theory and research should not be basically value-oriented. Theory and research should be as value-free as possible.

4. An adequate theory of administration will be rooted in the basic social and behavioral sciences.

Explanation: The behavioral processes in administrative situations should be considered as basic to the total task.

5. The focus of an adequate theory will be on processes rather than on correlations.

Thus, a particular administrative pattern may be shown to have a certain correlation with

a quality of performance; yet, the entire process is so complex that we mustn't be misled into thinking that a simple cause-and-effect relationship is the answer (Ziegler, 1975).

Ziegler commented:

This recommended approach would enable our own best social and behavioral scientists to make a contribution to a synthesis of administrative theory being developed by researchers in many disciplines. As an inventory of administrative theory and research is being developed, we would supplement this by a body of knowledge which applies typically to physical education and athletics. Such synthesis and integration of knowledge into concepts will inevitably have considerable practical value in providing the finest kind of operational basis. (p. 26)

In the newer types of organizational environments, the management skills of the leader will also need examination and further study. Certainly, leaders must know themselves and know those with whom they associate directly and indirectly. In order to accomplish this with reasonable effectiveness, the administrator needs to create a climate in which associates will collect information about a problem accurately, bring this data back to the decision-making group, and then take part in the planning and execution of future actions (Hodgetts, 1982). Such skills obviously will require further research and development. Ziegler contended that because of the possible relationships with so many of the humanities, social sciences, and natural sciences, athletics and physical education should hold great potential for pure and applied research. However, he also emphasized that there is a need for the field of athletic administration

to develop its own work in order to develop respectability among those related disciplines.

### Chapter Summary

This chapter has reviewed the literature related to the administration of athletics at the secondary level and revealed several major points:

1. Early theorists of administration largely ignored the personal aspect of administration.
2. More recent research has emphasized the behavioral aspect of administration.
3. There has been an increased growth in the field of administration through behavioral research.
4. There has been an increased emphasis on the role of the leader and his influence on the organization.
5. Educational administrators need skill and social dexterity in handling people.
6. Educational administration is unique because of the climate and conditions under which it operates.
7. Early students of educational administration looked at the concept from the standpoint of job analysis.
8. Present studies in educational administration focus on the behavioral sciences and analysis of administrative situations.
9. Control of athletics has evolved from student controlled to staff controlled.
10. The importance of the leadership role for the athletic administrator has received recent attention.
11. Little research has been done in the area of administrative behavior as it relates to athletic administration.

12. Administrative leadership in the future will be weak unless more research is undertaken to understand administrative behavior in athletics.

### Chapter III

#### The Procedure

The following topics will be discussed in Chapter 3: 1) determination of the sample, 2) description of the survey instruments and plan for analysis of data, and 3) administration of the survey instruments.

#### Determination of the Sample

Each year, the National Council of Secondary School Athletic Directors sponsors the state, regional, and national Athletic Director of the Year award program. The purpose of this award is to give recognition to the more than 30,000 secondary school athletic directors in the United States. The award honors athletic administrators who are recognized in their communities as educated leaders and who maintain athletics as an integral part of the total educational program. These individuals administer exemplary athletic programs making full use of school and community resources and involving as many students as possible. The number of recipients varied from year to year because some states did not submit a nominee for that particular year. The members of this sample had, of course, the common characteristic of being named Athletic Director of the Year of their

respective states. The implication for the study is that more may learned about the field of athletic administration by studying a group of administrators who have distinguished themselves in their profession. Because state Athletic Director of the Year award winners have distinguished themselves, this population was considered to represent an elite group.

<u>Year</u>	<u>Number of State Winners</u>
1985	37
1984	23
1983	32
1982	24
1981	<u>32</u>
Five Year Total	148

#### Selection of the Survey Instruments

Three survey instruments were incorporated into the body of the questionnaire used in this study. After an examination of survey instruments used in the area of business administration and leadership positions, the following scales were determined to measure different and significant aspects of administrative behavior: The Responsibility, Authority, and Delegation Scales (Stogdill, 1957), The Work Analysis Form (Stogdill and Shartle, 1955), and The Leadership Opinion Questionnaire (Fleishman, 1960). Because of the size of the population, these

self-administered instruments were chosen to allow for the study of behaviors of a fairly large population requiring a minimal amount of time on the part of the participant.

#### Responsibility, Authority, and Delegation Scales

The RAD Scales (Stogdill, 1957) constitute three segments developed measuring perceived responsibility, authority, and delegation as exhibited by individuals who occupy administrative or supervisory positions. The RAD Scales can be used for indicating the nature of one's own perceived responsibility, authority, and delegation, or they can be used to make observations about another person. For the purpose of this study, the participants were asked to indicate how they perceived their own behavior. The items are stated in such general terms that they could apply in any formally structured organization.

#### Format of the RAD

The RAD Scales consist of six separate subscales, two relating to responsibility, two to authority, and two to delegated authority. Each subscale contains eight statements which indicate various roles in these three areas. Athletic directors were instructed to check only two statements on each subscale--a double check beside the single statement that most accurately described their status and practices in carrying out their duties, and a single check beside the next

most descriptive statement. Each subscale should contain two answers (See Appendix B).

Reliability. The RAD Scales were subjected to nine different revisions, primarily with the aim of improving reliability. Reliability coefficients for Scale I vs. Scale IV for air station commanders, submarine commanders, command staff, landing ship officers (studied twice with six months intervening), district staff officers (studied twice with one month intervening), and school principals were .83, .60, .70, .66, .80, .73, .70, and .88 respectively. For the same groups, reliability coefficients for Scale II vs. Scale V were .72, .57, .75, .72, .28, .82, .68, and .81 respectively. For the same groups, reliability coefficients for Scale III vs. Scale VI were .73, .83, .79, .39, .86, .60, .90 and .78 respectively (Stogdill, 1955). Another source of evidence relative to the reliabilities of the scales was provided by those organizations which were studied on two separate occasions. A naval district command staff was studied twice, with one month intervening. The test-retest stability correlations of RAD Scales for 32 officers who filled out the forms on both occasions were .62 for Responsibility and .55 for Authority. The test-retest correlation for Delegation was .73. These should be regarded as minimum reliabilities since it is probable that the correlations were lowered by changes in the organization (Stogdill, 1955).

Validity. Responses to the scales represent what a



subject is willing to say about his responsibility, authority, and delegation (Stogdill, 1955). The statements in the Responsibility, Authority, and Delegation Scales measure perceived responsibility, authority, and delegation; and, as such, have content validity.

Norms. There are no norms for the RAD Scales. The use of norms in personnel testing implies the establishment of reference points against which practical considerations may be weighed. It would be necessary to accumulate a large body of information before any idea could be gained regarding what is a "normal" degree of responsibility or authority for a particular type of administrative position in any given type of organization.

The RAD Scales were selected because they could describe the authority-subordinate relationship. The patterns of relationships that operate in authority-subordinate interactions are of such a complex nature that they may not be readily detected by direct observations. The RAD Scales were chosen because of their ability to reveal such behaviors. The leader-subordinate relationship has been emphasized by such authorities as Fiedler (1967), House (1974), Hersey-Blanchard (1977), Likert (1967), and Blake-Mouton (1964). Permission to use the RAD Scales was given by Ohio State University.

### Scoring the Responses

As explained previously, each director was asked to double-check the most descriptive statement and to single-check the next most descriptive statement in each of the six RAD subscales. Since two subscales were devoted to each of the three areas measured, an individual athletic director's score for any one area was obtained by computing the sum of the values for statements checked in the two subscales relating to that area and dividing the sum by four. For example, the score for R (Responsibility) was the sum of the four statements checked in Subscales 1 and 4 divided by 4:

$$R = \frac{\text{Subscale 1 (2 items) + Subscale 4 (2 items)}}{4}$$

The score for A (Authority) was the sum of the four statements checked in Subscales 2 and 5 divided by 4:

$$A = \frac{\text{Subscale 2 (2 items) + Subscale 5 (2 items)}}{4}$$

The score for D (Delegation) was the sum of the four statements checked in Subscales 3 and 6 divided by 4:

$$D = \frac{\text{Subscale 3 (2 items) + Subscale 6 (2 items)}}{4}$$

The scoring key was the same for each of the six subscales. The statement scores for each subscale are shown below. A high score indicated a high degree of estimated responsibility, authority, or delegation.

<u>Statement Number</u>	<u>Scale Value</u>
1	8
2	7
3	6
4	5
5	4
6	3
7	2
8	1

#### Treatment of the Data

All responses to the RAD Scales were scored and mean scores for each participant were noted for responsibility, authority, and delegation. The mean for each individual was determined to get an indication of the degree of perceived responsibility, authority, and delegation. The mean and standard deviation also were determined for the group. The standard deviation was obtained to describe the dispersion among the set of observations.

Each subscale was examined and the percentage of athletic directors who checked most descriptive and next most descriptive for each item was shown. Items in each subscale of responsibility, authority, and delegation were ranked according to where the majority of responses clustered. The range was simply the area between the highest and lowest responses. The range was determined to indicate the extremes

to which the group as a whole perceived its responsibility, authority, and delegation. Subproblem 1 was addressed through Subscales 1 and 4 of the RAD. Subproblem 2 was addressed through Subscales 2 and 5, and Subproblem 3 was addressed through Subscales 3 and 6 of the RAD Scales.

### The Work Analysis Form

The Work Analysis Form developed by Ohio State University was designed to measure various aspects of administrative performance. It represents a modified form of job analysis and may be used by a subject for recording estimates of the amount of time the subject spends in various kinds of work, or it may be used by an observer to record estimates of another person's work.

### Format of the Work Analysis Form

This form consists of three sets of items, each set dealing with a different aspect of administration. Set "A" deals with time spent in contact with persons, Set "B" with time spent in individual effort, and Set "C" with the proportion of time devoted to major responsibilities. For each item within a set, the director was asked to indicate the percentage of time spent in the type of activity described by placing a number next to the item. The total amount of time in each set had to equal 100%. A copy of the Work Analysis Form may be seen in the Appendix.

Reliability. The Work Analysis Form was initially administered to 32 officers of a naval district command staff. One month later, the form was administered again to the same officers. The test-retest correlations of items which described work with other persons were higher, on the average, than those that described individual effort or major responsibilities. The test-retest correlations were below .40 for such items as attending conferences, observations, reading and answering mail, reading technical publications, interpretation, supervision, and scheduling. The correlations were higher than .70 for such items as consulting peers, teaching, reflection, public relations, and negotiations.

Validity. Results of studies by the Ohio State group suggest that there is a fairly high degree of correspondence between logged time and estimated time for objectively observable performances such as attending meetings, talking with other persons, reading and answering mail, reading and writing reports, and operating machines. Low correlations have been obtained for those kinds of work in which very small amounts of time were logged or estimated.

Norms. There are no norms for the Work Analysis Form. Although the research revealed similar patterns of performance among groups of persons occupying similar positions in different organizations, there was also considerable variation among the individual members of these

groups. For this reason, it would be unwise to set up any arbitrary standards relative to the optimum distribution of working time in administrative positions. For the purpose of this study, the Work Analysis Form was used to determine how the athletic directors being studied spend their time in the performance of their professional responsibilities with possible implications in areas in which athletic administrators need to increase their expertise.

#### Scoring the Responses

No scoring keys were needed for evaluating the completed Work Analysis Forms. The directors' estimates of the percentage of their time spent in a given kind of work were accepted as the information needed for analysis.

#### Treatment of Data

Data are presented in a table according to the percentage of athletic directors who spent a particular amount of time in a certain activity. These time priorities are listed under three separate headings: 1) time spent in contact with persons, 2) time spent in individual effort, and 3) time devoted to major responsibilities. A graphic representation of each of these three areas shows where the majority of athletic directors clustered in each activity in that area. Subproblem 4 was dealt with through "time spent in contact with persons" as revealed on the Work

Analysis Form. Subproblem 5 was addressed through "time spent in individual effort" on the Work Analysis Form. Subproblem 6 was analyzed through studying the "proportion of time devoted to major responsibilities" on the Work Analysis Form.

### The Leadership Opinion Questionnaire

The Leadership Opinion Questionnaire (Fleishman, 1960) provides two measures of supervisory leadership: consideration and structure. Consideration (C) reflects the extent to which one is likely to have job relationships with one's subordinates characterized by mutual trust, respect for their ideas, consideration of their feelings, and a certain warmth between oneself and them. A high score is indicative of a climate of good rapport and two-way communication. A low score indicates individual who are likely to be more impersonal in their relations with group members. Structure (S) reflects the extent to which individuals are likely to define and structure their own role and those of their subordinates toward goal attainment. A high score on this dimension characterizes individuals who play a very active role in directing group activities through planning, communicating information, scheduling, criticizing, trying out new ideas, and so forth. A low score characterizes individuals who are likely to be relatively

inactive in giving directions in these ways. An important feature of the questionnaire is that the scores on each item are independent of each other. This means that supervisors may be high on structure and highly relationship-oriented or high on one and low on the other.

#### Format of the Leadership Opinion Questionnaire

The Leadership Opinion Questionnaire contained 40 items and measured two important dimensions of administrative leadership: structure and consideration. Twenty items related to structure and 20 to consideration. Each item was accompanied by five choices of response. The directors were asked to choose the one response that most nearly expressed their opinion regarding how frequently they should do what is described by the item. They were asked to remember that there are no right or wrong responses and that the researcher was interested only in their opinions. (The Appendix contains a copy of the LOQ).

Reliability. Internal consistency reliabilities were obtained from four samples. These reliabilities represented the correlation of odd-numbered items with even-numbered items corrected for full length of each scale by the Spearman-Brown formula. Internal consistency reliabilities obtained for Foremen, Workers, General Foremen (completed forms on two separate occasions; in the first, they answered



in terms of how workers should be supervised and later, in terms of how foremen should be supervised), and ROTC Cadets were .70, .89, .60, .64, and .82, respectively on the consideration portion of the questionnaire. For the same groups, the internal consistency reliabilities for initiating structure (S) were .79, .88, .82, .78, and .80, respectively. Test-retest reliabilities for foremen with three months between administration were .80 for consideration and .74 for initiating structure. Test-retest reliabilities for Air Force noncommissioned officers were .77 for consideration and .64 for initiating structure (Stogdill & Coons, 1957).

Validity. The Leadership Opinion Questionnaire was developed to maximize construct validity. No relationship was found between either "consideration" or "initiating structure" and the three-year grade point average or ACE examination scores of Army ROTC cadets. This is confirmed by the lack of relationship with essentially similar variables (academic average and verbal-numerical test score) among naval officer candidates. In an industrial sample of bakery supervisors, the Wonderlic Group Test of Intelligence showed no significant correlation with consideration attitudes, but there was a slight tendency for the supervisors scoring high in the Wonderlic test to score lower on initiating structure. The Leadership Opinion Questionnaire was found to measure aspects of leadership attitudes quite independently of

whatever leadership qualities are measured by the Navy Officers Qualifications test. For each of the two independent samples of Naval Officer Candidate School students, consideration attitudes showed no relationship, but attitudes toward initiating structure showed a low, although significant, negative correlation with the officer qualification test. No significant correlations were found between naval knowledge test scores or perceptual closure as measured by the Gestalt Completion and Concealed Figure Tests. No relationship was found between personality scales and level of aspiration, military or academic, whether self-ascribed or ascribed by peers. Scores on the F Scale measure of authoritarianism did not correlate with the consideration scale either in the sample of naval officer candidate students or in the case of the army group (Stogdill & Coons, 1957).

The Leadership Opinion Questionnaire provides an assessment of leadership attitudes in the area of task-related behavior and people-related behavior. The LOQ was selected because of its dual capacity to help determine to what degree the population is either task oriented or people oriented or both and to what extent the orientation is exercised in their administrative responsibilities. The task-oriented and people-oriented concept has been emphasized by such authorities as House (1976), Tannenbaum and Schmidt

(1973), Reddin (1970), and Blake-Mouton (1964).

### Scoring the Responses

The athletic directors were asked to choose one of five possible choices for each item listed in the Leadership Opinion Questionnaire. The five choices of responses were assigned a weight of 4, 3, 2, 1, or 0. The higher the weight, the higher the degree of structure or consideration displayed. Since 20 items were related to consideration and 20 to structure, the maximum possible point total for each dimension was 80.

### Treatment of Data

The mean score for each athletic director was determined by dividing the total score in each area by 20. The items in the LOQ were examined and the percentage of athletic directors who responded to each choice was also determined. Mean scores for each individual and mean score, standard deviation, and range for the group as a whole were determined for consideration and structure. The means for the individuals and the group were determined to obtain an indication of whether the group was task oriented or behavior oriented and to what extent. The standard deviation was obtained to describe the dispersion among the set of observations. The range was determined to be the area

between the highest and lowest responses. The information determined through mean scores and analysis of each item for structure (S) was used to examine Subproblem 7. The information determined through mean scores and analysis of each item for consideration (C) was used to address Subproblem 8. An examination of scores determined whether participants were either more task oriented or relationship oriented. The information determined through responses on the RAD and LOQ were used to address Subproblem 9.

In summary, the three survey instruments were selected because of their ability to reveal insights into the administrative behavior of a population of outstanding athletic directors. Because of the size of the population, these self-administered instruments were chosen to permit the study of a variety of behaviors for a large population with a minimal amount of time on the part of the participants.

#### Distribution and Return of the Instruments

The 148 State Secondary School Athletic Directors of the Year from 1981 to 1985 were mailed a cover letter, an Athletic Administrators Study Questionnaire, and a stamped, self-addressed envelope. The Athletic Administrators Study Questionnaire consisted of a biographical information section and three survey instruments: The RAD Scales, The Leadership Opinion Questionnaire, and The Work Analysis Form. The

Athletic Administrators Study Questionnaire and cover letter are shown in Appendix B.

#### Follow-up Procedures and Final Return

Seventeen days after the first mailing, a follow-up letter, the Athletic Administrators Study Questionnaire, and a stamped, self-addressed envelope were mailed to all those athletic directors who had not yet responded to the survey. Seventeen days after the follow-up letter was mailed, the survey was closed. The final tally revealed that 102 athletic directors or 69% responded to the survey. However, six of the athletic directors failed to complete one or more sections of the Athletic Administrators Study Questionnaire, and six of the athletic directors returned the survey after the second deadline date. The analysis, therefore, was based on the response of 90 athletic directors or 61% of the potential respondents.

#### Treatment of the Data

##### Tabulation of Responses

All of the questionnaire responses to the three scales for each athletic director who responded to the survey were hand tallied and checked by two people on a summary sheet. All response sheets were examined visually for incorrect responses. The responses to the background information

section of the Athletic Administrators Study Questionnaire were tallied, checked by two people, and summarized.

### Statistical Treatment of the Data

Statistical techniques used to treat the data were measures of frequency, percentages, and ranking of items according to where the majority of athletic directors clustered. RAD scores for athletic directors representing the following four types of leadership styles were examined to determine whether there was a difference in how athletic directors perceived their responsibility, authority, and delegation: 1) high task, high consideration, 2) high task, low consideration, 3) low task, high consideration, 4) low task, low consideration. The Work Analysis Form had no mean or summary score, and thus the results could not be compared in this way.

### Chapter Summary

The survey instrument used in conducting this study was the Athletic Administrators Study Questionnaire which consisted of a biographical information section and three survey instruments designed to measure various aspects of administrative behavior. These instruments were 1) The RAD Scales developed by Ohio State University, 2) The Work Analysis Form developed by Ohio State University, and 3) The

Leadership Opinion Questionnaire developed by Ohio State University and distributed by Science Research Associates, Inc. A description of each of these survey instruments and the methods of scoring the responses has been presented.

Participants in this study were 90 state secondary school Athletic Director of the Year award winners from 1981 to 1985. Survey instruments were analyzed on the basis of percentage response, frequency distribution, and ranking. Measures of frequency, percentage distribution, mean scores, and analysis of variance were the methods used to analyze the survey results. Analysis of RAD and LOQ scores for athletic directors representing the four leadership styles were examined to determine whether there was a difference in how athletic directors perceived their responsibility, authority, and delegation.

## CHAPTER IV

### PROFILE OF THE SAMPLE

#### Introduction

This chapter presents the findings derived from the biographical information section of the Athletic Administrators Study Questionnaire. The information was used to profile the 90 state secondary school Athletic Director of the Year award winners from 1981 to 1985 who chose to participate in this study.

Specific information sought by the biographical section of the Athletic Administrators Study was as follows: 1) Undergraduate College or University, 2) Undergraduate Major Area of Study, 3) Graduate College or University, 4) Graduate Major Area of Study, 5) Highest Academic Degree Earned, 6) Present Age, 7) Length of Time as Head Athletic Administrator, 8) Sport Served as Head Coach for the Longest Period of Time, and 9) Length of Time Worked for the Present School or School System.

#### Undergraduate Training

All 90 athletic directors who participated in the study indicated that they had earned an undergraduate degree from a college or university. Seventy-nine different institutions



Table 1

Institutions at Which UndergraduateWork Was Done


---

College or University	Number of directors
Abilene Christian University	1
Arkansas State University	1
Auburn University	1
Baldwin Wallace	1
Ball State University	1
Baylor University	1
Black Hills State	1
Bowling Green University	2
Brockport State	1
Buena Vista College	1
Butler University	1
Canterberry College	1
Central Washington State University	1
College of Idaho	1
Dartmouth	1
Delta State University	1
Dickinson State College	1
East Stroudsburg University	1
East Texas State University	1
Eastern Michigan University	3
Ft. Hayes State University	1
Grinnell College	1
Gustavus Adolphus	1
Johnson State College	1
Lambuth College	1
Louisiana State University	1
Marshall University	2
Mankato State University	1
Memphis State University	1
Minot State College	1
Montana State University	1
Montclair State College	1

Table 1--Continued


---

College or University	Number of directors
<hr/>	
Mt. Angel	1
North Carolina State University	1
Northeast Missouri University	1
Northeastern State College	1
Northeastern Arizona University	1
Northern Illinois University	1
Northwest Missouri State University	1
Notre Dame	1
Ohio Wesleyan	1
Ohio State College	1
Ohio State University	1
Oregon State University	1
Parsons College	1
Pamona College	1
Peru State College	1
Presbyterian College	1
Stanford University	1
Shepherd College	2
Southern Connecticut State Univesity	1
South Dakota State University	1
Southeastern Louisiana	1
Southern Illinois University	1
Springfield College	2
State College	1
St. Marys University	1
Sul Ross State University	1
Syracuse University	1
Tulsa University	1
University of Alabama	2
University of Alaska	1
University of Arkansas	2
University of Bridgeport	1
University of Central Arkansas	1
University of Louisville	2
University of Massachusetts	1
University of New Mexico	1
University of Rhode Island	1
University of South Carolina	1
University of Southwest Louisiana	1
University of Utah	2
University of Vermont	1

Table 1--Continued

College or University	Number of directors
University of Wyoming	2
Ursinus College	1
Valley City State College	1
Wake Forest University	1
West Virginia University	1
Westmar College	1

were mentioned. Twelve institutions were mentioned by two athletic directors each and one institution, Eastern Michigan University, was mentioned by three athletic directors. The number of undergraduate institutions mentioned (110) was greater than the number of athletic directors (90). No one institution dominated the sample, and the seventy-nine institutions spanned the entire United States.

#### Undergraduate Major Area of Study

All athletic directors in the study indicated a major area of undergraduate study. As shown in Table 2, seventeen different majors were reported. Physical education was mentioned 66 times, that is, 60% of the athletic directors had an undergraduate major in physical education. Other majors mentioned at least twice included biology (7), math (6), social studies (6), education (4), history (4), industrial arts (4), English (3), political science (2), and social science (2). Twenty-seven athletic directors indicated more than one major. Therefore, the number of undergraduate majors listed (110) was greater than the number of athletic directors (90).

#### Graduate Training

Table 3 shows that 86 or 96% of the 90 athletic directors had received a graduate degree from a college or university. Seventy-four different colleges or universities

Table 2

Distribution of the Sample by  
Undergraduate Major

Major	Number of Times Mentioned	Percentage With Each Major
Physical Education	66	60%
Biology	7	6%
Math	6	5%
Social Studies	6	5%
Education	4	4%
History	4	4%
Industrial Arts	4	4%
English	3	3%
Political Science	2	2%
Social Science	2	1%
Business Education	1	1%
Economics	1	1%
General Business	1	1%
Geography	1	1%
Life Science	1	1%
Recreation	<u>1</u>	<u>1%</u>
	110	100%

Note. This table should be read as follows: Physical education was mentioned 66 times as an undergraduate major. Of all the undergraduate majors mentioned, physical education was mentioned 60% of the time.

Table 3

Institutions at Which Graduate Work Was Done

College or University	Number of directors
Abilene Christian University	1
American International College	1
Arkansas State University	1
Auburn University	1
Ball State University	2
Baylor University	1
Boston University	1
Bowling Green University	1
Bridgewater College	1
Central Washington State University	1
Chapman College	1
Claremont Graduate School	1
Columbia University	1
Columbia Teachers College	1
Drake University	2
Eastern Oregon State College	1
George Peabody College	2
Illinois State University	1
Indiana University	1
Ithaca College	1
Johnson State University	1
Kansas State University	2
Kent State University	2
Louisiana State University	1
Loyola University	1
Mankato State University	2
Marshall University	1
Mississippi College	1
Montana State University	1
New York University	2
Nofstra University	1
North Texas State University	1
Northern Arizona University	2
Northern Colorado University	1
Northern Illinois University	2
Northeastern Missouri State University	1
Northeastern State College	1

Table 3--Continued


---

College or University	Number of directors
Northwestern Missouri University	1
Oregon State University	2
Ohio Wesleyan University	2
Ohio State College	1
Ohio State University	2
River College	1
Rutgers University	4
South Dakota State University	1
Southeastern Louisiana University	1
Southern Illinois University	1
Southern Methodist University	1
State College	1
Trenton State University	1
University of Arizona	1
University of Arkansas	2
University of Bridgeport	2
University of California	1
University of Connecticut	1
University of Idaho	1
University of Illinois	3
University of Kansas	1
University of Southwest Louisiana	1
University of Maine	1
University of Maryland	1
University of Michigan	1
University of Nebraska	1
University of South Carolina	1
University of Utah	1
University of Wyoming	4
Walla College	1
West Virginia University	1
Western California University	1
Western Carolina University	1
Western Illinois University	1
Western Kentucky University	2
Western Maryland College	1
Willamette	1

---

were mentioned. Six athletic directors indicated that they attended more than one graduate college or university. Therefore, the total number of times graduate colleges or universities were mentioned (97) was greater than the number of athletic directors (86) who indicated that they had attended graduate school. The geographic spread is noteworthy, but expected since the award winners represented various states.

#### Graduate Major Area of Study

Eighty-six of the 90 athletic directors indicated a major area of graduate study. Table 4, shows that eighteen different areas were mentioned. Physical education (mentioned by 43 athletic directors) and educational administration (mentioned by 36 athletic directors) were predominant, accounting for 72% of the total number of graduate majors mentioned. Other majors mentioned by two or more athletic directors included education (10), counseling (3), supervision (3), English (2), and math (2). Twenty-eight athletic directors mentioned more than one major. Therefore, the number of times majors were mentioned (109) was greater than the number of athletic directors (86) who had earned a graduate degree. Of the total number of athletic directors who participated in the study, 36 or 33% had earned graduate degrees in some area of administration or management.



Table 4

Distribution of the Sample by Graduate Major

Major	Number of Times Mentioned	Percentage Indicating Each Area of Study
Physical Education	43	39%
Educational Admin- istration	36	33%
Education	10	9%
Counseling	3	3%
Supervision	3	2%
English	2	2%
Math	2	2%
Biology	1	1%
Business Management	1	1%
City Administration	1	1%
General Business	1	1%
Health	1	1%
Industrial Arts	1	1%
Recreation	1	1%
Social Science	1	1%
Special Education	1	1%
Vocational Education	<u>1</u>	<u>1%</u>
	109	100%

Note. This table should be read as follows: Physical education was mentioned 43 times as an graduate major. Of all the graduate majors mentioned, physical education was mentioned 39% of the time.

Table 5

Distribution of the Sample by Graduate Degree

Degree	Number of Directors	Percentage of Directors
Master's	79	88%
Educational Specialist	3	3%
Doctor of Education	3	3%
Doctor of Philosophy	1	1%
No Graduate Degree	<u>4</u>	<u>5%</u>
	86	100%

Note. This table should be read as follows: Eighty-six out of 90 or 96% of the athletic directors had earned a master's degree or higher. Three had Ed.S. degrees, and one had a Ph.D.

### Highest Academic Degree

As can be seen in Table 5, 86 of the 90 athletic directors who participated in the study had earned a master's degree or higher. Seventy-nine or 89% of the athletic directors in the study had earned a master's. Three had earned an Educational Specialist degree, three had earned a Doctor of Education degree, and one athletic director had earned a Doctor of Philosophy degree.

### Age at Time of Study

Table 6 shows the distribution of the sample by age at time of the study. The largest number of the athletic directors, 24, fell within the 50-54 age bracket. Forty-four, or almost half of the 90 athletic directors were between 50 and 59 years of age. Only five of the athletic directors were below 40 years of age and sixteen were 60 or above.

### Length of Time as Head Administrator

Table 7 shows that the largest number of athletic directors, 33, had served for 20 years or more as a head administrator. Seventeen athletic directors had 10 years of experience or less, with only one having less than 5 years of experience. Over half (51) of the athletic directors had served for 15 years or more and 73 or 81% had 10 years of

Table 6

Distribution of the Sample by Age at Time  
of Study

Age	Number of Directors	Percentage of Directors
35-39	5	6%
40-44	11	12%
45-49	14	16%
50-54	24	27%
55-59	20	22%
60-64	14	16%
Over 65	<u>2</u>	<u>2%</u>
	90	100%

Note. This table should be read as follows: Five of the 90 athletic directors fell into the age group 35-39, which represented 6% of the sample.

Table 7

Distribution of the Sample by Length of Time as Head  
Administrator

Length of Time	Number of Directors	Percentage of Directors
0-5	1	1%
6-10	16	18%
11-15	22	24%
16-20	18	20%
Over 20	<u>33</u>	<u>37%</u>
	90	100%

Note. This table should be read as follows: Of the 90 athletic directors who participated in the study 18 or 20% had served as a head athletic administrator for 16 to 20 years.

athletic administration experience or more. Overall, experience seemed to be a common factor for this sample of award winners.

#### Length of Time at Present School/School System

Table 8 summarizes length of service. Over half of the athletic directors (50) had served in the same school or school system for over 20 years. Twenty-one athletic directors had served in the same school/school system between 16 and 20 years. Eighty-four of the ninety athletic directors had worked for the same school/school system for a minimum of eleven years. Six of the athletic directors had 10 years experience or less in the same school/school system. Stability seemed to be a common factor for the sample in terms of the number of years employed in the same school/school system.

#### Sport Served As A Head Coach for the Longest Period of Time

The data in Table 9 indicate that 86 of the 90 athletic directors had head coaching backgrounds in ten different sports. Football was mentioned 36 times and basketball 27 times, accounting for 59% of the head coaching assignments. Six athletic directors indicated they had no head coaching experience. Other sports mentioned included baseball (6), track (6), wrestling (5), cross country (3), swimming (3), tennis (3), golf (2), and soccer (1). Given that football

Table 8

Distribution of the Sample by Length of Time at Present  
School/School System

Length of Time	Number of Directors	Percentage of Directors
0-5	2	2%
6-10	4	4%
11-15	13	14%
16-20	21	23%
Over 20	<u>50</u>	<u>56%</u>
	90	100%

Note. This table should be read as follows: Two of the 90 athletic directors had been at their present school or school system between 0 and 5 years: this represented 2% of the sample.

Table 9

Distribution of the Sample by Head Coach For  
The Longest Period of Time

Sport	Number Of Times	Percentage Mentioned
Football	36	41%
Basketball	27	29%
Baseball	6	7%
Track	6	7%
Wrestling	5	5%
Cross Country	3	3%
Swimming	3	3%
Tennis	3	3%
Golf	2	2%
Soccer	<u>1</u>	<u>1%</u>
	92	100%

Note. This table should be read as follows:

Football was mentioned 36 times as being a sport in which an athletic director had served as a head coach. Of all the sports mentioned by athletic directors who had served as head coaches, football was mentioned 41% of the time.



and basketball are major sports, three-fifths of the sample had head coaching experience in a major sport. Eight of the athletic directors mentioned they had been a head coach in two sports. Therefore, the number of sports mentioned (92) was greater than the number of athletic directors who had been a head coach (84).

### Chapter Summary

Results obtained from the biographical section of the Athletic Administrators Study Questionnaire, completed by the 90 athletic directors who constituted the sample in this study, revealed these general characteristics:

1. All 90 athletic directors in the sample had an undergraduate degree received from 79 different colleges or universities.
2. Sixteen different undergraduate majors were mentioned with physical education being mentioned 66 times. Other majors mentioned at least twice included: biology (7), math (6), social studies (6), education (4), history (4), industrial arts (4), English (3), political science (2), and social science (2).
3. Eighty-six of the 90 athletic directors reported having attended a graduate college or university. Seventy-four different institutions were mentioned.
4. Ninety-six percent of the athletic directors had earned a master's degree or higher. Three athletic directors had earned an educational specialist's degree and four athletic directors had earned a doctoral degree.
5. Eighteen different graduate majors were mentioned with physical education being mentioned most frequently (43), though less than at the undergraduate level. Educational administration was mentioned

36 times. Other majors mentioned two or more times included education (10), counseling (3), supervision (3), English (2), and math (2).

6. All but 7 of the athletic directors were between the ages of 40 and 64. The largest number fell in the 50-54 age bracket. Five were below 40 and 2 were above 65.
7. Eighty-one percent of the athletic directors had 10 years or more of experience as an athletic director. Seventeen athletic directors had 10 years of experience or less with only one athletic director having fewer than five years of experience.
8. Ninety-three percent of the athletic directors in the sample had served in the same school or system for 10 years or more.
9. Eighty-six of the 90 athletic directors reported that they had been a head coach at some time. Four athletic directors mentioned they had never been a head coach. Almost three-fifths (59%) indicated they had been a head coach in football or basketball. Other sports mentioned included baseball (6), track (6), wrestling (5), cross country (3), swimming (3), tennis (3), golf (2), and soccer (1).

CHAPTER V  
FINDINGS FROM THE RESPONSIBILITY, AUTHORITY,  
AND DELEGATION SCALES

Introduction

Three separate scales were incorporated into the Athletic Administrator's Study Questionnaire that was used to obtain primary data for this research: 1) the Responsibility, Authority, and Delegation Scales (RAD), 2) The Work Analysis Form, and 3) The Leadership Opinion Questionnaire. All three were developed at Ohio State University, and the latter was distributed by Science Research Associates, Inc. Findings from the RAD Scales are presented in this chapter. Findings from the other two assessments are presented in subsequent chapters.

The RAD Scales were designed to measure different degrees of perceived responsibility, authority, and delegation as exhibited by individuals who occupy administrative or supervisory positions. The RAD Scales consist of six subscales: Scales I and IV relate to responsibility, Scales II and V relate to authority, and Scales III and VI relate to delegation. All 90 athletic directors who participated in the study completed the RAD Scales.

Each athletic director was asked to place a double check beside the statement that was most descriptive of his responsibility role and a single check beside the statement that was next most descriptive of his responsibility role. This pattern of response was followed in the authority and delegation sections, as well. This procedure has been used with previous applications of the RAD and helps to emphasize the items deemed most significant by the administrators (Stogdill, 1955), (Mercer, 1971). Two approaches were used in analyzing the responses to the RAD Scales: 1) determination of mean scores for perceived responsibility, authority, and delegation, and 2) analysis of each of the three factors separately showing the response levels for each statement in the subscale and the ranking of each. This analysis is summarized with narrative comments.

#### Mean Scores of Athletic Directors on the RAD Scales

Individual scores on each of the three areas measured by the RAD Scales were assigned a value for each statement in each subscale as follows:

<u>Statement Number</u>	<u>Value</u>
1	8
2	7
3	6
4	5
5	4
6	3
7	2
8	1

The same values for each statement number were the same for all six subscales. Mean values for responsibility, authority, and delegation were based on a continuum of 1 to 8. An individual director's score was computed by adding the weighted values of the statements checked in the two subscales of each area and dividing the sum by four. The higher the score, the higher the degree of perceived responsibility, authority, or delegation.

Table 10 shows the mean scores of athletic directors in the three areas measured by the RAD Scales. These athletic directors perceived their responsibility and authority roles almost to the same degree, 6.1 and 6.0 respectively. On a scale of 1-8, however, each of the three areas was perceived rather substantially by these athletic directors. These means, however, show that the athletic directors do not perceive their responsibility, authority, and delegation

roles to be as high as would be possible to attain in some organizational structures.

Table 10

Mean Scores For State Secondary School Athletic Directors of  
The Year on the RAD Scales

N = 90

Area Measured	Mean	S.D.
Responsibility	6.1	.954
Authority	6.0	.919
Delegation	5.3	1.050

Responsibility in the Administrative  
Roles of Athletic Directors

Table 11 shows how frequently the administrators selected each statement with either a double or single check. These figures are reflected in the percentages within each subscale. Based on the percentage of responses to each item, items were subsequently ranked in each subscale. These rankings may be seen in Table 12. Subscales I and IV provide two rather parallel concepts since they are arranged with the same overall weightings. For example, the first statement has a point value of 8. Consequently, the rankings of the eight statements by the athletic directors should be approximately in the same order and show consistency.

Table 11

Distribution of ResponsesRAD Subscales I and IV: Responsibility Roles of State SecondarySchool Athletic Director of the Year Award Winners

N = 90

Statement	Number of Directors	Total Directors	Percentage of Directors
<u>Subscale I</u>			
1. I am responsible for the formulation and adoption of long-range plans and policies.			
Most descriptive .....	35	38	22%
Next most descriptive ..	3		
2. I am responsible for making decisions which define operating policies.			
Most descriptive .....	21	58	32%
Next most descriptive ..	33		
3. My superior gives me a general idea of what he wants done. It is my job to decide how it shall be done and to see that it gets done.			
Most descriptive .....	27	33	18%
Next most descriptive ..	6		
4. It is my responsibility to supervise the work performed by my assistants and subordinates.			
Most descriptive .....	4	34	19%
Next most descriptive ..	30		
5. The operations of my unit are planned by my superiors. It is my responsibility to see that the plan is executed.			
Most descriptive .....	1	7	4%
Next most descriptive ...	6		

Table II--Continued

Statement	Number of Directors	Total Directors	Percentage of Directors
6. It is my responsibility to carry out direct orders which receive from my superiors.			
Most descriptive .....	2	7	4%
Next most descriptive ..	5		
7. My responsibilities and duties are assigned daily in the form of specific tasks.			
Most descriptive .....	0	3	2%
Next most descriptive ...	3		
8. My superior approves each task I complete before I am permitted to take another.			
Most descriptive .....	0	0	%
Next most descriptive ...	0		
Total		180	100%

Subscale IV

1. I am responsible for decision relative to changes in long-range policy.			
Most descriptive .....	24	27	15%
Next most descriptive ...	3		
2. I am responsible for making decisions relative to methods for effecting major changes in operations.			
Most descriptive .....	36	57	31%
Next most descriptive ...	25		



Table 11--Continued

Statement	Number of Directors	Total Directors	Percentage of Directors
3. My superior always informs me as to the tasks to be performed and I am solely responsible for deciding how to fulfill these tasks and supervising their performance.			
Most descriptive .....	12	29	16%
Next most descriptive ..	17		
4. It is my responsibility to supervise the carrying out of orders which I receive from my superior.			
Most descriptive .....	8	29	16%
Next most descriptive ..	21		
5. I am responsible for making decisions relative to routine operations.			
Most descriptive .....	8	28	16%
Next most descriptive ..	20		
6. I execute orders given by my superiors.			
Most descriptive .....	2	5	4%
Next most descriptive ...	5		
7. I have only my routine tasks to account for.			
Most descriptive .....	0	3	2%
Next most descriptive ...	3		

Table 11--Continued

Statement	Number of Directors	Total Directors	Percentage of Directors
8. I am not responsible for making decisions.			
Most descriptive .....	0	0	0%
Next most descriptive ..	0	-----	-----
Total		180	100%

Table 12

Rankings of Responsibility Statements

Statement Number	Subscale I Rank	Subscale IV Rank
1	2	5
2	1	1
3	4	3
4	3	3
5	5.5	3
6	5.5	6
7	7	7
8	8	8

The following two statements are significant in that they were ranked highest by the athletic directors as being either most descriptive or next most descriptive of their perceptions of their responsibility role:

- \* I am responsible for making decisions relative to methods for effecting major changes in operations.
- \* I am responsible for making decisions which define operating policies.

The following two statements were ranked last by athletic directors when Subscales I and IV were combined:

- \* I am not responsible for making decisions.
- \* My superior approves each task I complete before I am permitted to take another.

The results of Subscales I and IV indicate that responsibility as perceived by the athletic directors centered around duties as they related to operations first and long-range planning second. The fact that the two highest-ranked responses both related to operations emphasizes the point that the operation of the organization was considered foremost in relation professional responsibilities. Even though the highest-weighted statement in Subscale I (No. 1), regarding the formulation and adoption of long-range plans and policies, was ranked second highest by athletic directors, the parallel statement in Subscale IV regarding the responsibility for decisions involving changes in long-range policy was ranked fifth overall. It is significant that these athletic directors seemed to perceive

their responsibility as it related to long-range policy more in terms of adopting these policies than in being responsible for the actual changes. This response is somewhat expected because in most secondary-level athletic programs, principals and superintendents are responsible for the actual changes in long-range policy, while athletic directors implement such changes. These results do, however, suggest that persons most knowledgeable and familiar with day-to-day operations have more responsibility related to making changes in long-range policy in athletic administration situations. The two lowest-weighted statements, in Subscales I and IV, both greatly limiting responsibility, were subsequently ranked lowest by the athletic directors. Though responsibility seemed centered mostly around daily operations, as indicated by the responses of the athletic directors, the lack of response to lower-weighted items suggesting little or no responsibility certainly lends credibility to the consistency of responses to the scales in the responsibility area of the RAD.

#### Authority in the Administrative Behavior of Athletic Directors

The perceptions of athletic directors related to authority are reported in Table 12. Based on the percentage of responses to each item, items were subsequently ranked in each subscale. These rankings may be seen in Table 14. With

Table 13

Distribution of Responses For RAD Subscales II and V:Authority Roles of State Secondary School AthleticDirector of the Year Award Winners

Statement	Number of Directors	Total Directors	Percentage of Directors
<u>Subscale II</u>			
1. I have complete authority for establishing policies and goals of a general scope and establishing lines of organizational authority and responsibility for the attainment of these goals.			
Most descriptive .....	18	20	11%
Next most descriptive .....	2		
2. I am authorized to make all decisions for the implementation of long-range plans.			
Most descriptive .....	20	35	19%
Next most descriptive .....	15		
3. In the main, I can make and carry out all decisions which fall within the realm of established policy without consulting my superior or obtaining his approval.			
Most descriptive .....	40	65	36%
Next most descriptive .....	25		
4. I have complete authority on routine matters but refer the majority of unusual items to my superior for his approval.			
Most descriptive .....	8	46	26%
Next most descriptive .....	38		

Table 13--Continued

Statement	Number of Directors	Total Directors	Percentage of Directors
5. All questions of policy must be referred to my superior for his decision.			
Most descriptive .....	3	9	5%
Next most descriptive .....	6		
6. I frequently refer questions to my superior before taking any action.			
Most descriptive .....	1	5	3%
Next most descriptive .....	4		
7. I seldom make decisions or take action without approval of my superior.			
Most descriptive .....	0	0	0%
Next most descriptive .....	0		
8. My work procedures are fully outlined and allow little freedom in making decisions.			
Most descriptive .....	0	0	0%
Next most descriptive .....	0		
Total		180	100%

Subscale V

1. I have complete authority for formulating policies of general nature and scope and for establishing lines of the entire organizational authority and responsibility.			
Most descriptive .....	16	29	16%
Next most descriptive .....	13		

Table 13--Continued

Statement	Number of Directors	Total Directors	Percentage of Directors
2. I am authorized to make decisions which put all major plans and policies into action.			
Most descriptive .....	40	87	48%
Next most descriptive .....	47		
3. I refer only matters of an exceptional nature to my superior for his approval. I settle most problems myself.			
Most descriptive .....	27	51	29%
Next most descriptive .....	24		
4. In situations not covered by instructions I decide whether action is to be taken and what action is to be taken.			
Most descriptive .....	1	3	1.7%
Next most descriptive .....	2		
5. I have no authority to act in matters where policy is not clearly defined.			
Most descriptive .....	4	8	4.4%
Next most descriptive .....	4		
6. I have authority to make decisions only as they are related to my own routine tasks.			
Most descriptive .....	2	2	1.1%
Next most descriptive .....	0		
7. I make decisions only when given explicit authority.			
Most descriptive .....	0	0	0%
Next most descriptive .....	0		



Table 13--Continued


---

Statement	Number of Directors	Total Directors	Percentage of Directors
<hr/>			
8. I follow a work schedule laid out for me by my super- ior and have little authority to make changes.			
Most descriptive .....	0	0	0%
Next most descriptive .....	0	<hr/>	<hr/>
Total		180	100%

---

Table 14

Rankings of Authority Statements

Statement	Subscale II Rank	Subscale V Rank
1	4	3
2	3	1
3	1	2
4	2	5
5	5	4
6	6	6
7	7.5	7.5
8	7.5	7.5

Subscales II and V combined, the following three statements were ranked highest by the athletic directors as being most descriptive or next most descriptive of their authority role:

- \* I am authorized to make decisions which put all major plans and policies into action.
- \* In the main, I can make and carry out all decisions which fall within the realm of established policy without consulting my superior or obtaining his approval.
- \* I refer only matters of an exceptional nature to my superior for his approval. I settle most problems myself.

These statements were weighted in the second and third places on the authority scale and are recognized as the primary authority roles of these administrators. Apparently these administrators did not perceive their authority level as high or as possible as in some administrative organizations such as the military or business.

The following four statements were ranked last by athletic directors when Subscales II and V were combined:

- \* I seldom make decisions or take action without approval from my superior.
- \* My work procedures are fully outlined and allow little freedom in making decisions.
- \* I make decisions only when given explicit authority.
- \* I follow a work schedule laid out for me by my superior and have little authority to make changes.

The four statements listed as being ranked last by athletic directors were also weighted last in both Subscales II and V. This lends credibility to the fact that athletic

directors as a group perceived their authority role fairly high.

As indicated by their responses to Subscales II and IV, these athletic directors perceived their authority as carrying out their duties as they related to policy implementation. The highest degree of authority as perceived by the athletic directors centered around placing major plans and policies into action. The next highest degree of authority was logically followed by carrying out decisions governed by established policy without consultation with superiors and referring exceptional matters to superiors for approval. The athletic directors also indicated limitations in their authority as they did in their perceived responsibility related to handling long-range plans. For example, Statement 2 in Subscale II pertaining to long-range planning was ranked third by the athletic directors, and yet it is the highest weighted statement in Subscales II and V about having complete authority for establishing policies. Athletic directors generally perceived their authority role as being that of a policy implementor rather than a policy maker. This is similar to findings in the responsibility scale in Subscales I and IV whereby athletic directors perceived their responsibility as also being limited to matters pertaining to daily operations. It is true that principals and superintendents generally have the final authority in organizational authority and responsibility at

the building, county office, or district levels. The athletic director, however, who is closest to the situation is most familiar with coaching assignments and the abilities of the personnel. This study suggests that the authority role of athletic directors may stop short of their level of expertise. This is not to imply, however, that athletic directors be given complete control and authority over athletic programs, only that they may have knowledge and experience that could be very valuable in long-range planning and assignment of responsibilities to personnel.

Delegation in the Administrative Behavior  
of Athletic Directors

Table 15 shows the responses of the athletic directors to statements of delegation. Table 16 shows the ranking of the delegation items based on the percentage of responses. As with the analyses for responsibility and authority, the statements perceived as most descriptive and next most descriptive are combined. The following three statements were ranked highest by athletic directors as being most descriptive or next most descriptive of their perceived delegation roles.

- \* I give my assistants a general idea of what I want done. It is their responsibility to decide how it shall be done and to see that it gets done.
- \* My assistants have been authorized to make decisions on problems as they arise, but they must keep me informed on matters of importance.

Table 15

Distribution of Responses For RAD Subscales III and VI:Delegation in the Job Roles of State Secondary SchoolAthletic Directors of the Year

Statement	Number of Directors	Total Directors	Percentage of Directors
<u>Subscale III</u>			
1. My assistants have been granted authority to fulfill their duties in any manner they deem advisable.			
Most descriptive .....	4	5	3%
Next most descriptive ..	1		
2. My assistants have full authority, except that I retain the right to approve or disapprove of decisions affecting policy making.			
Most descriptive .....	31	35	19%
Next most descriptive ..	4		
3. I give my assistants a general idea of what I want done. It is their responsibility to decide how it shall be done and to see that it gets done.			
Most descriptive .....	39	64	36%
Next most descriptive ..	25		
4. I have delegated to my assistants authority to make all routine daily decisions.			
Most descriptive .....	11	47	26%
Next most descriptive ...	36		

Table 15--Continued

Statement	Number of Directors	Total Directors	Percentage of Directors
5. I make most decisions coming within my scope of authority although my assistants assume considerable responsibility for making decisions in matters where policies and procedures are well established.			
Most descriptive .....	4	20	11%
Next most descriptive .....	16		
6. I supervise my assistants fairly closely in their exercise of authority.			
Most descriptive .....	1	4	2%
Next most descriptive .....	3		
7. My assistants have no actual authority to take action, but make recommendations regarding specific action to me.			
Most descriptive .....	0	4	2%
Next most descriptive .....	4		
8. I dictate detailed orders to my subordinates which they must carry out exactly as I specify, consulting me frequently if they are in doubt.			
Most descriptive .....	0	1	1%
Next most descriptive .....	1		
		180	100%

Table 15--Continued

Statement	Number of Directors	Total Directors	Percentage of Directors
<u>Subscale VI</u>			
1. I make decisions only when consulted in unusual circumstances, authorizing my assistants to exercise a high degree of authority and responsibility in making decisions.			
Most descriptive .....	10	10	6%
Next most descriptive ..	0		
2. I have delegated full authority to my assistants, other than the rights to prescribe policy and pass upon broad procedures.			
Most descriptive .....	23	27	15%
Next most descriptive ..	4		
3. My assistants have been authorized to make decisions on problems as they arise, but they must keep me informed on matters of importance.			
Most descriptive .....	25	53	29%
Next most descriptive ..	28		
4. My assistants have authority to handle all routine matters in day-to-day operations.			
Most descriptive .....	13	36	20.2%
Next most descriptive ..	23		
5. My assistants may act in most routine matters.			
Most descriptive .....	14	31	17.2%
Next most descriptive ..	17		



Table 15--Continued

Statement	Number of Directors	Total Directors	Percentage of Directors
6. Many of the responsibilities of office cannot be entrusted to assistants.			
Most descriptive .....	3	12	7%
Next most descriptive ..	9		
7. I make all important decisions coming within my scope of authority. My assistants are responsible for making decisions only in minor matters.			
Most descriptive .....	1	10	5%
Next most descriptive ..	9		
8. I have not found it advisable to delegate authority to my assistants.			
Most descriptive .....	0	1	1%
Next most descriptive ..	1		
Total		180	100%

Table 16

Rankings of Delegation Statements

Statements	Subscale III	Subscale VI
	Rank	Rank
1	5	6
2	3	4
3	1	1
4	2	2
5	4	3
6	6.5	5
7	6.5	7
8	8	8

- \* I have delegated to my assistants authority to make all routine daily decisions.

These athletic directors consistently selected the third and fourth weighted statements in the delegation subscales as their most and second most descriptive statement.

The following two statements were ranked last in Subscales III and VI combined:

- \* I dictate detailed orders to my subordinates which they must carry out exactly as I specify consulting me frequently if they are in doubt.
- \* I have not found it advisable to delegate authority to my assistants.

The results in Subscales III and VI indicated that athletic directors were willing to delegate responsibility to assistants to the point of carrying out day-to-day operations as long as the athletic director was kept informed. The highest weighted statements in Subscales III and VI, both indicating a high degree of delegation were ranked fifth and sixth, respectively, in terms of the number of athletic directors who checked the statements most descriptive or next most descriptive of their delegation role. This point is significant because, even though athletic directors perceived their own responsibility and authority roles with certain limitations, they were likely to place even more limitations on the responsibility and authority role of subordinates by being less willing to delegate. Part of this finding may be attributed to the nature of the organization of athletics.

Coaches by moral code or law are bound by the rules and regulations of school, county, and state high school athletic associations. Athletic directors, who are responsible for the conduct of coaches, may be less willing to allow coaches a free hand in the athletic department to run their program. Another possible explanation may be that some of the success of this particular group may be attributed to the fact that less delegation means more control, thus leaving less chance for errors by subordinates in the organization. The two lowest-weighted statements in Subscales III and VI, both related to greatly limiting authority and responsibility to subordinates, ranked last among athletic directors in the study. Even though athletic directors indicated a lower degree of delegation than responsibility and authority on the RAD, they were not extremists in limiting the role of subordinates.

### Chapter Summary

The Responsibility, Authority, and Delegation Scales developed by Ohio State University was one of three instruments used to obtain data for this study. The RAD Scales were completed by 90 athletic directors who were selected state High School Athletic Director of the Year from 1981 to 1985. Results of the chapter may be summarized as follows:

1. Athletic directors tended to perceive their

Table 17

Summary TableLocation of Statements Ranked First For Each Subscale

Statement	Responsibility		Authority		Delegation	
	I	IV	II	V	III	VI
1						
2	X	X		X		
3			X		X	X
4						
5						
6						
7						
8						

responsibility and authority roles almost to the same degree. The most descriptive statements generally were weighted second on an 8-point scale. (See Table 17)

2. Athletic directors perceived their responsibility foremost as it related to day-to-day operations, and the implementation of long-range plans as their next highest level of responsibility.
3. Athletic directors perceived their authority role more as a policy implementor than a policy maker. Their most descriptive statements generally were weighted second and third on an 8-point scale. (See Table 17).
4. Athletic directors perceived their delegation roles as being lower than their responsibility or authority roles; generally the athletic directors perceived their delegation role to the extent that subordinates be given control of daily operations as long as the athletic director was informed of exceptional matters.

### Discussion

These scores for responsibility, authority, and delegation on the RAD Scales should not be interpreted as norms as the use of norms in personnel studies implies the establishment of reference points against which practical considerations may be weighed. It would be necessary to accumulate a large body of information before any idea can be gained regarding what is a "normal" degree of responsibility, authority, and delegation for a particular type of administrative position in any given type of organization (Stogdill, 1955). Two studies using the RAD provide additional insight into the findings in this study. Mercer (1971), in a study of successful and unsuccessful athletic directors in colleges and universities found that athletic

directors in both categories tended to perceive their responsibility as higher than their authority and their delegation as lowest on the RAD Scales. This pattern is the same as for the athletic directors in this study, though the athletic directors were all classified as successful. Mercer concluded that athletic directors in his study whether categorized as successful or unsuccessful, tended to perceive their administrative roles in similar ways. This pattern is similar to that of the athletic directors in this study and would certainly invite further research using other athletic administrators to determine whether this pattern were consistent.

Results obtained when the RAD Scales were used in a wide variety of naval organizations suggest that the patterns of responsibility-authority relationships differ in large and small organizations. This may also be pertinent to these findings. In order to understand the authority-responsibility relationships exhibited by a given senior and his immediate juniors, it may be necessary to study the authority-responsibility-delegation pattern of a senior in a still higher echelon of the organization, or of juniors in lower echelons (Stogdill, 1956). Part of the contribution of this study has been to offer the scores on the RAD for this group of athletic directors as a starting point for the study of authority-subordinate relationships in the field of athletic administration.

CHAPTER VI  
FINDINGS FROM THE WORK ANALYSIS FORM

Introduction

The Work Analysis Form was a part of the Athletic Administrators Study Questionnaire and was used to determine how the state Secondary School Athletic Director of the Year award winners who participated in the study spent their time in performing their professional responsibilities. These activities were listed under thirty-three different administrative activities which included three separate areas: 1) time spent in contact with persons, 2) time spent in individual effort, and 3) proportion of time devoted to major responsibilities. A total of 90 state Secondary School Athletic Director of the Year award winners responded to the survey including the Work Analysis Form. Athletic directors were asked to check one of the following responses as being indicative of the amount of time spent in an activity: 1) 0%, 2) 1% to 5%, 3) 6% to 10%, 4) 11% to 20%, 5) 21% to 40%, 6) and over 40%.

For each activity, the number of athletic directors who checked the various responses in each item was tabulated and a percentage determined. The activities were also ranked within their own area on the basis of where the median score fell for each item in the categories of percent of time.



These data are presented in tabular and graphic form.

Table 18 presents a distribution of responses on the Work Analysis Form involving those activities related to time spent in contact with persons. Figure 1 follows Table 18 and is a graphic summary of where the median score for each item fell in each category of percent of time. Table 19 contains a distribution of responses on the Work Analysis Form involving those activities pertaining to time spent in individual effort and Figure 2 is a graphic summary of where the median score for each item fell in each of the categories of percent of time. Table 20 contains the results obtained for those activities involving major responsibilities, while Figure 3 summarizes these results in graphic form using the median point of each item of each category of percent of time.

#### Time Spent in Contact With Persons

Table 18 presents a distribution of responses on the Work Analysis Form involving those activities related to time spent in contact with persons. The number and percentage of athletic directors who checked their estimate of percentage of time spent in each activity is shown. Figure 1 is a graphic summary of the category in which the median score fell in response to each statement in Table 18. For example, from Table 18 it can be determined that the median score for the amount of time athletic directors indicated they spent

Table 18

Distribution of Responses on the Work Analysis FormTime Spent by State Secondary School Athletic Directors of  
the Year in Contact With Persons

Percentage of time spent in activity	Number of directors	Percentage of directors
<b>1. Attending committee meetings and conferences.</b>		
0% .....	9	10%
1% to 5% .....	22	24%
6% to 10% .....	29	32%
11% to 20% .....	14	16%
21% to 40% .....	8	9%
Over 41% .....	8	9%
<b>2. Consulting superiors about technical matters.</b>		
0% .....	4	4%
1% to 5% .....	45	50%
6% to 10% .....	29	32%
11% to 20% .....	10	11%
21% to 40% .....	2	2%
Over 41% .....	0	0%
<b>3. Consulting superiors about personnel matters.</b>		
0% .....	3	3%
1% to 5% .....	34	38%
6% to 10% .....	22	24%
11% to 20% .....	23	26%
21% to 40% .....	7	8%
Over 41% .....	1	1%
<b>4. Consulting peers.</b>		
0% .....	6	7%
1% to 5% .....	7	8%
6% to 10% .....	19	20%
11% to 20% .....	23	26%
21% to 40% .....	24	27%
Over 41% .....	11	12%

Table 18--Continued

Percentage of time spent in activity	Number of directors	Percentage of directors
<b>5. Consulting subordinates about their work training, advancement benefits, etc.</b>		
0% .....	7	8%
1% to 5% .....	42	47%
6% to 10% .....	22	24%
11% to 20% .....	12	13%
21 to 40% .....	7	8%
Over 41% .....	0	0%
<b>6. Consulting subordinates about their personal problems, grievances, discipline, absences, etc.</b>		
0% .....	19	21%
1% to 5% .....	39	43%
6% to 10% .....	24	27%
11% to 20% .....	3	3%
21% to 40% .....	5	6%
Over 41% .....	0	0%
<b>7. Consulting persons other than superiors, peers, or subordinates.</b>		
0% .....	24	27%
1% to 5% .....	51	57%
5% to 10% .....	12	13%
11% to 20% .....	1	1%
21% to 40% .....	2	2%
Over 41% .....	0	0%
<b>8. Teaching, coaching, instruct- ing, training.</b>		
0% .....	28	31%
1% to 5% .....	51	57%
6% to 10% .....	9	10%
11% to 20% .....	1	1%
21% to 40% .....	1	1%
Over 41% .....	0	0%

Table 18--Continued

Percentage of time spent in activity	Number of directors	Percentage of directors
<b>9. Making speeches, addresses, talks.</b>		
0% .....	10	12%
1% to 5% .....	47	52%
6% to 10% .....	20	22%
11% to 20% .....	9	10%
21% to 40% .....	4	4%
Over 41% .....	0	0%
<b>10. Attending meetings of outside groups.</b>		
0% .....	64	71%
1% to 5% .....	3	3%
6% to 10% .....	4	4%
11% to 20% .....	6	7%
21% to 40% .....	7	8%
Over 41% .....	6	7%

**NOTE.** This table should be read as follows (see first line of data): 10% of the athletic directors indicated they spent none of their time attending committee meetings and conferences.

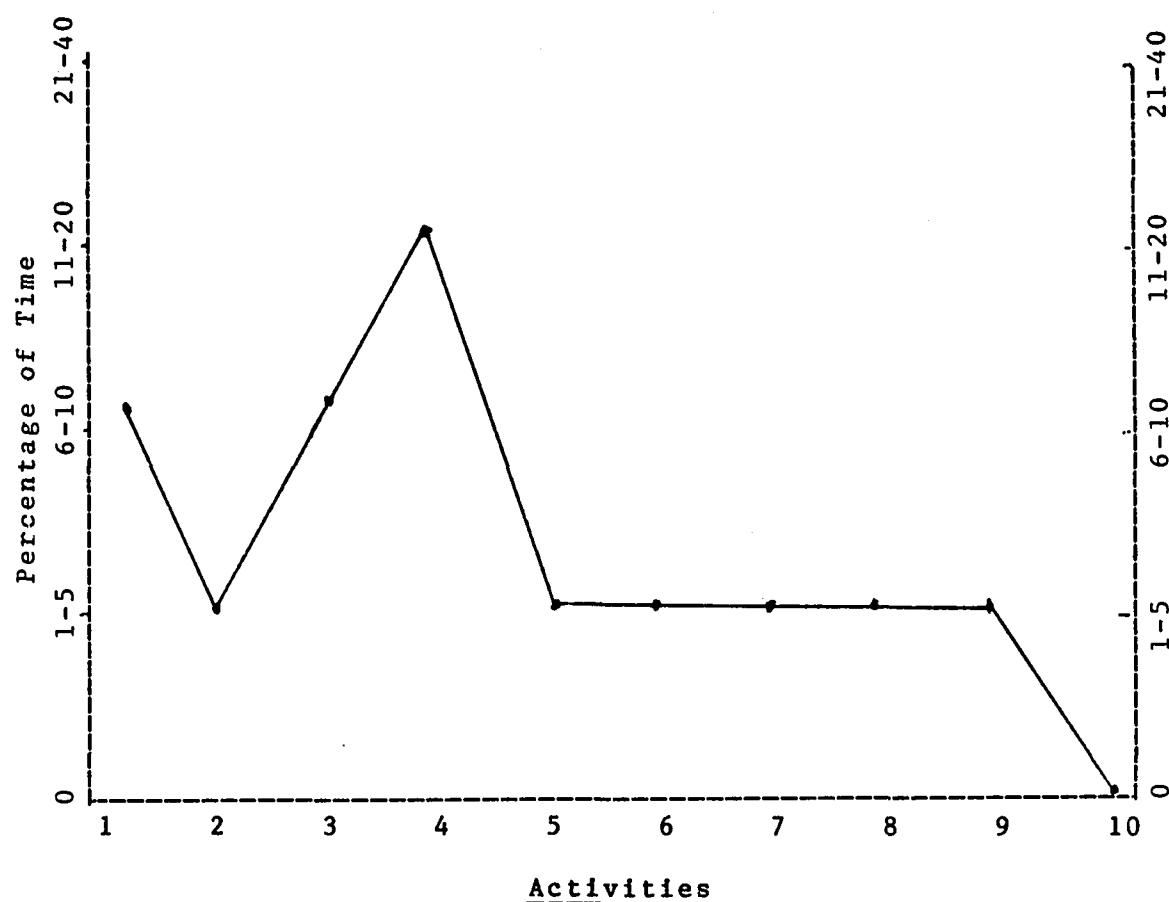


Fig. 1.--Graphic summary of the category in which the median score fell in response to each statement in Table 18.

#### Key to Activities

1. Attending committee meetings and conferences.
2. Consulting superiors about technical matters.
3. Consulting superiors about personnel matters.
4. Consulting peers.
5. Consulting subordinates about their work training, advancement, benefits, etc.
6. Consulting subordinates about personal problems, grievances, discipline, absences, etc.
7. Consulting persons other than superiors, peers, or subordinates.
8. Teaching, coaching, instructing, training.
9. Making speeches, addresses, talks.
10. Attending meetings of outside groups.

fell in the 6 to 10% category. As can be seen in Figure 1, the graphic representation of time spent by athletic directors in activities involving contact with persons, one area stood out as consuming the greatest amount of time in relation to other activities, consulting peers. This is significant in that in no other studies in the area of leadership can consulting peers be found to consume more time than consulting superiors or subordinates (Stogdill, 1955). A suggested explanation for this exceptional response is that by the nature of the hierarchy in secondary school athletic administration there is essentially no one, not even superiors, who knows more about the details of the business of athletics than the athletic director himself. Unlike other organizations, such as the military or businesses, there are no sources available, other than peers, who can be helpful to the manager. Athletic administration is unique in this respect in that superiors such as principals or superintendents may be knowledgeable about rules and regulations, but the actual day-to-day operations are most understood by the athletic directors. The fact that athletic directors consulted peers before superiors would certainly suggest the need or availability of consultants whether it be in the form of in-service programs, college-level courses, or fellow athletic administrators with specific skills in such vital areas as fund raising, public relations, or fiscal management. This would also suggest the need for secondary

school programs to look at the structure of the organization and how the administrator in charge of the athletic program can best be helped by the alignment of the organizational hierarchy. A suggested recommendation is that the position of secondary school athletic director fall under the direction of an assigned administrator and that a faculty advisory council be included in the makeup of this organizational structure. Such a method of organization places the athletic director within the governance of the school, gives the athletic director a specific person with whom to consult in the school, and involves the secondary school faculty in the athletic program.

Two statements in Figure 1 that deserve brief mention were indicated by athletic directors as having consumed the least amount of time in contact with persons. These were teaching and coaching, and instructing and training. Though the study did not seek to determine whether athletic directors were presently teaching or coaching, it is evident from the responses that very few of these athletic directors had such responsibilities.

#### Time Spent in Individual Effort

Table 19 presents a distribution of responses on the Work Analysis Form involving those activities related to time spent in individual effort. Table 19 is a detailed analysis of the number and percentage of athletic directors who

responded. Figure 2 is a graphic summary of where the median score fell in response to each category of percent of time. The graphic representation in Figure 2 reveals that the one activity consuming the most time was observation, inspection, and examination. In a related study of commanders, chiefs of staff, and personnel officers at Ohio State University in activities involving individual effort, commanders indicated that 7% of their time was devoted to observation, inspection and examination (Stogdill, 1955). The Ohio State studies are related here to show how different activities in different organizations have been conducted with obviously varying amounts of time. These time-related studies are not only helpful to organizations and individuals in managing their responsibilities but also in pointing out those activities or areas that need emphasis. For example, the amount of time spent by athletic directors in observation, inspection, and examination certainly suggests the necessity of having technical skills in the area of administration and management. Written communication is a powerful tool that can greatly enhance the athletic administrator's skills while observation and inspection require a critical mind that cannot only ascertain strengths and weaknesses but also offer needed suggestions for improvements. The results of these findings on individual effort further suggest that skills and training for athletic administration be considered as much as or more than previous coaching experience as a basis for



Table 19

Distribution of Responses on the Work Analysis FormTime Spent by State Secondary School Athletic Directors of  
the Year in Individual Effort

Percentage of time spent in activity	Number of directors	Percentage of directors
1. Observation, inspection examination.		
0% .....	3	3%
1% to 5% .....	11	12%
6% to 10% .....	18	20%
11% to 20% .....	28	31%
21% to 40% .....	15	17%
Over 41% .....	15	17%
2. Reading and answering mail.		
0% .....	0	0%
1% to 5% .....	22	24%
6% to 10% .....	43	48%
11% to 20% .....	19	21%
21% to 40% .....	5	6%
Over 41% .....	1	1%
3. Examining reports.		
0% .....	3	3%
1% to 5% .....	37	41%
6% to 10% .....	34	38%
11% to 20% .....	14	16%
21% to 40% .....	1	1%
Over 41% .....	1	1%
4. Preparing and writing reports, orders, memos.		
0% .....	0	0%
1% to 5% .....	17	19%
6% to 10% .....	35	39%
11% to 20% .....	29	32%
21% to 40% .....	9	10%
Over 41% .....	0	0%

Table 19--Continued

Percentage of time spent in activity	Number of directors	Percentage of directors
5. Reading technical publi- cations.		
0% .....	14	18%
1% to 5% .....	49	54%
6% to 10% .....	19	21%
11% to 20% .....	8	8%
21% to 40% .....	0	0%
Over 41% .....	0	0%
6. Writing for publication.		
0% .....	48	53%
1% to 5% .....	36	41%
6% to 10% .....	4	4%
11% to 20% .....	2	2%
21% to 40% .....	0	0%
Over 41% .....	0	0%
7. Thinking and reflection.		
0% .....	9	10%
1% to 5% .....	39	44%
6% to 10% .....	26	29%
11% to 20% .....	12	13%
21% to 40% .....	2	2%
Over 41% .....	2	2%
8. Mathematical computation.		
0% .....	22	24%
1% to 5% .....	49	54%
6% to 10% .....	14	16%
11% to 20% .....	5	6%
21% to 40% .....	0	0%
Over 41% .....	0	0%

Table 19--Continued

Percentage of time spent in activity	Number of directors	Percentage of directors
9. Preparing charts, tables, and diagrams.		
0% .....	19	21%
1% to 5% .....	36	41%
6% to 10% .....	20	22%
11% to 20% .....	12	13%
21% to 40% .....	2	2%
Over 41% .....	1	1%
10. Operation or use of instruments, machines, tools, charts, etc.		
0% .....	20	22%
1% to 5% .....	38	43%
6% to 10% .....	22	24%
11% to 20% .....	9	10%
21% to 40% .....	1	1%
Over 41% .....	0	0%

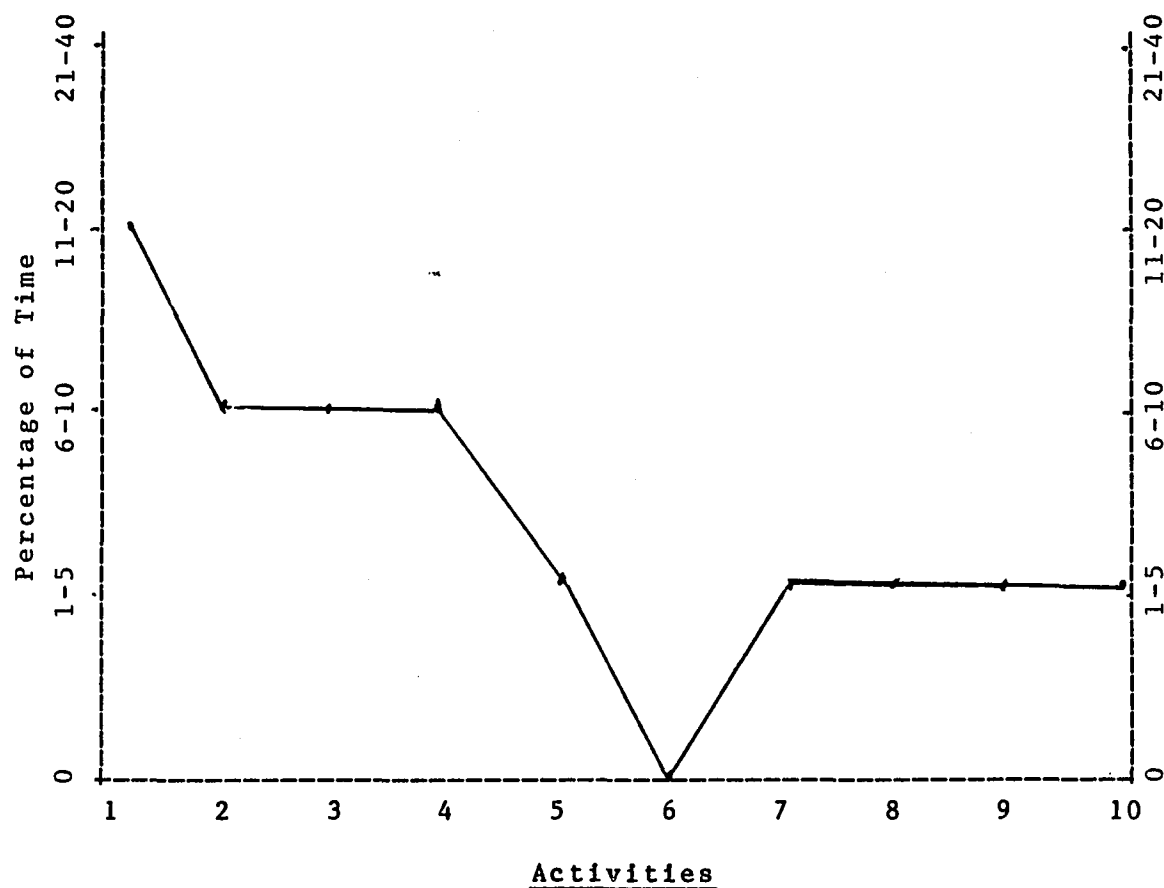


Fig. 2.--Graphic summary of the category in which the median score fell in response to each statement in Table 19.

#### Key to Activities

1. Observation, inspection, examination.
2. Reading and answering mail.
3. Examining reports.
4. Preparing and writing reports, orders, memos.
5. Reading technical publications.
6. Writing for publication.
7. Thinking and reflection.
8. Mathematical computation.
9. Preparing charts, tables, and diagrams.
10. Operation or use of instruments, machines, tools, charts, inspection forms.

training athletic directors. Athletic administration is a business and as such requires those skills to operate an organization effectively and efficiently (Broyles & Hay, 1979).

As can be seen in Figure 2, one area was indicated by athletic directors as having consumed the least amount of time in individual effort. Athletic directors indicated they devoted very little time to writing for publication. The unfortunate aspect of their not writing for publication is emphasized by the fact that this was a unique group of athletic administrators who most certainly must have had experiences or ideas that they could share with other athletic directors, principals, superintendents, or administrators of college or university sport management programs.

#### Time Spent in Major Responsibilities

Table 20 presents a distribution of responses on the Work Analysis Form for those activities involving major responsibilities. Table 20 shows the number and percent of athletic directors who responded and provides the basis for Figure 3 which is a graphic summary of where the median score fell in each percentage category. As seen by the graph in Figure 3, the median score for all activities involving major responsibilities fell in the 1 to 5% or 6 to 10% category of percent of time. It is significant to note the balance in

time across the major responsibilities spent by athletic directors. In a similar study utilizing the Work Analysis Form, 66 business executives were drawn from the top echelon of a group of wholesale cooperative organizations. The Work Analysis Form revealed that the executives spent most of their time communicating with subordinates and superiors. The least amount of time was spent in negotiations, public relations, and making speeches (Stogdill & Shartle, 1955). The athletic directors in this study, unlike the business executives, spent more time consulting peers, and, in the area of major responsibilities, spent more time in public relations. Athletic directors certainly have many major responsibilities and it is understandable that a group such as this would not have any one dominant area as a major activity because of the number and kinds of responsibilities. The diversity of activities involving major activities suggests a wide range of occupations under the broad spectrum of athletic administrator. In analyzing the major responsibilities of the athletic director, it is possible that he is one or more of the following at some point in the day, week, or year: 1) inspector, 2) supervisor, 3) personnel administrator, 4) public relations officer, 5) traffic manager, 6) planner, 7) guidance counselor, or 8) business manager (Forsythe & Keller, 1972). The results in Figure 3 indicate the balance of responsibilities in major activities involving athletic directors and the perceptions

Table 20

Distribution of Responses on the Work Analysis FormTime Spent by State Secondary School Athletic Directors of  
the Year in Major Responsibilities

Percentage of time spent in activity	Number of directors	Percentage of directors
<b>1. Inspection of the organization.</b>		
0% .....	2	2%
1% to 5% .....	28	31%
6% to 10% .....	34	38%
11% to 20% .....	14	16%
21% to 40% .....	8	9%
Over 41% .....	4	4%
<b>2. Investigation and research</b>		
0% .....	9	10%
1% to 5% .....	49	54%
6% to 10% .....	23	26%
11% to 20% .....	8	9%
21% to 40% .....	1	1%
Over 41% .....	0	0%
<b>3. Planning.</b>		
0% .....	2	2%
1% to 5% .....	28	32%
6% to 10% .....	30	33%
11% to 20% .....	26	29%
21% to 40% .....	4	4%
Over 41% .....	0	0%
<b>4. Preparation of procedures and methods.</b>		
0% .....	7	8%
1% to 5% .....	44	49%
6% to 10% .....	33	36%
11% to 20% .....	6	7%
21% to 40% .....	0	0%
Over 41% .....	0	0%

Table 20--Continued

Percentage of time spent in activity	Number of directors	Percentage of directors
<b>5. Coordination.</b>		
0% .....	6	7%
1% to 5% .....	19	21%
6% to 10% .....	37	41%
11% to 20% .....	19	21%
21 to 40% .....	8	9%
Over 41% .....	1	1%
<b>6. Evaluation.</b>		
0% .....	7	8%
1% to 5% .....	33	37%
6% to 10% .....	36	40%
11% to 20% .....	9	10%
21% to 40% .....	5	6%
Over 41% .....	0	0%
<b>7. Interpretation.</b>		
0% .....	9	10%
1% to 5% .....	55	62%
6% to 10% .....	22	24%
11% to 20% .....	2	2%
21% to 40% .....	1	1%
Over 41% .....	1	1%
<b>8. Supervision of technical matter.</b>		
0% .....	6	7%
1% to 5% .....	25	28%
6% to 10% .....	38	42%
11% to 20% .....	12	13%
21% to 40% .....	9	10%
Over 41% .....	0	0%



Table 20--Continued

Percentage of time spent in activity	Number of directors	Percentage of directors
<b>9. Personnel activities.</b>		
0% .....	5	6%
1% to 5% .....	42	46%
6% to 10% .....	23	26%
11% to 20% .....	13	14%
21% to 40% .....	6	7%
Over 41% .....	1	1%
<b>10. Public relations.</b>		
0% .....	6	7%
1% to 5% .....	32	36%
6% to 10% .....	34	37%
11% to 20% .....	11	12%
21% to 40% .....	7	8%
Over 41% .....	0	0%
<b>11. Professional consultation.</b>		
0% .....	21	23%
1% to 5% .....	46	51%
6% to 10% .....	16	19%
11% to 20% .....	3	3%
21% to 40% .....	4	4%
Over 41% .....	0	0%
<b>12. Negotiations.</b>		
0% .....	20	22%
1% to 5% .....	40	44%
6% to 10% .....	24	27%
11% to 20% .....	5	6%
21% to 40% .....	1	1%
Over 41% .....	0	0%

Table 20--Continued


---

Percentage of time spent in activity	Number of directors	Percentage of directors
<hr/>		
13. Scheduling, routing, dis- patching.		
0% .....	3	3%
1% to 5% .....	26	30%
6% to 10% .....	30	33%
11% to 20% .....	22	24%
21% to 40% .....	9	10%
Over 41% .....	0	0%

---

NOTE. This table should be read as follows (see first line of data above): 2 or 2% of the athletic directors who completed the Work Analysis Form indicated that they spent no time in the inspection of the organization.

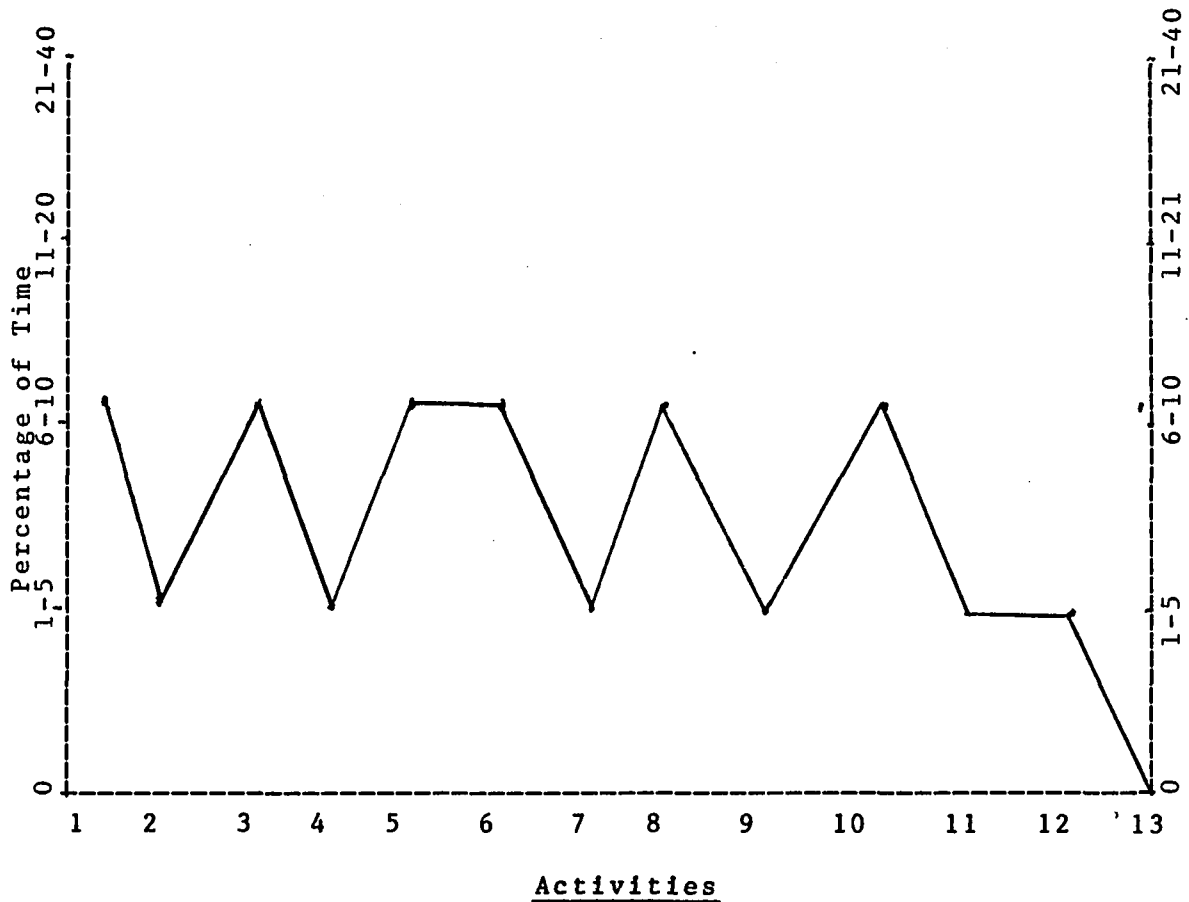


Fig. 3.--Graphic summary of the category in which the median score fell in response to each statement in Table 20.

#### Key to Activities

1. Inspection of the organization.
2. Investigation and research.
3. Planning.
4. Preparation of procedures and methods.
5. Coordination.
6. Evaluation.
7. Interpretation.
8. Supervision of technical operations.
9. Personnel activities.
10. Public relations.
11. Professional consultation.
12. Negotiations.
13. Scheduling, routing, dispatching.

by this group of the relatively equal importance of many of the major activities.

### Chapter Summary

This chapter has presented findings from the Work Analysis Form completed by the state Secondary School Athletic Director of the Year award winners. The three areas of the Work Analysis Form examined the proportion of time spent in contact with persons, in individual effort, and with major responsibilities. Tables were presented for each of these areas examined with an indication of the number and percentage of athletic directors who checked the percentage indicated. Bar graphs were also presented after each table which indicated an estimate of where the majority of athletic directors clustered in indicating the time they spent in each activity. The purpose of the bar graphs was to show how each of the activities compared in terms of time devoted to activities in that area. Athletic directors indicated by their responses that consulting peers consumed the greatest amount of time in activities involving contact with persons. No other research could be found in which this had previously occurred. In all other studies examined, consulting either superiors or subordinates required more time than consulting peers. It is suggested as a result of this study of contact with persons that a re-evaluation of the organizational structure in secondary school athletic administration be made

and that consideration be given to making more human resources available to athletic directors.

In the area of individual effort on the Work Analysis Form, athletic directors indicated that preparing and writing reports, papers, and memos, and observation, examination, and inspection consumed the greatest amount of time. Studies done at Ohio State have pointed out different and varying degrees of time spent in individual effort by different groups. One area consumed the least amount of time was writing for publication. It is suggested that more emphasis be placed on writing for publication as one way of exploring professional concerns.

Athletic directors indicated by their responses to the area of major responsibilities on the Work Analysis Form that a relatively equal amount of time was devoted to most activities included as major responsibilities. It was significant to note the diversified responsibilities involved in administering a secondary school level athletic program. It is suggested that athletic administrators at the secondary school level be given the opportunity to develop business-related skills needed for the many responsibilities of the position and that college and university sport management programs be evaluated in terms of the results presented from the Work Analysis Form.

CHAPTER VII  
FINDINGS FROM THE  
LEADERSHIP OPINION QUESTIONNAIRE

Introduction

The Leadership Opinion Questionnaire developed by Ohio State University constituted the last section of the survey instrument. This questionnaire contained forty items and measured two important dimensions of administrative leadership: structure and consideration.

Twenty of the items of the Leadership Opinion Questionnaire related to structure and 20 related to consideration. Items relating to structure were designed to measure the extent to which an individual was likely to define and structure his own role and those of his subordinates toward goal attainment. A high score on this dimension characterizes individuals who play a very active role in directing group activities through planning, communicating information, scheduling, criticizing new ideas and so forth. A low score characterizes individuals who are likely to be relatively inactive in giving directions in these ways. Items relating to consideration reflect the extent to which an individual is likely to have job relationships with his subordinates characterized by mutual

trust, respect for their ideas, consideration of their feelings, and a certain warmth between himself and them. A high score is indicative of a climate of good rapport and two-way communication. A low score indicates the individual is likely to be more impersonal in his relations with group members.

Three approaches were used in analyzing the responses to the LOQ: 1) mean scores were calculated for structure and consideration for the athletic directors in the study; 2) items were analyzed and grouped according to the responses checked by the majority of the athletic directors in the following five classifications: 1) "always," 2) "often," 3) "occasionally," 4) "seldom," and 5) "never;" and 3) the number of athletic directors who checked the various responses opposite each item was tabulated and a percentage determined. The five classifications used in the LOQ were incorporated to present a consensus attitude on the part of athletic directors in indicating how frequently they should do what was described by the item. For example, if 90% of the athletic directors checked the two highest responses in indicating the importance of meeting deadlines, then it is logical to assume that the athletic directors in this study felt that such a behavior should be exhibited always or often.

The athletic directors were asked to check the one response that most nearly expressed their opinion on how

frequently they should do what was described by the item. The five choices of response, each representing a different degree of frequency, were: 1) "always," 2) "often," 3) "occasionally," 4) "seldom," or 5) "never." These categories were assigned a weight of 4, 3, 2, 1, or 0, respectively. The higher the weight, the higher the degree of structure or consideration displayed. Since 20 items related to structure and 20 to consideration, the maximum possible score for consideration or structure was 80.

#### Mean Scores of Athletic Directors

The following table shows the mean scores of athletic directors in the two dimensions (consideration and structure) covered by the Leadership Opinion Questionnaire:

Table 21

#### Mean Scores of Athletic Directors on the Leadership Opinion Questionnaire

N = 90

	<u>Structure</u>		<u>Consideration</u>	
	Mean	S.D.	Mean	S.D.
Athletic Directors	46.9	7.73	39.2	6.34

The athletic directors, as shown in Table 21, scored higher in structure than in consideration. These means



should be interpreted on the basis of a range of scores from 0-80 on each dimension of the LOQ. The higher structure score simply means that athletic directors as a group placed more emphasis on the task at hand than on the relationships with subordinates in the organization. Athletic directors in the survey would be likely to emphasize defining responsibilities and directing group activities. On the other hand, the athletic directors in this study would be likely to place less emphasis on relationships with subordinates. This does not imply that relationships with subordinates are not important to the individual athletic directors, only that the task at hand is likely to receive more emphasis. These scores are relative and as such cannot be strictly categorized as above or below average. This also does not imply that all successful athletic administrators have to place more emphasis on structure or be "task oriented." The importance of the leadership style as it relates to the situation has been emphasized by Fiedler in his contingency theory. It may be that the job of the athletic administrator requires a highly structured individual whose relationship with subordinates, to an extent, is secondary to structuring the task. If one were to make this assumption based on the results of this study, then there would be credence for accepting this theory. However, it must be remembered that not all athletic administration situations would require a high task, low relationship type

of individual in the leadership role. This study only suggests that this group of athletic directors who have been chosen state Secondary School Athletic Director of the Year were likely to place more emphasis on structure than consideration in the exercise of their professional responsibilities and that as a group, the emphasis on higher structure and lower consideration was effective. Fiedler has theorized that every management or leadership situation demands a certain type of leader depending upon the leader-member relationship, task structure, and power position of the leader (Fiedler, 1967). Similar studies done in the field of athletics and physical education provide further insight into the results of this study. Sprandel (1973) studied a group of college and university athletic directors and found that athletic directors favored a consideration style of leadership behavior. Carlson (1973) in a study of college and university physical education department chairmen found that the chairman had consistently higher scores on consideration than on initiating structure. Lewis (1978) found no significant relationship between leadership styles of women volleyball coaches and team success. The results in this study in which athletic directors were more likely to be task oriented than relationship oriented are not consistent with the studies done by Sprandel (1973) and Carlson (1973). Results of the Lewis (1979) study suggest that leadership style and success

are not related. Additional research with other groups of athletic directors would be necessary to determine whether a particular leadership style were prevalent among athletic directors in general and whether successful athletic directors were characterized by a particular leadership style.

Structure in the Administrative Behavior  
of Athletic Directors

The following items in the Leadership Opinion Questionnaire measured the extent to which the athletic director was likely to direct his own role and those of his subordinates:

1. Put the welfare of your unit above the welfare of any person in it.
3. Encourage after-duty work by persons of your unit.
4. Try out your own new ideas in the unit.
6. Criticize poor work.
9. Insist that persons under you follow to the letter those standard routines handed down to you.
14. Assign persons under you to particular tasks.
16. Stress importance of being ahead of other units.
18. Let the persons under you do their work the way they think is best.
20. Emphasize meeting of deadlines.
21. Insist that you be informed on decisions made by persons under you.

22. Offer new approaches to problems.
25. Talk about how much should be done.
26. Wait for persons in your unit to push new ideas.
27. Rule with an iron hand.
30. Decide in detail what shall be done and how it shall be done by the persons under you.
31. See to it that persons under you are working up to capacity.
35. Ask for sacrifices from persons under you for the good of the entire unit.
37. "Needle" persons under you for greater effort.
39. Encourage slow-working persons in your unit to work harder.
40. Meet with the persons in your unit at certain regularly scheduled times.

Table 22 shows the results obtained when the responses were grouped and tabulated according to the number and percentage of athletic directors responding to each item.

The following list contains the results of grouping these items into categories according to where the responses clustered as determined from Table 22.

#### Items Relating to Structure

Athletic directors indicated that the following behaviors relating to structure should occur most frequently in relation to structure:

1. Put the welfare of your unit above the welfare of any person in it.
2. Encourage after-duty work by persons of your unit.

Table 22

Distribution of Responses on the Leadership OpinionQuestionnaire: Structure in the AdministrativeBehavior For State Secondary School Athletic Directorsof the Year

N = 90

Item	Number of directors	Percentage of directors
1. Put the welfare of your unit above the welfare of any person in it.		
Always .....	20	22%
Often .....	36	40%
Occasionally .....	16	18%
Seldom .....	14	16%
Never .....	4	4%
3. Encourage after-duty work by persons in your unit.		
A great deal .....	21	23%
Fairly often .....	32	36%
To some degree .....	16	18%
Once in a while .....	10	11%
Very seldom .....	11	12%
4. Try out your own ideas in the unit.		
Often .....	12	13%
Fairly often .....	32	36%
Occasionally .....	36	40%
Once in a while .....	8	9%
Very seldom .....	2	2%
6. Criticize poor work.		
Always .....	9	10%
Often .....	28	31%
Occasionally .....	39	44%
Seldom .....	12	13%
Never .....	2	2%

Table 22--Continued

Item	Number of directors	Percentage of directors
9. Insist that persons under you follow to the letter those standard routines handed down by you.		
Always .....	13	14%
Often .....	38	43%
Occasionally .....	27	30%
Seldom .....	11	12%
Never .....	1	1%
14. Assign persons under you to particular tasks.		
Always .....	7	8%
Often .....	47	52%
Occasionally .....	30	33%
Seldom .....	5	6%
Never .....	1	1%
16. Stress importance of being ahead of other units.		
A great deal .....	14	16%
Fairly much .....	27	30%
To some degree .....	28	31%
Comparatively little ..	17	19%
Not at all .....	4	4%
18. Let the persons under you do their work the way they think is best.		
Always .....	12	13%
Often .....	64	72%
Occasionally .....	11	12%
Seldom .....	3	3%
Never .....	0	0%

Table 22--Continued

Item	Number of directors	Percentage of directors
20. Emphasize meeting of deadlines.		
A great deal .....	45	50%
Fairly much .....	36	40%
To some degree .....	9	10%
Comparatively little ..	0	0%
Not at all .....	0	0%
21. Insist that you be informed on decisions made by persons under you.		
Always .....	35	39%
Often .....	45	50%
Occasionally .....	8	9%
Seldom .....	2	2%
Never .....	0	0%
22. Offer new approaches to problems.		
Often .....	9	10%
Fairly often .....	46	52%
Occasionally .....	31	34%
Once in a while .....	3	3%
Very seldom .....	1	1%
25. Talk about how much should be done.		
A great deal .....	7	8%
Fairly much .....	23	26%
To some degree .....	41	46%
Comparatively little ..	19	21%
Not at all .....	0	0%

Table 22--Continued

Item	Number of directors	Percentage of directors
26. Wait for persons in your unit to push new ideas.		
Always .....	1	1%
Often .....	9	10%
Occasionally .....	45	50%
Seldom .....	31	35%
Never .....	4	4%
27. Rule with an iron hand.		
Always .....	2	2%
Often .....	12	13%
Occasionally .....	20	23%
Seldom .....	44	49%
Never .....	12	13%
30. Decide in detail what shall be done and how it shall be done by the persons under you.		
Always .....	3	3%
Often .....	21	23%
Occasionally .....	31	35%
Seldom .....	29	32%
Never .....	6	7%
31. See to it that persons under you work up to capacity.		
Always .....	13	14%
Often .....	54	60%
Occasionally .....	14	16%
Seldom .....	9	10%
Never .....	0	0%



Table 22--Continued

Item	Number of directors	Percentage of directors
35. Ask for sacrifices from persons under you for the good of your unit.		
Often .....	3	3%
Fairly often .....	18	20%
Occasionally .....	36	40%
Once in a while .....	27	30%
Very seldom .....	6	7%
37. "Needle" persons under you for greater effort.		
A great deal .....	1	1%
Fairly much .....	1	1%
To some degree .....	20	22%
Comparatively little ..	45	50%
Not at all .....	23	26%
39. Encourage slow-working persons in your unit to work harder.		
Often .....	6	6%
Fairly often .....	31	35%
Occasionally .....	28	32%
Once in a while .....	22	24%
Very seldom .....	3	3%
40. Meet with persons in your unit at certain regularly scheduled times.		
Always .....	18	20%
Often .....	37	41%
Occasionally .....	29	32%
Seldom .....	6	7%
Never .....	0	0%

NOTE. This table should be read as follows (see Item 40):

18% or 20% of the athletic directors indicated that they should always meet with certain persons in their unit at certain regularly scheduled times.

3. Insist that persons under you follow to the letter those standard routines handed down to you.
4. Let the persons under you do their work the way they think best.
5. Emphasize meeting of deadlines.
6. Insist that you be informed on decisions made by persons under you.
7. Meet with persons in your unit at certain regularly scheduled times.

Athletic directors indicated that the following behaviors should occur often:

1. Assign persons under you to particular tasks.
2. Offer new approaches to problems.
3. See to it that persons under you work up to capacity.
4. Encourage slow-working persons in your unit to work harder.

Athletic directors indicated that the following behaviors should only be exercised occasionally:

1. Talk about how much should be done.
2. Wait for persons in your unit to push new ideas.
3. Ask for sacrifices from persons under you for the good of your unit.

Athletic directors indicated that the following behaviors should seldom occur:

1. Try out your own new ideas in the unit.
2. Criticize poor work.
3. Stress importance of being ahead of other units.
4. Rule with an iron hand.

5. Decide in detail what will be done and how it shall be done by the persons under you.

Athletic directors indicated that the following behavior should never occur and, as such, did not support such an action:

1. "Needle" persons under you for greater effort

### Discussion

In examining the items in the structure dimension according to the categories of "always," "often," "occasionally," "seldom," and "never," it is significant to note how certain items in the LOQ were categorized in relation to how they associated with the areas of Responsibility, Authority, and Delegation on the RAD Scales and subsequently how these responses may be used to understand leadership theory. For example, two of the seven items, categorized as having received a high frequency (always) response on the LOQ, and related to Responsibility on the RAD scales were, "insist that you be informed in decisions made by persons under you," and "meet with persons in your unit at certain regularly scheduled times." Such responses probably reflect a group that would encourage participation among subordinates and yet demand a structured working environment. Two of the seven items, also receiving a high frequency response in the structure dimension, related to Authority in the RAD Scales. These items, "insist that

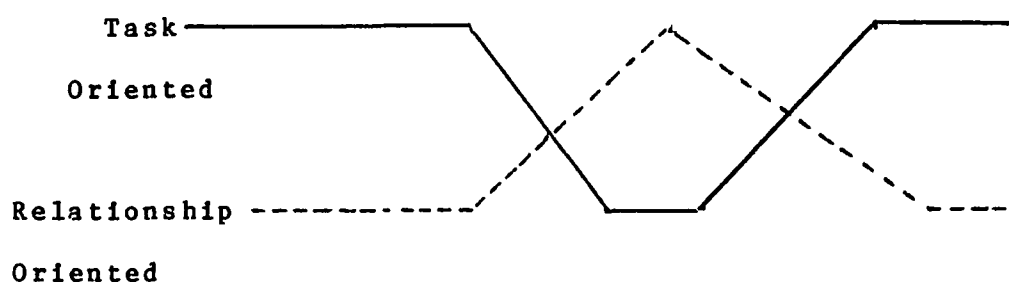
persons under you follow to the letter those standard routines handed down to you," and "let the persons under you do their work the way they think best," are reflective of a group that would set high goals for subordinates yet allow them flexibility in achieving these goals. High frequency responses to items on the LOQ relating to Delegation on the RAD included, "put the welfare of your unit above the welfare of any person in it," "encourage after-duty work by persons in your unit," and "emphasize meeting of deadlines." These items are noteworthy because the responses reflect a predominant concern by athletic directors for the good of the organization. It is also significant to note those behaviors on the structure dimension of the LOQ that should seldom or never occur. Athletic directors indicated that five of the behaviors should seldom occur and that one behavior should never occur. Three of these six behaviors related to Responsibility on the RAD scales and included, "criticize poor work," "stress importance of being ahead of other units," and "needle persons under you for greater effort." It seems appropriate and fitting that this elite group of athletic directors indicated that such tactics as criticizing poor work and needling should seldom or never occur. It is also significant to note that such tactics do not seem necessary as evidenced by the successes of the athletic directors who won the awards. The athletic directors indicated that one behavior relating to Authority on the RAD

scales should never occur. This item, "rule with an iron hand," also is reflective of the attitude of the athletic directors about the deployment of negative reinforcement in the athletic organization. Two of the items in the structure dimension on the LOQ which were related to Delegation and which athletic directors indicated should never occur were "try out your own ideas in the unit," and "decide in detail what will be done and how it shall be done by the persons under you."

### Leadership Theory

The results of the analysis on the structure dimension of the LOQ related to Fiedler's (1967) Work Situation Administrative Theory demonstrate the practicality of such research and the further understanding of leadership theory. Fiedler's Work Situation Theory is based on the rationale that a leader cannot behave the same way for every administrative situation. Fiedler, through his research efforts, concluded that the three variables shown in Figure 4, were the most important variables for the leader to consider in the administrative process. Leader-member relations were described by Fiedler as the degree to which the managers and workers get along. Task structure was defined as how clearly the subordinates understand the task, and power position was defined as the authority base of the leader. If the leader knows and understands the relationship

Figure 4. Fiedler's Work Situation Model



	Very Favorable			Favorable		Unfavorable		
	1	2	3	4	5	6	7	8
Leader								
Member								
Relations	G	G	G	G	P	P	P	P
Task								
Structure	H	H	L	L	H	H	L	L
Power								
Position	S	W	S	W	S	W	S	W

Figure 4

L = Low                      G = Good                      \_\_\_\_\_ Task Oriented  
 S = Strong                      P = Poor                      ----- Relationship  
 W = Weak                      H = High                      Oriented

Fiedler, Fred. A Theory of Leadership Effectiveness, New York: McGraw-Hill, 1967.

with subordinates, how well they understand the task, and is aware of his authority base, he can apply the model to determine whether a task or relationship-oriented style would be best for the given situation. The situational theory is based on the concept that adjustments must be made to fit the situation in order to be most effective (Fiedler, 1967).

Relating the responses of the athletic directors to the structure dimension of the LOQ to Fiedler's Work Situation Administration Theory provides further insight into the usefulness of such information as it relates to leadership theory. Leader-member relations would probably be classified as good based on high frequency responses to "meet with persons in your unit at certain regularly schedules times" and a negative response to "rule with an iron hand." The task structure would be high for this group of athletic directors based on the high frequency responses to such items as "insist that persons under you follow to the letter those standard routines handed down to you" and "let the persons under you do their work the way they think best." Task structure for most athletic organizations would be high since the athletic director would be dealing with a group of educated people, mostly coaches who are supervising activities in which they have knowledge or expertise. The power position for athletic directors at the secondary level would be strong usually. Based on high frequency responses by athletic directors to such items as "insist that persons

under you follow to the letter those standard routines handed down to you," and "put the welfare of your unit above the welfare of any person in it" it can be assumed that athletic directors have a strong power position. In summary, the situations for the athletic directors in this study according to Fiedler's Contingency Theory would be that leader-member relations would be good, task structure would be high, and power position would be strong. As can be seen by Fiedler's work situation model in Figure 4, this would be a very favorable situation for a task-oriented leader. The fact that this group as a whole was task-oriented would certainly lend credibility to Fiedler's theory. This entire group had been chosen state Secondary School Athletic Director of the Year at some time and the leadership style reflects the degree of success for the group as a whole.

#### Consideration in the Administrative Behavior of Athletic Directors

The following items in the Leadership Opinion Questionnaire measured the extent to which the responding athletic director was likely to have job relationships with his subordinates characterized by mutual trust, respect for their ideas, consideration of their feelings, and a certain warmth between himself and them:

2. Give in to your subordinates in discussions with them.
5. Back up what persons under you do.



7. Ask for more than persons under you can accomplish.
8. Refuse to compromise a point.
10. Help persons under you with their personal problems.
11. Be slow to adopt new ideas.
12. Get the approval of persons under you on important matters before going ahead.
13. Resist changes in ways of doing things.
15. Speak in a manner not to be questioned.
17. Criticize a specific act rather than a particular member of your unit.
19. Do personal favors for persons under you.
23. Treat all persons under you as your equals.
24. Be willing to make changes.
28. Reject suggestions for changes.
29. Change the duties of persons under you without first talking it over.
32. Stand up for persons under you, even though it makes you unpopular with others.
33. Put suggestions made by persons in the unit into operation.
34. Refuse to explain your actions.
36. Act without consulting persons under you.
38. Insist that everything be done your way.

Table 23 shows the results obtained when the responses to the above items were grouped and tabulated according to the percentage of responses to each item.

The following list contains the results of grouping

Table 23

Distribution of Responses on the Leadership OpinionQuestionnaire: Consideration in the AdministrativeBehavior of State Secondary School Athletic Directorsof the Year

N = 90

Item	Number of directors	Percentage of directors
2. Give in to your subordinates in discussions with them.		
Often .....	1	1%
Fairly often .....	6	7%
Occasionally .....	52	58%
Once in a while .....	19	21%
Very seldom .....	12	13%
5. Back up what persons under you do.		
Always .....	26	29%
Often .....	57	63%
Occasionally .....	7	8%
Seldom .....	0	0%
Never .....	0	0%
7. Ask for more than persons under you can accomplish.		
Often .....	0	0%
Fairly often .....	6	7%
Occasionally .....	22	24%
Once in a while .....	24	27%
Very seldom .....	38	42%
8. Refuse to compromise a point.		
Always .....	0	0%
Often .....	12	13%
Occasionally .....	31	35%
Seldom .....	44	49%
Never .....	3	3%

Table 23--Continued

Item	Number of directors	Percentage of directors
10. Help persons under you with their personal problems.		
Often .....	16	18%
Fairly often .....	33	36%
Occasionally .....	29	33%
Once in a while .....	12	13%
Very seldom .....	0	0%
11. Be slow to adopt new ideas.		
Always .....	3	3%
Often .....	12	13%
Occasionally .....	42	47%
Seldom .....	29	33%
Never .....	4	4%
12. Get the approval of persons under you on important matters before going ahead.		
Always .....	10	11%
Often .....	40	45%
Occasionally .....	24	27%
Seldom .....	14	15%
Never .....	2	2%
13. Resist changes in the ways of doing things.		
A great deal .....	0	0%
Fairly much .....	6	7%
To some degree .....	47	52%
Comparatively little ...	34	38%
Not at all .....	3	3%

Table 23--Continued

Item	Number of directors	Percentage of directors
15. Speak in a manner not to be questioned.		
Always .....	0	0%
Often .....	34	38%
Occasionally .....	28	31%
Seldom .....	26	29%
Never .....	2	2%
17. Criticize a specific act rather than a particular member of your unit.		
Always .....	8	9%
Often .....	33	37%
Occasionally .....	36	40%
Seldom .....	13	14%
Never .....	0	0%
19. Do personal favors for persons under you.		
Often .....	20	22%
Fairly often .....	29	32%
Occasionally .....	30	33%
Once in a while .....	6	7%
Very seldom .....	5	6%
23. Treat all persons under you as equals.		
Always .....	49	55%
Often .....	34	38%
Occasionally .....	4	4%
Seldom .....	3	3%
Never .....	0	0%

Table 23--Continued

Item	Number of directors	Percentage of directors
24. Be willing to make changes.		
Always .....	16	18%
Often .....	53	59%
Occasionally .....	21	23%
Seldom .....	0	0%
Never .....	0	0%
28. Reject suggestions for change.		
Always .....	1	1%
Often .....	1	1%
Occasionally .....	12	13%
Seldom .....	26	29%
Never .....	50	56%
29. Change the duties of persons under you without first talking it over.		
Often .....	0	0%
Fairly often .....	0	0%
Occasionally .....	6	7%
Once in a while .....	8	9%
Very seldom .....	76	84%
32. Stand up for persons under you even though it makes you unpopular with them.		
Always .....	15	17%
Often .....	46	51%
Occasionally .....	25	28%
Seldom .....	2	2%
Never .....	2	2%

Table 23--Continued

Item	Number of directors	Percentage of directors
33. Put suggestions made by persons in the unit into operation.		
Often .....	6	7%
Fairly often .....	51	57%
Occasionally .....	25	28%
Once in a while .....	7	8%
Very seldom .....	1	1%
34. Refuse to explain your actions.		
Often .....	0	0%
Fairly often .....	4	4%
Occasionally .....	12	13%
Once in a while .....	18	20%
Very seldom .....	56	63%
36. Act without consulting persons under you.		
Often .....	2	2%
Fairly often .....	9	10%
Occasionally .....	25	28%
Once in a while .....	26	28%
Very seldom .....	28	32%
38. Insist that everything be done your way.		
Always .....	1	1%
Often .....	5	5%
Occasionally .....	26	29%
Seldom .....	43	48%
Never .....	15	17%

NOTE. This table should be read as follows (see Item 38): One athletic director indicated that he should insist that everything be done his way.

these items into categories according to where the responses clustered.

#### Items Relating to Consideration

Athletic directors tended to expect the following behaviors relating to consideration to occur most frequently.

These items were as follows:

1. Back up what persons under you do.
2. Criticize a specific act rather than a particular member of your unit.
3. Treat all persons under you as equals.
4. Be willing to make changes.

Athletic directors indicated that the following behaviors should be exercised often:

1. Help persons under you with their personal problems.
2. Get the approval of persons under you on important matters before going ahead.
3. Speak in a manner not to be questioned.
4. Do personal favors for persons under you.
5. Stand up for persons under you, even though it makes you unpopular with others.
6. Put suggestions made by persons in the unit into operation.

Athletic directors indicated that the following behavior should be exercised occasionally:

1. Resist changes in ways of doing things.

Athletic directors indicated that the following behaviors should seldom occur:

1. Give in to your subordinates in discussion with them.
2. Ask for more than persons under you can accomplish.
3. Refuse to compromise a point.
4. Be slow to adopt new ideas.

Athletic directors indicated that the following behaviors should never occur and, therefore, they were not supportive of such actions:

1. Reject suggestions for changes.
2. Change the duties of persons under you without first talking it over.
3. Refuse to explain your actions.
4. Act without consulting persons under you.
5. Insist that everything be done your way.

### Analysis

In examining the items relating to consideration according to the category of "always," "often," "occasionally," "seldom," or "never," it is again significant to note how certain items in the LOQ were associated with the areas of Responsibility, Authority, and Delegation on the RAD Scales and subsequently how these responses may be used to understand leadership theory. Athletic directors, who scored lower in consideration than structure, indicated a high frequency response to four statements, two relating to responsibility and two relating to authority. Two items relating to responsibility were "back up what persons under



you do," and "be willing to make changes." The two items relating to authority were "criticize a specific act rather than a particular member of your unit," and "treat all persons under you as equals." None of the items in the high frequency category in the consideration dimension were related to delegation. Even though athletic directors scored lowest in delegation on the RAD and lowest in consideration on the LOQ, it is significant to note that this group still placed a high degree of emphasis on backing up subordinates. Their apparent fairness is exemplified in their high frequency response to criticizing acts rather than individuals and treating persons under them as equals.

Athletic directors indicated that five behaviors on the consideration dimension of the LOQ, two relating to responsibility, and three relating to delegation, should seldom or never occur. The two items relating to responsibility included "reject suggestions for changes," and "refuse to explain your actions." These responses suggest the importance of flexibility (reject suggestions for changes) and accountability (refuse to explain your actions), two concepts that are generally accepted as being important in any organization. The three behaviors relating to delegation that athletic directors indicated should never occur included "change the duties of persons under you without first talking it over," "act without consulting persons under you," and "insist that everything be done your

way." It is apparent from their reaction to these items that athletic directors support keeping subordinates informed and maintaining personal flexibility.

### Leadership Theory

The results of the analysis of the consideration dimension of the LOQ can be used to demonstrate leadership theory based on expectancy. Expectancy theory has been emphasized to understand how managers are to influence the motivation of their subordinates. Vroom (1959) originally suggested that in order for participative leadership to affect motivation for effective performance, it would not only have to be a source of satisfaction but would also have to affect the probability that an individual would be able to attain further satisfaction from performing well in his job. Evans (1970) (see Figure 5) measured the performance ratings of subordinate groups and found that three kinds of leader actions, if they are all present, will increase the productivity of a work group. If the leader acts in a supportive (considerate) way and provides initiation of structure in a way that clarifies the paths people can use to achieve their goals, and at the same time clearly lets people know that these payoffs are contingent on their performing a certain way, then motivation and productivity will both increase. Relating the responses of the athletic directors to Evans' model of path-goal leadership provides further

Figure 5. Path-Goal Leadership Theory

Evans' Model

Leader Behaviors

1. Shows consideration
  2. Initiates structure by clarifying paths and goals
  3. Makes rewards (instruments) contingent on achieving organizational/individual goals
- Personal or group performance increases
- 
- ```
graph LR; A[1. Shows consideration] --> D[Personal or group performance increases]; B[2. Initiates structure by clarifying paths and goals] --> D; C[3. Makes rewards (instruments) contingent on achieving organizational/individual goals] --> D;
```

---

Evans, M. G. (1970). "The effects of supervisory behavior on the path-goal relationship." *Organizational behavior and human performance*, 55, 277.

insight into understanding another type of leadership theory. Athletic directors in the survey showed a level of consideration toward their subordinates as indicated by their high frequency response to such items as "treat all persons under you as equals" and "help persons under you with their personal problems." Initiation of structure was exhibited by such items as "gets approval of persons under you on important matters before going ahead" and a high frequency response to "change the duties of persons under you without first talking it over." Evans' third leader action, making rewards contingent on achieving organizational/individual goals, is more easily understood in a profit-motive, business-related situation. However, this does not suggest that leaders cannot reward subordinates in the athletic organization. Promotion, recognition, esteem--all are examples of rewards tied to excellence in athletics that the athletic director could use as incentives. "Doing personal favors" is one example of rewards as indicated by athletic directors in their positive responses to this item. Many times managers do not tie rewards to performance or attainment of intermediate instrumental goals. For example, in a department where there are no clear standards of output, the path-goal theory suggests that expectations and probabilities cannot be calculated accurately by subordinates. It also suggests that if instrumental rewards such as pay are given out regardless of performance,

subordinates can calculate the probabilities involved and pay will not be a motivating factor. Leaders should make the probabilities clear and then be consistent in rewarding people (Hampton, Summer, & Webber, 1982).

### Chapter Summary

This chapter has presented an analysis of the responses by state Secondary School Athletic Director of the Year Award winners on the Leadership Opinion Questionnaire. Two areas of the scale, structure and consideration, were examined, separately and overall. Results were examined and compared in relation to leadership theories. Athletic directors in the survey scored higher in structure than consideration on the LOQ. Results of the responses on the structure dimension suggest a high degree of concern on the part of athletic directors for the good of the organization. It was significant to note that this successful group of athletic directors did not support such tactics as criticizing poor work and needling. Even though athletic directors scored lower on the consideration dimension in the LOQ, it was important to note that a high degree of emphasis was placed on backing up subordinates. Athletic directors also exemplified a high degree of fairness and flexibility by their responses on the consideration dimension of the LOQ. The results of the responses on the LOQ suggest that athletic directors in this study were likely to place more emphasis on

structure than consideration in the exercise of their professional responsibility. While this particular study lends support to Fiedler's Contingency Theory and Evans' Expectancy Theory, additional research would be needed to determine whether the overall leadership style of high task, low relationship is a style peculiar to successful secondary school athletic directors.

CHAPTER VIII  
COMPARISON OF LEADERSHIP STYLES AND PERCEIVED  
RESPONSIBILITY, AUTHORITY, AND DELEGATION

Introduction

As a further examination of the perceptions of the administrative behavior of this group of athletic directors, the leadership or administrative style of each athletic director was determined based upon his scores on the Leadership Opinion Questionnaire. As stated in Chapter VII, the Leadership Opinion Questionnaire provides two measures of supervisory leadership: consideration and structure. Consideration reflects the extent to which an individual is likely to have job relationships with his subordinates characterized by mutual trust, respect for their ideas, consideration of their feelings, and a certain warmth between himself and them. A high score is indicative of a climate of good rapport and two-way communication. A low score indicates that the individual is likely to be more impersonal in his relations with group members. Structure reflects the extent to which an individual is likely to define and structure his own role and those of his subordinates toward goal attainment. A high score on this dimension characterizes individuals who play a very active role in directing group

activities through planning, communicating information, scheduling, criticizing, trying out new ideas, and so forth. A low score characterizes individuals who are likely to be relatively inactive in giving directions in these ways. As stated in Chapter III, athletic directors were asked to choose one of five possible choices for each item listed in the Leadership Opinion Questionnaire. The five choices of responses were assigned a weight of 4, 3, 2, 1, or 0. The higher the weight, the higher the degree of consideration or structure displayed. Since 20 items were related to consideration and 20 to structure, the maximum possible point total for each dimension was 80. The median score for structure and consideration on the Leadership Opinion Questionnaire was determined for each athletic director, and based on their scores, the athletic directors were grouped into the following four categories: 1) high consideration, high structure; 2) high consideration, low structure; 3) low consideration, high structure; and 4) low consideration, low structure. The median score for consideration was determined to be 37 and the median score for structure was 48. This process was used to categorize each of the 90 athletic directors in the study. Advice and consultation for the statistical analysis in this chapter was given by the staff in the Statistical Consulting Center at the University of North Carolina at Greensboro.

The purpose of determining the leadership or administrative style of each athletic director was to analyze how each of the



Table 24

Responsibility Scores by Leadership Styles

| Leadership<br>Styles                             | Mean  | S.D.  | Range   |
|--------------------------------------------------|-------|-------|---------|
| Low Consideration<br>Low Structure<br>(N = 28)   | 5.958 | 1.036 | 3.0-7.5 |
| High Consideration<br>Low Structure<br>(N = 16)  | 6.156 | 1.005 | 3.5-7.5 |
| Low Consideration<br>High Structure<br>(N = 18)  | 6.277 | 0.732 | 4.7-7.5 |
| High Structure<br>High Consideration<br>(N = 28) | 6.310 | 0.988 | 3.2-7.5 |

Note. This table should be read as follows. Athletic directors whose leadership styles were low in consideration and low in structure, had a mean responsibility score of 5.958 on a scale of 1-8 with 8 being high in responsibility.

four groups mentioned perceived their responsibility, authority, and delegation. As can be seen in Tables 24, 25, and 26 there were 28 athletic directors who were high in consideration and high in structure and 28 who were low in consideration and low in structure. Eighteen athletic directors in the study were categorized low in consideration and high in structure, and 16 athletic directors were categorized high in consideration and low in structure. These numbers will remain constant for the four groups when analyzing the relationship of the category description to either responsibility, authority, or delegation. It should be noted that part of the contribution of this study is to examine leadership styles of athletic directors from this unique perspective.

#### Analysis of Perceptions of Responsibility

Table 24 shows the mean responsibility scores for athletic directors by leadership styles. The mean score for responsibility on the RAD for athletic directors who were low in consideration and low in structure was 5.958. When the structure dimension included the athletic directors who were high in structure and the consideration dimension continued to have the low scores, the mean responsibility score changed to 6.277, or a difference of .319. The mean score for responsibility for the 16 athletic directors who were high in consideration and low in structure was 6.156. When looking at

Table 25

Authority Scores by Leadership Styles

| Leadership<br>Styles                             | Mean  | S.D.  | Range   |
|--------------------------------------------------|-------|-------|---------|
| Low Consideration<br>Low Structure<br>(N = 28)   | 5.786 | 1.042 | 3.2-7.5 |
| High Consideration<br>Low Structure<br>(N = 16)  | 5.820 | 0.886 | 3.5-6.8 |
| Low Consideration<br>High Structure<br>(N = 18)  | 6.200 | 0.718 | 4.7-7.5 |
| High Structure<br>High Consideration<br>(N = 28) | 6.207 | 0.945 | 3.7-7.5 |

the athletic directors whose scores were categorized as high in both structure and consideration dimension, the mean responsibility score was 6.310, or a difference of .154.

Athletic directors who scored high in structure and high in consideration perceived their responsibility higher than those who scored high in structure and low in consideration. Though perceiving their responsibility lower than the previous two groups mentioned, the high consideration, low structure group perceived their responsibility higher than the low structure, low consideration group.

#### Analysis of Perceptions of Authority

Table 25 shows the mean authority scores for athletic directors by leadership styles. The mean score for authority for athletic directors who were low in consideration and low in structure was 5.786. When the structure dimension included the athletic directors who were high in structure and the consideration dimension continued to have the low scores, the mean authority score changed to 6.200, or a difference of .414. The mean score for authority for the 16 athletic directors who were high in consideration and low in structure was 5.820. When looking at the athletic directors whose scores were categorized as high in both structure and consideration dimension, the mean authority score was 6.207, or a difference of .007. Athletic directors who scored high in structure and high in consideration

perceived their authority higher than those who scored high in structure and low in consideration. Though perceiving their authority lower than the previous two groups mentioned, the high consideration, low structure group (5.280) perceived their authority higher than the low structure, low consideration group (5.786).

#### Analysis of Perceptions of Delegation

Table 26 shows the mean delegation scores for athletic directors by leadership styles. The mean score for delegation for athletic directors who were low in consideration and low in structure was 5.048. When the athletic directors were grouped according to high structure and low consideration, the mean delegation score increased to 5.377, or a difference of .229. The mean score for athletic directors who were high in consideration and low in structure was 5.486. When the structure dimension included those who were high and the consideration dimension group remained high, the mean delegation score decreased to 5.357, or a negative difference of .129. Athletic directors who scored high in consideration and low in structure perceived their delegation role higher than those who scored low in consideration and high in structure. Though having a lower delegation score than the previous two groups, the high structure, high consideration group perceived their delegation role higher than the low structure low consideration

Table 26

Delegation Scores by Leadership Styles

| Leadership<br>Styles                             | Mean  | S.D.  | Range   |
|--------------------------------------------------|-------|-------|---------|
| Low Consideration<br>Low Structure<br>(N = 28)   | 5.048 | 1.160 | 1.2-6.7 |
| High Consideration<br>Low Structure<br>(N = 16)  | 5.486 | 1.332 | 3.0-2.0 |
| Low Consideration<br>High Structure<br>(N = 18)  | 5.377 | 0.890 | 4.0-6.7 |
| High Structure<br>High Consideration<br>(N = 28) | 5.357 | 0.884 | 3.5-7.0 |

group. Athletic directors who scored high in consideration and low in structure were more willing to delegate than those who scored high in consideration and high in structure. Athletic directors who scored high in structure and high in consideration were less willing to delegate responsibility than athletic directors who scored high in structure and low in consideration.

### Chapter Summary

An attempt was made in Chapter VIII to analyze the perceptions of the responsibility, authority, and delegation scores of athletic directors in the survey who had been categorized into four different groups determined by the scores on the consideration and structure dimension of the Leadership Opinion Questionnaire. These categories were 1) high consideration, high structure; 2) high consideration, low structure; 3) low consideration, high structure; and 4) low consideration, low structure. The purpose of categorizing or grouping the sample in this way was to examine how these different groups, each reflecting a different administrative or leadership style, perceived their responsibility, authority, and delegation role as indicated by their scores on the RAD Scales. The following conclusions can be drawn from the analysis done in Chapter VIII:

1. Athletic directors who scored high in consideration and high in structure perceived their responsibility higher than those who scored high

in consideration and low in structure. Though less, athletic directors who scored high in consideration and low in structure perceived their responsibility higher than those who scored low in consideration and high in structure.

2. Athletic directors who scored high in consideration and high in structure perceived their authority role higher than those who scored high in consideration and low in structure. Though less, athletic directors who scored high in consideration and low in structure perceived their authority higher than those who scored low in consideration and low in structure.
3. Athletic directors who scored high in consideration and low in structure perceived their delegation role higher than those who scored low in consideration and high in structure. Though less, athletic directors who scored high in consideration and high in structure perceived their responsibility higher than those who scored low in consideration and low in structure.
4. The lowest perceived responsibility, authority, and delegation mean scores were consistently in the low consideration, low structure groups.
5. All mean scores in the responsibility and authority areas increased when the structural dimension moved from low to high. This did not happen for the delegation area.
6. Mean scores in the responsibility area were more likely to be higher for athletic directors low in consideration and low in structure than for athletic directors high in consideration and high in structure.
7. Mean scores in the authority area were more likely to be higher for athletic directors high in consideration and high in structure than for athletic directors low in consideration and low in structure.
8. Mean scores in the delegation area were more likely to be higher for athletic directors high in consideration and low in structure than for athletic directors who were high in consideration and high in structure.



9. Scores on the RAD indicate that there is no significant difference in how athletic directors representing the four leadership styles perceive their responsibility, authority, and delegation.

CHAPTER IX  
SUMMARY, CONCLUSIONS, IMPLICATIONS,  
AND RECOMMENDATIONS

The Problem

Hoping to contribute to the growing body of knowledge related to a "theory" of athletic administration, the self-perceptions of administrative behavior of an outstanding group of athletic directors were examined. The implication of the results were that behaviors associated with a group of athletic directors who had been deemed successful could be used to build upon a body of knowledge in athletic administration.

The Procedure

Three survey instruments were used in conducting the study: 1) the Responsibility, Authority, and Delegation Scales used to measure perceived responsibility, authority, and delegation roles; 2) the Work Analysis Form used to measure perceived time spent on various administrative activities; and 3) the Leadership Opinion Questionnaire used to measure degrees of task orientation (structure) or relationship orientation (consideration). These instruments were chosen after an extensive examination of survey tools used in business administration and leadership studies. In addition,

biographical information was gathered to gain insight into the background of this group of athletic directors.

### The Sample

Altogether, 148 state Secondary School Athletic Director of the Year award winners from 1981 to 1985, as selected by the National Council of Secondary School Athletic Directors, were invited to participate in this study. Names of these award winners were provided by the American Alliance For Health, Physical Education, Recreation, and Dance office in Reston, Virginia. The 148 state Secondary School Athletic Director of the Year award winners were each mailed an Athletic Administrators Study Questionnaire consisting of the Responsibility, Authority, and Delegation Scales, The Work Analysis Form, and the Leadership Opinion Questionnaire, along with a biographical information section. This instrument was completed and returned by 102 athletic directors. Six of the athletic directors failed to follow instructions in one or more areas, and six returned the instruments after an established deadline. Thus, the final sample consisted of 90 athletic directors representing a 61% return.

### Treatment of Data

Four approaches were used in analyzing the data: 1) item analysis on the RAD, Work Analysis Form, and Leadership Opinion Questionnaire along with the number and percentage of athletic

directors who responded to each item; 2) rank order of items on the RAD, Work Analysis Form, and Leadership Opinion Questionnaire based upon the point at which the majority of athletic directors clustered; 3) graphic representation of time spent in activities in the Work Analysis Form; and 4) analysis of perceptions of responsibility, authority, and delegation roles by the following four groups categorized by their scores on the Leadership Opinion Questionnaire: 1) high consideration, high structure; 2) high consideration, low structure; 3) low consideration, high structure; and 4) low consideration; low structure.

### Major Findings

A summary of the findings derived from an analysis of the responses to each of the three survey instruments used in this study is presented below. The subproblem related to the summary statement is enclosed in parentheses.

### The Responsibility, Authority, and Delegation Scales

1. As a group, the state Secondary School Athletic Director of the Year award winners in this study tended to perceive their responsibility and authority roles to the same degree. Athletic directors tended to perceive their delegation role lower than their responsibility and authority roles (Subproblems 1, 2, and 3).
2. Responsibility roles were perceived as being more related to day-to-day operations while authority roles were perceived as being more related to the athletic director as a policy implementer than a policy maker. Athletic

directors perceived their delegation role as that of giving responsibility to subordinates only as they related to daily operations (Subproblems 1, 2, and 3).

3. The following statements were checked by the highest percentage of athletic directors as most descriptive and next most descriptive of their responsibility role (Subproblem 1).

\* I am responsible for making decisions relative to methods for effecting major changes in operations.

\* I am responsible for making decisions which define operating policies.

4. The following statements were checked by the highest percentage of athletic directors as most descriptive and next most descriptive of their authority role (Subproblem 2):

\* I am authorized to make decisions which put all major plans and policies into action.

\* In the main, I can make and carry out all decisions which fall within the realm of established policy without consulting my superior or obtaining his approval.

5. The following statements were checked by the highest percentage of athletic directors as most descriptive and next most descriptive of their delegation role (Subproblem 3):

\* I give my assistants a general idea of what I want done. It is their responsibility to decide how it shall be done and to see that it gets done.

\* My assistants have been authorized to make decisions on problems as they arise, but must keep me informed on matters of importance.

#### The Work Analysis Form

The Work Analysis Form was used to determine where athletic directors spent their professional time as it related to 1) time

spent in contact with persons, 2) time spent in individual effort, and 3) time devoted to major responsibilities.

6. The following activities were indicated by athletic directors as consuming the greatest amount of time in activities involving contact with persons (Subproblem 4):

- \* Consulting peers

- \* Consulting superiors about personnel matters

7. The following activities were indicated by athletic directors as consuming the greatest amount of time in activities involving individual effort (Subproblem 5):

- \* Preparing and writing reports, orders, and memos

- \* Observation, inspection, and examination

- \* Examining reports

8. The following activities were indicated by athletic directors as consuming the greatest amount of time in activities involving major responsibilities (Subproblem 6):

- \* Preparation of procedures and methods

- \* Interpretation of public relations

- \* Coordination

### Leadership Opinion Questionnaire

The Leadership Opinion Questionnaire was used to determine if the athletic director was relationship-oriented (consideration) or task-oriented (structure).

9. As a group, athletic directors in the survey scored higher in the structure dimension on the Leadership Opinion Questionnaire, indicative of individuals who play a very active role in directing the various activities of the organization. Athletic directors in the survey scored lower on the consideration dimension, an indication that athletic directors

were likely to place more emphasis on tasks than relationships with subordinates (Subproblems 7 and 8).

10. Athletic directors indicated a high frequency response to the following items relating to structure (Subproblem 7):

- \* Put the welfare of your unit above the welfare of any person in it.
- \* Encourage after-duty work by persons in your unit.
- \* Insist that persons under you follow to the letter those standard routines handed down to you.
- \* Let the persons under you do their work the way they think best.
- \* Emphasize meeting of deadlines.
- \* Insist that you be informed on decisions made by persons under you.
- \* Meet with persons in your unit at certain regularly scheduled times.

11. Athletic directors indicated a high frequency response to the following items relating to consideration (Subproblem 8):

- \* Back up what persons under you do.
- \* Criticize a specific act rather than a particular member of your unit.
- \* Treat all persons under you as equals.
- \* Be willing to make changes.

12. Athletic directors who scored high in structure and high in consideration perceived their responsibility higher than those who scored high in consideration and low in structure. Though less, athletic directors who scored high in consideration and low in structure perceived their responsibility higher than those who scored low in consideration and high in structure (Subproblem 9).

13. Athletic directors who scored high in consideration and high in structure perceived their authority role higher than those who scored high in consideration and low in structure (Subproblem 9).
14. Athletic directors who scored high in consideration and low in structure perceived their delegation role higher than those who scored low in consideration and high in structure. Though less, athletic directors who scored high in consideration and high in structure perceived their responsibility higher than those who scored low in consideration and low in structure (Subproblem 9).

### Conclusions and Implications

The purpose of this study was to examine a group of outstanding athletic administrators to determine what might be learned about the leadership styles of such a select group. One clear indication of the uniqueness of this group was the number of graduate degrees earned. Ninety-six percent of the athletic directors in this survey had earned an advanced degree, a clear indication of their professional status in the general population. The fact that this group shared the common distinction of being selected state Secondary School Athletic Director of the Year gave further credence to what they had to say about athletic administration. One can only conclude from this study that there are numerous skills and behaviors associated with the profession of athletic administration. The real implication for this study, however, is determining how this can be used in the field of athletic administration. The findings from the Responsibility, Authority, and Delegation Scales indicated that athletic directors perceived their



responsibility and authority roles higher than their delegation roles and, as such, have practical purpose in gaining an understanding of leader-subordinate relationships and their effect on the success of the organization. Relationships that exist in organizations are extremely complex and as such are not readily detected by direct observation. Therefore, findings such as those from the RAD Scales have a practical implications in understanding the operations of successful athletic departments and people in them.

The findings from the Work Analysis Form have practical applications as well. If findings show that athletic directors spend a great deal of time in a particular effort, professional preparation programs should provide adequate training to develop that effort. For example, 58% of the athletic directors indicated they spent at least 10% of their time in public relations. This would suggest that athletic directors need to be trained and helped to develop this skill. Another finding indicated that 74% of the athletic directors consumed less than 5% of their time in professional consultation and 96% of the athletic directors indicated they never wrote for publication. The field of athletic administration can be enhanced by learning and reading about what other athletic administrators have to say.

The findings from the Leadership Opinion Questionnaire provide insight as to how this group of athletic administrators structure their role and those of their subordinates while

developing relationships with subordinates. These findings also have strong implications for professional organizations. Aside from providing information on trends in attitudes among athletic directors, they might also be used as an instructional tool for students to gain an insight into their own patterns of behavior as they relate to the results of the Leadership Opinion Questionnaire in this study. This study represents a unique attempt to understand the leadership style of this group of athletic directors and should provide a basis for further research as it relates to Fiedler's Contingency Theory.

The findings from the Athletic Administrators Study Questionnaire are intended to provide the students of athletic administration an insight to behaviors associated with a group of athletic directors who have been deemed highly successful. This is not to imply that these behaviors should be adopted in order to be successful. Rather this study showed how these directors perceived their administrative behavior.

#### Recommendations

1. It is recommended that this study be included in the body of knowledge that is being used to build a "theory" of athletic administration.
2. It is recommended that physical education and sport management programs re-evaluate their curriculum in light of the findings of this study and include courses in business, accounting, and the social sciences.
3. It is recommended that a study similar to this one be conducted using the same three survey instruments to gather data pertaining to the

administrative behavior of a general population of athletic directors at the secondary level and to compare the results with those in this study.

4. It is recommended that students of athletic administration utilize the Athletic Administrators Study Questionnaire as a means of understanding their own administrative behavior.
5. It is recommended that a similar study be conducted using the same three survey instruments to examine the administrative behavior of athletic directors perceived through the eyes of their subordinates.
6. It is recommended that leadership styles of other groups of athletic directors be determined using the Leadership Opinion Questionnaire and the results compared with the leadership styles of the athletic directors in this study.
7. It is recommended that appropriate research in the area of athletic administration continue in order for the field to achieve the same status and level as other management professions.

# BIBLIOGRAPHY

- Appley, L. (1973). Management in action. New York: AAMOC.
- Austin, D. (1973). Leader behavior perceptions and interpersonal needs of athletic directors. Doctoral dissertation, University of Oregon.
- Bernard, C. (1938). The functions of the executive. Cambridge: Harvard University Press.
- Blake, R., & Mouton, J. (1978). What's new with the grid? Training and Development Journal.
- Boulding, K. (1956, April). General systems theory: The skeleton of science. Management Science, pp. 200-202.
- Broyles, J., & Hay, R. (1979). Administration of athletic programs: A managerial approach. Englewood Cliffs, NJ: Prentice-Hall.
- Bucher, C. (1979). Administration of physical education and athletic programs. St. Louis: C. V. Mosby.
- Buckiewicz, D. (1974). An analysis of leader behavior in physical education departments of the community colleges of California, Oregon, and Washington. Doctoral dissertation, University of Oregon.
- Buckiewicz, F. (1974). An investigation of leadership behavior in athletic departments of selected universities and colleges. Doctoral dissertation, University of Oregon.
- Callahan, R. (1962). Education and the cult of efficiency. Chicago: University of Chicago Press.
- Campbell, R., & Gregg, R. (1957). Administrative behavior in education. New York: Harper & Brothers.
- Campbell, R. (1971, August). NCPEA: Then and now. A paper presented at the National Conference of Professors of Educational Administration meeting, University of Utah.
- Campbell, R. (1977). A history of administrative thought. Administrator's Notebook. 26 (4).

- Campbell, R., Bridges, E., & Nystrand, R. (1977). Introduction to educational administration. Boston: Allyn & Bacon.
- Carlson, G. (1973). Perceptions of physical education chairmen as leaders. Unpublished doctoral dissertation, University of Utah.
- Coladarli, A., & Getzels, J. (1955). The use of theory in educational administration. Stanford, CA: Stanford University.
- Culbertson, J. (1965). Trends and issues in the development of a science of administration. In Perspectives on educational administration and the behavioral sciences. Center for the Study of Educational Administration, Eugene: University of Oregon Press.
- Culbertson, J. (1977, September). An exploratory discussion of mission-related objectives. (Appendix to UCEA planning evaluation commission report). Presented to executive committee of the UCEA, Columbus, Ohio.
- Culbertson, J. (1978, May). Educational administration: Where we are going. Paper presented at the Fourth International Intervisitation Program, University of British Columbia.
- Culbertson, J., Jacobson, P., & Reller, T. (1969). Building morale. Administrative relationships. Englewood Cliffs, NJ: Prentice-Hall.
- Evans, M. (1970). The effects of supervisory behavior on the path-goal relationship. Organizational behavior and human performance, 55, 277-298.
- Fast, J., & Fast, B. (1979). Talking between the lines. New York: The Viking Press.
- Fayol, H. (1929). Industrial and general management. London: Pitman.
- Filley, A., House, R., & Kerr, S. (1976). Management process and organizational behavior. Glenview, IL: Scott, Foresman.
- Fiedler, F. (1967). A theory of leadership effectiveness. New York: McGraw-Hill.
- Fiedler F., & Chemers, M. (1974). Leadership and

- effectiveness. Glenview, IL: Scott, Foresman.
- Fleishman, E. (1960). Leadership opinion questionnaire. Chicago: Science Research Associates, Inc.
- Forsythe, C., & Keller, I. (1972). Administration of high school athletics. Englewood Cliffs, NJ: Prentice-Hall.
- Fuoss, D., & Troppman, R. (1976). Creative management techniques in interscholastic athletics. John Wiley & Sons.
- Glueck, W. (1980). Management. Hinsdale, IL: Dryden Press, p. 460.
- Graff, O., & Street, C. (1957). Developing a value framework for educational administration. In Administrative behavior in education. New York: Harper & Brothers, p. 121.
- Greenfield, T. (1977, April). Organizational theory as ideology. Paper presented at the meeting of the American Educational Research Association, New York.
- Griffiths, D. (1959). Administrative theory. New York: Appleton-Century-Crofts.
- Griffiths D. (1977, April). Contemporary theory development and educational administration. Paper presented at the meeting of the American Educational Research Association New York.
- Griffiths, D. (1979, April). Intellectual turmoil in educational administration. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Halpin, A., & Hayes, A. (1977). The broken ikon, or whatever happened to theory? In L. Cunningham, W. Hack, R. Nystrand (Eds.), In Educational Administration: The developing decades. pp. 261-297, Perky, CA: McCutchan.
- Halpin A. (1966). Theory and research in administration. New York: Macmillan.
- Hampton, D., Summer, C., & Webber, R. (1982). Organizational behavior and the practice of management. Glenview, IL: Scott, Foresman.

- Hersey, P., & Blanchard, K. (1977). Management of organizational behavior. Englewood Cliffs, NJ: Prentice-Hall.
- Hodgetts, R. (1982). Management, theory, and process and practice. Chicago: The Dryden Press.
- Hodgkinson, C. (1978). Toward a philosophy of administration. New York: St. Martens Press.
- Homans, G. (1961). Social behavior: Its elementary forms. New York: Harcourt.
- House, R. (1971, September). A path-goal theory of leadership effectiveness. Administrative Science Quarterly, pp. 321-338.
- Hoy, W., & Miskel, C. (1982). Educational Administration: Theory, research, and practice. New York: Random House.
- Kerlinger, F. (1979). Behavioral research: A conceptual approach. New York: Holt, Rineheart, and Winston.
- Knezevich, S. (1975). Administration of public education. New York: Harper & Row.
- Lawrence, P., & Lorsch, J. (1967). Organization and environment. Boston: Harvard University.
- Lewis, K. (1979). A success factor for women volleyball coaches. Doctoral dissertation, Brigham Young University.
- Likert, R. (1967). The human organization. New York: McGraw-Hill.
- Mann, F. (1957). "Studying and creating change: A means of understanding social organization." C. Arensberg, S. Barkin, W. Chalmers, H. Willensky, J. Worthy, & B. Dennis (eds.), New York: Harper & Row.
- Mayo, E. (1933). The human problems of an industrial civilization. New York: Macmillan.
- Mayo, E. (1945). The social problems of an industrial civilization. Boston: Boston University Graduate School of Business Administration.

- McGregor, D. (1964). Readings in managerial psychology. Chicago: University of Chicago Press.
- Merler, J. (1971). Administrative behavior of successful and unsuccessful athletic directors in small colleges and universities. Unpublished doctoral dissertation, University of Southern California.
- Miller, J. (1965, October). Living systems: Cross level hypotheses. Behavioral Science. 10, 80.
- Mintzbert, H. (1975, July). Manager's job: Folklore and fact. Harvard Business Review, pp. 49-61.
- Moore, H. (1957). Studies in school administration. Washington, DC: American Association of School Administrators.
- Nolte, M. (1966). An introduction to school administration. New York: Macmillan.
- Peters, T., & Waterman, R. (1982). In search of excellence. New York: Harper & Row.
- Pugh, D. (1984). Organizational theory. Middlesex, England: Penguin Books.
- Purdy, R. (1973). The successful high school athletic program. West Nyack, NY: Parker.
- Reddin, W. (1970). Managerial effectiveness. New York: McGraw Hill.
- Resick, M., Seidel, B., & Mason, J. (1970). Modern administrative practices in physical education and athletics. Reading, MA: Addison-Wesley.
- Rice, E. (1969). A brief history of physical education. New York: The Ronald Press.
- Saxe, R. (1980). Educational administration today. Berkley, CA: McCutchan.
- Schwab, J. (1964). The professorship in educational administration: Theory-art-practice. In P. Willower, & J. Culbertson (Eds.), The professorship in educational administration, Columbus, University Council for Educational Administration.
- Shartle, C., & Stogdill, R. (1957). Columbus: Ohio State University Bureau of Business Research.



- Shea, E., & Wieman, E. (1967). Administrative policies for intercollegiate athletics. Springfield, MA: Charles C. Thomas.
- Simon, H. (1957). Administrative behavior. New York: Macmillan.
- Spears, B., & Swanson R. (Eds.). (1983). History of sport and physical education. Dubuque, IO: William C. Brown Company.
- Sprandel, D. (1973). Leader behavior: An analysis of the athletic director in colleges of a selected mid-western athletic conference. Unpublished doctoral dissertation, Michigan State University.
- Stogdill, R. (1956). Leadership and structure of personal interaction. Columbus: The Ohio State University, Bureau of Business Research, Monograph Number 84.
- Stogdill, R. (1957). Responsibility, authority, and delegation scales. Columbus: Ohio State University Bureau of Business Research.
- Stogdill, R. (1957). RAD Scales Manual. Columbus: The Ohio State University Bureau of Business Research.
- Stogdill, R. (1959). Individual behavior and group achievement. New York: Oxford.
- Stogdill, R., & Coons, A. (1957). Leader behavior: Its description and measurement. Columbus: Ohio State Bureau of Business Research, Monograph Number 88.
- Stogdill, R., and Shartle, L. (1955). Methods in the study of administrative leadership. Columbus: The Ohio State University Bureau of Business Research, Monograph Number 80.
- Tannenbaum, R., & Schmidt, W. (1973). How to choose a leadership pattern. Harvard Business Review.
- Thompson, J. (1976). Policymaking in American public education. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Voltmer, E., and Esslinger, A. (1967). The organization and administration of physical education. New York: Appleton-Century-Crofts.

Vroom V. (1959). Some personal determinants of the effects of participation. Doctoral dissertation, University of Michigan.

Vroom, V., & Yetton, P. (1973). Leadership and decision making. Pittsburgh: University of Pittsburgh Press.

Ziegler, E., & Spaeth, M. (1975). Administrative theory and practice in physical education and athletics. Englewood Cliffs, NJ: Prentice-Hall, Inc.

**Appendix A: Cover Letter, Follow-up Letter**

Date: May 22, 1985

To: State Secondary School Athletic Director of the Year  
Award Winners (1981-1985)

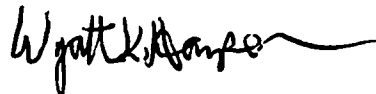
From: Wyatt Harper  
Doctoral Student  
University of North Carolina at Greensboro  
Greensboro, North Carolina

I am conducting a study of State Secondary School Athletic Director of the Year award winners from 1981 to 1985 as the basis of my doctoral dissertation. Dr. Ross Merrick, executive director of the National Association of Sport and Physical Education, has been kind enough to provide the names of the State Secondary School Athletic Director of the Year award winners. The purpose of this study is to broaden our base of knowledge pertaining to the administrative behavior of athletic directors. I believe that there are many who would benefit by what this group has to say about athletic administration.

The study will consist of your responding to the enclosed Athletic Administrators Study survey which consists of a biographical section and three survey instruments: 1) The RAD Scale, 2) The Work Analysis Form, and, 3) The Leadership Opinion Questionnaire. The amount of time needed on your part will be approximately twenty minutes. Please respond to the scales as they pertain to your position when you were selected State Athletic Director of the Year. All personal data should be up to date. Please return by June 8, 1985

I do hope that you will take a few minutes to complete this survey and be part of a study that has significance for the field of athletic administration. Your cooperation is greatly appreciated.

Sincerely,

A handwritten signature in dark ink, appearing to read "Wyatt K. Harper", with a long, sweeping horizontal flourish extending to the right.

Wyatt Harper

If you would like a copy of a summary of the results please indicate below where you would like the results sent:

DATE: June 8, 1985

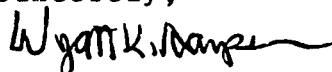
TO: State Secondary School Athletic Director of the Year  
Award Winners

FROM: Wyatt K. Harper

Approximately three weeks ago, I sent you a letter requesting your participation in a study of State Secondary School Athletic Director of the Year award winners. As of the date of this letter, I have not received your response.

I know that, like many of us, you must be very busy; but in order to make this study as complete as possible, your response is certainly needed. In the interest of contributing to the field of athletic administration and learning more about administrative behavior, it would be greatly appreciated if you would take a few minutes to complete the enclosed survey instruments. Please return by June 22, 1985.

Sincerely,

A handwritten signature in dark ink, appearing to read "Wyatt K. Harper", with a stylized flourish at the end.

Wyatt K. Harper

**Appendix B: Correspondence Regarding Use of Survey Instruments**

5913 Rondon Circle  
Raleigh, NC 27612  
April 3, 1985

Science Research Associates, Inc.  
Chicago, Illinois

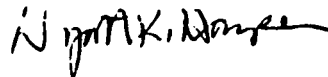
Gentlemen:

I am a graduate student at the University of North Carolina at Greensboro and am currently investigating various aspects of administrative behavior related specifically to athletic administrators.

I am seeking information about how to obtain permission to use the Leadership Opinion Questionnaire by Edwin A. Fleishman. Please assist me in obtaining the desired information.

Thank you.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Wyatt K. Harper", written in a cursive style.

Wyatt K. Harper



SCIENCE RESEARCH ASSOCIATES, INC.

A Subsidiary of IBM

155 North Wacker Drive - 189  
Chicago, Illinois 60606  
(312) 984-7000

June 7, 1985

Wyatt K. Harper  
5913 Rondon Circle  
Raleigh, NC 27612

Dear Mr. Harper:

Thank you for your letter of May 15, wherein you request permission to use the Leadership Opinion Questionnaire in your dissertation research at the University of North Carolina at Greensboro.

Please accept this letter as authorization to use the LOQ for research purposes only. It is our understanding that this material will be used only in connection with your dissertation, and the material will not be sold or distributed for profit. Permission is granted on that basis.

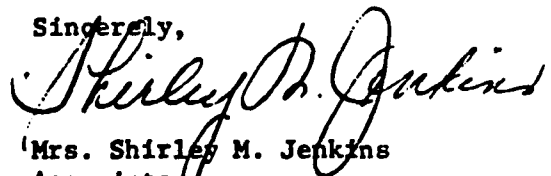
The following acknowledgement must appear in any copies of the work reproduced:

From the Leadership Opinion Questionnaire by Edwin A. Fleishman,  
Ph.D. © 1960, Science Research Associates, Inc. Reproduced by  
permission of the publisher.

We cannot grant you permission to include a copy of this material in a bound, permanently filed, or microfilmed form. Under no circumstances is this material to be made available through libraries, computers, or microfilming services as it is impossible to control the distribution of the instrument to qualified personnel only. Therefore, the use of this material must be limited to providing a loose copy of the instrument with your dissertation for your faculty committee's review.

If we can be of further service please let us know.

Sincerely,

  
Mrs. Shirley M. Jenkins  
Associate  
Rights & Permissions

aka



5913 Rondan Circle  
Raleigh, NC 27612  
May 1, 1985

Bureau of Business Research  
College of Commerce and Administration  
The Ohio State University  
Columbus 10, Ohio

Gentlemen:

I am a graduate student at the University of North Carolina at Greensboro and am currently investigating various aspects of administrative behavior. In my search for methods of investigating this broad area, I have found your research monographs to be very useful.

Would it be possible for you to inform me how I might obtain permission to use the Responsibility, Authority, and Delegation Scales and the Work Analysis Forms as presented in Research Monograph Number 80?

I will be grateful for your assistance.

Sincerely yours,



Wyatt K. Harper

## **STATEMENT OF POLICY**

191

### **Concerning the Leader Behavior Description Questionnaire and Related Forms**

Permission is granted without formal request to use the Leader Behavior Description Questionnaire and other related forms developed at The Ohio State University, subject to the following conditions:

1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.
2. Adaptation and Revision: The directions and the form of the items may be adapted to specific situations when such steps are considered desirable.
3. Duplication: Sufficient copies for a specific research project may be duplicated.
4. Inclusion in dissertations: Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.
5. Copyright: In granting permission to modify or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19—, by The Ohio State University."
6. Inquiries: Communications should be addressed to:

Administrative Science Research  
The Ohio State University  
1775 College Road  
Columbus, OH 43210

**Appendix C: Correspondence Regarding Support of National  
Council of Secondary School Athletic Directors.**

5913 Rondon Circle  
Raleigh, NC 27612  
October 17, 1984

Dr. Ross Merrick  
NASPE Executive Director  
1900 Association Drive  
Reston, VA 22091

Dear Dr. Merrick:

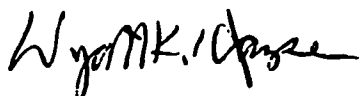
Approximately four weeks ago I called your office and requested the names and addresses of the state Athletic Director of the Year Award winners for the last five years. Your staff was very prompt in getting this information to me.

In conjunction with my doctoral work in Physical Education at the University of North Carolina at Greensboro, I plan to do a study of the administrative behavior of these award winners who have been selected over the past five years. The purpose of the study is to examine the administrative behavior of this select group of individuals and to broaden our base of knowledge in athletic administration.

I would like to request the permission of the NASPE and NCSSAD to use their names in this study as the source of the state winners. The results would be made available upon request to the NCSSAD, NASPE, and each individual participant in the study.

Your consideration in this matter is greatly appreciated.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Wyatt K. Harper", with a stylized flourish at the end.

Wyatt K. Harper



# NATIONAL COUNCIL OF SECONDARY SCHOOL ATHLETIC DIRECTORS

A COUNCIL OF THE NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION

May 29, 1985

Wyatt Harper  
5913 Rondan Circle  
Raleigh, NC 27612

Dear Wyatt:

On behalf of the National Council of Secondary School Athletic Directors (NCSSAD) Executive Committee, it is with pleasure and confidence that we endorse your proposed doctoral dissertation focusing on the state winners of Secondary School Athletic Director of the Year Awards for the past five years.

We look forward to sharing the knowledge gained through your work.

Sincerely,

Jim Lewis  
NCSSAD President

JL:sb

**APPENDIX D: Human Subjects Procedures Form**

May 20, 1985

Date

To: Wyatt K. Harper :

The purpose of this communication is to indicate the results of the review made by the Human Subjects Committee of your proposed project

A Study of State Winners of Secondary School Athletic Directors  
of the Year Award and the Perceptions of Their Own Adminis-  
trative Behavior

The evaluators have judged your plans which guarantee the rights of human subjects to be

☒

Approved as proposed (Incl. use of Informed Consent  
form for each person contacted)

☐

Approved conditionally pending

☐

Not approved. Please contact the School Human Subject  
Chair, for further information.

We appreciate your compliance with School/University regulations in this important matter. Please remember your commitment to notify the Committee in the event of any change(s) in your procedure.

Sincerely,



Acting - Chair, School of HPERD  
Human Subjects Review Committee

Revised 12/77

cc: Rosemary McGee, Chair