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Leadership styles of small, private, liberal arts college presidents in North Carolina

Riley, Michael Fritz, Ed.D.

The University of North Carolina at Greensboro, 1990

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LEADERSHIP STYLES OF SMALL, PRIVATE, LIBERAL ARTS

COLLEGE PRESIDENTS IN NORTH CAROLINA

by

Michael F. Riley

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ii

RILEY, MICHAEL FRITZ, Ed.D.   Leadership Styles of Small, Private, Liberal Arts College Presidents in North Carolina. (1990)   Directed by Dr.Joseph E. Bryson. 124 pp.

Although there has been much written about the leadership role of today's college president, there remains a lack of consensus about the value and distinctiveness of the president's leadership style. Yet, the effectiveness of the institution and the viability of its programs are projected by the image and leadership of its president.

The purpose of this study was to investigate the leadership styles of small, private, liberal arts college presidents. Through this study, elements of the presidents' motivational patterns, leadership characteristics, performance behaviors, and leadership roles were explored.

The president of each of the twenty-four small, private, liberal arts colleges in North Carolina was asked to complete Elias Porter's Strength Deployment Inventory and the Job Interactions Inventory. To serve as a counterpoint to each president's perception about his/her leadership style, five colleagues (the chief academic officer, chief student affairs officer, chief business officer, and two senior faculty members selected by the president) were asked to complete Porter's Strength Deployment Inventory: Feedback Edition.

Based upon an analysis of the data received through this study, the following conclusions were drawn:

1.   The president must be the "visionary." He/she must articulate, interpret, and promote community values and translate them into agendas for action.

2.   Effective team effort is critical to the success of small, private, liberal arts college leadership.

3. Small, private, liberal arts college presidents employ a variety of leadership styles, however,

   a. their styles are more interactive when conditions are favorable;

   b. their styles are more analytical and self-reliant when conditions are unfavorable.

4. The perceptions of the presidents' colleagues differ markedly from each other regarding their president's leadership style, suggesting the regular use of adaptive leadership behavior by the president.

5. The presidents' perceptions of their leadership styles and their expectations of what their job requires are generally incongruent.

6. The most frequently employed leadership style among small, private, liberal arts college presidents is Flexible-Cohering, signifying a desire for inclusion in a team effort and the flexibility to meet any contingency that may arise.

7. Effective small, private, liberal arts college presidents recognize the unique character and needs of their institution which they cultivate and nurture in order to create an exceptional environment for educational excellence.

8. Leadership characteristics possessed by effective small, private, liberal arts college presidents include: vision, vigor, persistence, passion, intelligence, integrity, trust, confidence, courage, wisdom, and charisma.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

<u>OVERVIEW</u>

Although there has been much written about the leadership role of today's college president,there remains a lack of consensus about the value and distinctiveness of the president's leadership style. Yet, the effectiveness of the institution and the viability of its programs are projected by the image and leadership of its president. According to Fisher in reference to the college presidency, "Leadership will be a greater problem during the 1980's than inflation, increasing expenses, declining government support, curriculum rebuilding, or declining enrollment."[1]

Cohen and March reflect the difficulty in identifying successful leadership behavior:

> "There does not seem to be a clear core of objectives that presidents should pursue and, consequently, no clear set of attributes that will assure success. Neither is there a well defined model of the presidential job.
>
> Among the presidents and top administrative leaders in the universities, there is a tendency to define the role as some appropriate mix of political, administrative, and entrepreneurial activities, but

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[1]James Fisher, <u>Power of the Presidency</u> (New York: Macmillan Publishing Company, 1984), p. 16.

the nature of the mix is badly specified and variable overtime."[2]

For the small, private, liberal arts college president, the role is not only ambiguous, but the burden for the perception of institutional effectiveness among its constituencies is embodied in the president's leadership style. Kauffman states that

> "in many ways, the early college president was the college. Its identity became a reflection of his character, leadership and personal success. One image we retain in our memory today, especially in the small liberal arts college, is that of the college as the "lengthening shadow" of its president. It is an image that still carries a burden of expectation."[3]

In addition, the president is seen by the public as responsible for everything about the college, good or bad.[4]

> "From that first day, the president is expected to perform as master of everything....He or she is expected to know and use effectively domains and persons heretofore foreign, from business affairs to fund raising to the care and feeding of boards of trustees and Rotary clubs....Whatever befalls the institution, the president is expected to resolve brilliantly."[5]

The president must have a vision of what the college is about and where it is headed. According to Levine, a college president should:

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[2]Michael D. Cohen and James G. March, Leadership and Ambiguity (Boston: Harvard Business School Press, 1974), p. 57.

[3]Joseph F. Kauffman, "The College Presidency, Yesterday, and Today," Change, May/June 1982, p. 13.

[4]Joseph Kauffman, p. 15.

[5]James Fisher, Power of the Presidency (New York: Macmillan Publishing Company, 1984), p. 16.

1) define his or her institution's mission and provide direction in achieving it;

2) inspire the college community and its publics; and

3) hire the best possible staff, work with them, and motivate them.[6]

O'Neil agrees that "if any member of the academic community is likely to have a vision for an institution, and the ability to communicate that vision," it is likely to be the president.[7]

The successful execution of these responsibilities has been the subject of several reports. Keller believes an "active and intrusive" leadership style is best because "American higher education has entered into a new era that requires better planning, strategic decision-making and more directed changes."[8]

MacGregor supports this view in a speech to the faculty and alumni in the Spring of 1954 when he left the presidency to return to teaching:

> "I believed....that a leader could operate successfully as a kind of adviser to his organization. I thought I could avoid being a 'boss'....I thought that maybe I could operate so that everyone would like me -- that good human relations would eliminate all discord and disagreement. I couldn't have been more wrong. It took a couple of years, but I finally began to realize that a leader can not avoid the exercise of

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[6]Arthur Levine, "Diary of a New College President," Change, January/February, 1984, p. 17.

[7]Robert M. O'Neil, "University Presidents: Changing Modes of Leadership," Liberal Education, March/April 1987, p. 38.

[8]George Keller, Academic Strategy (Baltimore: Johns Hopkins University Press, 1983), p. 27.

authority anymore than he can avoid responsibility
for what happens to his organization."[9]

In contrast, Cohen and March view the college community as an "organized anarchy" which requires that the president can not be directive or authoritarian at all times and be accepted as a leader. "Presidents discover that they have less power than is believed," and, therefore, must use a combination of leadership styles to accomplish their tasks.[10]

Blanchard, Zigarmi and Zigarmi also support situational leadership as the means to a productive organization.[11] This leadership method argues that the people with whom the president is working, rather than the task, will dictate the style most useful in accomplishing organizational goals.

Others, such as Theodore Hesbergh of Notre Dame, believe that successful presidents are created through partnership in a shared purpose. "Effective leadership means getting the best people you can find to share the vision and to help in achieving it."[12]

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[9]Douglas MacGregor, "On Leadership," _Antioch Notes_, May, 1954, pp. 2-3.

[10]Michael, Cohen and James March, p. 197.

[11]Kenneth Blanchard, Patricia Zigarmi, and Drea Zigarmi, _Leadership and the One Minute Manager_ (New York: William Morrow and Company, 1985).

[12]Clark Kerr and Marian L. Gade, _The Many Lives of Academic Presidents_ (Washington, D.C.; Association of Governing Boards of Universities and Colleges, 1986), p. 208.

Fisher suggests that style may not be as important in successful leadership as is the need for power. "The effective leader must have a desire for impact, for being strong and influential (power). Moreover, this need must be stronger than either the need for personal achievement or the need to be liked by others."[13]

Kerr and Gade found in their studies that the institutional governance structure had a great impact on the style of leadership which would be successfully used by the president. Different presidential characteristics are more appropriate for differing models of governance: vision and decisiveness for the authority model; good judgement and persuasive powers for the collegial model; integrity and political shrewdness for the polycentric model; and realism and self-restraint for the anarchy model. The "fit" of the president to the institution can be largely determined by the congruence of the president's style and the institution's governance pattern.[14]

Leadership metaphors are often used to describe the role of the college president. Cohen and March noted eight metaphors of governance that could be applied to colleges and universities. Each functions in a different way and demands a different leadership role by the president: competitive market - entrepreneur; administration - manager; collective bargaining - mediator; democracy - politician; consensus - chairman;

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[13]James Fisher, p. 9.

[14]Clark Kerr and Marian Gade, p. 156.

anarchy - catalyst; independent judiciary - judge; plebiscitary autocracy - philosopher king.[15]

Kauffman refers to metaphors developed by Charles Monson, Jr. in 1967 primarily in reference to universities. First, building on the service orientation, the university is seen as a "dispensing machine" with the president as the operator. Secondly, he sees the university as a "zoo" where the interesting professors are the exhibits and the president is the keeper. Third, the university is seen as a "mammoth cave" (from Plato's account of the educated man's ascent out of the cave into the sunlight)[16] where faculty guide students but know only parts of the cave. The president's role is as the chief guide who establishes and maintains the conditions that will enable others to explore the unknown.[17]

Though there are many metaphors from which to choose, much of the success of the presidential leadership style is related to the congruency of his/her style with the context and climate within which it is used. Peck states that the entrepreneurial mode seems most appropriate for the small college campus.

> "Small colleges are cultures; that is, they are social organizations with a set of values that bind all members into a common outlook with a common goal....Leadership in such an organization consists

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[15]Michael Cohen and James March, pp. 29-40.

[16]Eric H. Warmington and Philip G. Rouse, Editors, Great Dialogues of Plato, "The Republic, Book VII", (New York: New American Library, 1956) pp. 312-318.

[17]Joseph F. Kauffman, At the Pleasure of the Board (Washington, D.C.: American Council on Education, 1980) p. 12.

in building the culture through the promotion of
values to which the members of the community
respond."[18]

Deal and Kennedy concur as they refer to corporate culture. They
suggest that organizational values can powerfully influence what people
actually do. "In fact, shaping and enhancing values can become the most
important job a manager can do."[19]

Successful presidents understand the college culture and are able
to live with the symbiotic relationship between the commitment to
coherency and the institutional tensions, paradoxes, and apparent
contradictions.[20]

Peck lists seven characteristics of a successful small college and
its leadership:

1) "Successful small colleges are dominated by a
commitment to mission and purpose;

2) Successful small colleges are opportunity-conscious-
opportunistic in the best sense;

3) Successful small colleges are highly innovative and
creative;

4) Successful small colleges make decisions about the
future and change largely by intuition;

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[18]Robert D. Peck, "Entrepreneurship as a Significant Factor in
Successful Adaptation," <u>Journal of Higher Education</u>, March/April 1984,
p. 278.

[19]Terrence E. Deal and Allan A. Kennedy, <u>Corporate Cultures: The
Risks and Rituals of Corporate Life</u> (Reading, Massachusetts: Addison-
Wesley, 1982), p. 22.

[20]Warren Bryan Martin, "Commentary: Adaptation and
Distinctiveness," <u>Journal of Higher Education</u>, March/April, 1984, p.
290.

5) Successful small colleges administer through people rather than through organizational structures;

6) Successful small colleges seek to be effective, not merely efficient;

7) Successful small colleges are extremely well run at the operational level."[21]

Successful leadership should result in a "culture of pride" rather than an "I only work here" syndrome.[22] By attending to a vision of the possible and desirable future state of the organization, the leader can inspire the members of the organization to make a difference, feel useful, and be a part of a successful and worthwhile enterprise.[23]

According to Fisher, unless the president articulates a special vision, mission, or cause for the institution, he or she will not be viewed as a true leader. This is especially important for small, private, liberal arts colleges in which people need a more significant, collective identity, a sense of pride that tends to inspire both new heights and sacrifices for a greater common cause.[24]

In developing and articulating this vision, small, private, liberal arts college presidents are engaged in activities designed to improve their "intelligence network" and intuitive decision-making.[25] These

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[21]Robert Peck, p. 272.

[22]Warren Bennis and Burt Nanus, <u>Leaders</u> (New York: Harper and Row, 1985), p. 21 .

[23]Warren Bennis and Burt Nanus, pp. 89-93.

[24]James Fisher, pp. 57-58.

[25]Robert Peck, p. 275.

activities are similar to those described by Peters and Austin as "management by walking around" (MBWA) and "naive listening."[26]

Furthermore, successful small college presidents carry out their tasks by appealing to the human need for meaning, for "owning decisions, for positive reinforcement, for belonging, and for transcendence."[27]

Significance of the Study

Excellent leadership is critical for the direction and survival of small, private, liberal arts colleges. It is evident from a review of the literature that identifying and implementing leadership styles of excellent presidents is crucial to the overall growth and success of the college. Research has revealed that strong leadership is of vital importance to the future of the small, private, liberal arts college. Therefore, it is valuable to examine the manner in which presidents of small, private, liberal arts colleges provide leadership. Additionally, since most of the higher education research on the presidency has been concluded at the university level, and since the small, private, liberal arts college community is in itself unique, a closer examination of specific leadership styles in diverse small college settings is appropriate.

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[26]Tom Peters and Nancy Austin, _A Passion for Excellence_ (New York: Random House, 1985) pp. 8-33.

[27]Robert Peck, p. 278.

Purpose of the Study

Therefore, it is the purpose of this study to investigate the leadership style of the small, private, liberal arts college president. Specifically, this study will examine the leadership styles of the presidents of small, private liberal arts colleges in North Carolina.

Questions to be Answered

1. What leadership characteristics do small, private, liberal arts college presidents possess? The answer will emphasize personal traits brought to the position by the president.

2. What specific styles of leadership do small, private, liberal arts college presidents employ? The answer will emphasize particular behavior patterns that are regularly exhibited by the president in order to influence others.

3. How do small, private, liberal arts college presidents adapt different leadership styles to respond to special situations and organizational constraints?

4. What specific performance behaviors do small, private, liberal arts college presidents enact? The answer will emphasize routine leadership practices performed by the president in order to accomplish the tasks and duties of his/her position.

5. What unique leadership role is employed by small, private, liberal arts college presidents? The answer will emphasize the primary purpose that influences (informs) the president's daily objectives and activities.

The answers to these questions will be determined through an analysis of the information provided by a sample of selected presidents as well as from information gathered through a review of the relevant literature.

Organization of the Remainder of the Study

The remainder of the study is divided into three majors parts. Chapter 2 reviews literature related to characteristics of successful small, private, liberal arts college presidents. This will include an analysis of leaders, leadership style, power base, and specific performance behavior. Furthermore, Chapter 2 will examine the specific leadership role of the small college president.

Chapter 3 identifies the methodology employed in this study. There are twenty-four small, private, liberal arts colleges in North Carolina. The presidents of these institutions were selected to complete Elias Porter's _Strength Deployment Inventory_ and the _Job Interactions Inventory_. To serve as a counterpoint to each president's perception of his/her leadership style, the chief student affairs officer, the chief academic affairs officer, the chief business officer and two senior faculty members were asked to complete Porter's _Strength Deployment Inventory: Feedback Edition_. The two senior faculty members were selected by the president on the basis of frequent interaction and observation of the president's leadership style. Chapter 3 also contains a discussion and an analysis of the three inventories. This will include an examination of the battery of inventories (_Strength Deployment Inventory_ _Strength Deployment Inventory: Feedback Edition_, and _Job Interactions Inventory_) and a rationale for the selection of those instruments. Three major areas will be explored:

    1)   the president's assessment of his/her strengths in relating to others under two kinds of conditions:

        a) when conditions are favorable,

        b) when confronted with conflict and opposition.

2) the president's assessment of the kinds of rewards his/her position offers, by reflecting on what his/her position requires in the way of interpersonal interactions.

3) the colleagues' assessments of the president's strengths in relating to others, under two kinds of conditions:

a) when conditions are favorable,

b) when confronted with conflict and opposition.

Chapter 4 contains the results of the battery of inventories described in Chapter 3, which were administered to the presidents and his/her colleagues. Each president's leadership style will be plotted on the Strength Deployment Inventory grid. Secondly, the results of the colleagues' perceptions the president's leadership style, as reflected by the colleagues' responses on the Strength Deployment Inventory: Feedback Edition, will be illustrated. Thirdly, each president's response to the Job Interactions Inventory will be contrasted with his/her perception of his/her personal leadership style. In addition, Chapter 4 will address the significance of commonalities and differences revealed in the body of inventories derived from the collective data.

In conclusion, Chapter 5 of the study contains a summary of the information obtained from a review of the literature and from an analysis of the surveys which were administered. The questions proposed in the introductory part of this study are reviewed and answered in this chapter. Finally, recommendations for further research on the leadership role of the small, private, liberal arts college president will be formulated.

Definition of Terms

Power - The basic energy to initiate and sustain action translating into reality.[28] The capacity to ensure the outcomes one wishes and to prevent those one does not wish.[29]

Leadership - The wise use of power.[30] The art of getting someone to do something you want done, because he/she wants to do it.[31]

Leadership Style - The characteristic manner in which one deploys oneself in order to influence events and ideas.

Small, private, liberal arts college - A college in which the student population (FTE) is 2500 or less and which retains as its central academic mission a curriculum based on liberal learning in the humanities; and in the natural, social, and behavioral sciences.

Favorable conditions - An environment in which relationships with others are positive, operations are productive, and conflict or opposition is minimal.

Unfavorable conditions - An environment in which relationships with others are negative, operations are unproductive, and conflict or opposition is apparent.

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[28]Warren Bennis and Burt Nanus, p. 15.

[29]John W. Gardner, "Leadership and Power," Leadership Papers #4, October, 1986, p.3.

[30]Warren Bennis and Burt Nanus, p. 17.

[31]Dwight D. Eisenhower, as quoted in James Fisher, p. 15.

CHAPTER 2

RELATED LITERATURE

"The leader must have infectious optimism...the final test
of a leader is the feeling you have when you leave his
presence after a conference. Have you a feeling of uplift
and confidence?"[32]

Field Marshall Bernard Montgomery

Introduction

In the literature concerning leadership, Montgomery's quote is
most precisely the nature of the successful president of the small
liberal arts college. For in the daily struggle to preserve the
college's traditions and distinctive character, the president must
transmit a sense of excitement and commitment about the current status
of the college and the vision that he/she holds for the future.

Michael Cohen and James March have expressed a position that the
college or university president has very little influence over the
effectiveness and survival of the institution. They describe the
college or university as an "organized anarchy."[33] Robert Maynard
Hutchins similarly expressed the dilemma of college governance when he

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[32]Tom Peters and Nancy Austin, _A Passion for Excellence_ (New York:
Random House, 1985), p. 264.

[33]Michael D. Cohen and James G. March, _Leadership and Ambiguity_,
(Boston: Harvard Business School Press, 1974), p. 203.

stated that "academic communities, whatever their protestations to the contrary prefer anarchy to any form of government."[34]

On the other hand, there is a host of literature devoted to the position that the college president can not only affect the institution's vitality, but strong leadership can be the primary agent through which the college defines its purpose and draws its energy. According to Gilley, et. al., the hand on the helm, the president's, is perhaps the key factor in the forward movement of the twenty colleges and universities observed in their study. "The importance of leadership to a school's success is a factor well recognized on all twenty campuses."[35]

Joseph Kauffman concluded from his research of the college presidency and his experience as a college president that "the president is at the center of a vastly complex and fragile human organization. Whatever one chooses as a leadership metaphor—mayor, prime minister, executive, manager -- the president must be effective, or the institution will suffer."[36]

In another significant study sponsored by the American Council on Education, Benezet, et. al., analyzed the presidency through a series of interviews with a wide-range of constituencies at twenty-five

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[34]Clark Kerr and Marian Gade, The Many Lives of Academic Presidents, (Washington, D.C.: Association of Governing Boards of Universities and Colleges, 1986), p. 190.

[35]J. Wade Gilley, Kenneth A. Fulmer, Sally J. Reithlingshoefer, Searching for Academic Excellence, (New York: ACE/MacMillan Co., 1986), p. 12.

[36]Joseph F. Kauffman, p. 14.

colleges and universities.   Results strongly indicated that the
president does make a difference.   Their data did not "support the view
held by some observers, that institutions can run themselves and that
the president is something of a figurehead."[37]

Further, this study revealed the pressures and difficulties
attendant to the position:

> "The job requires an enormous expenditure of time and
> energy.   It entails handling many different kinds of
> responsibilities during the same day and often results in
> the blurring of the president's public and private life.
> It requires friendliness, the constant giving of self, and
> responsiveness to the demand that the president be a nice
> person -- an emotional expenditure that makes scant
> allowance for the depressions and withdrawals that are part
> of the daily lives of ordinary persons."[38]

Indeed, the successful president must be able to adapt to a
variety of leadership situations and contexts.   This may mean
performing different leadership roles and utilizing different
motivational techniques in order to effectively dispatch the duties of
the office.

There is no single presidential type and no all-encompassing
typology of presidential character or style according to Clark Kerr and
Marian Gade. "A universal characteristic of presidents is their
diversity. Institutions of higher education are seldom the 'lengthened

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[37]Louis T. Benezet, Joseph Katz, Frances W. Magnusson, Style and
Substance: Leadership and the College Presidency, (Washington, D.C.:
American Council on Education, 1981), p. 9.

[38]Louis T. Benezet, et. al., p. 9.

shadow of one man'...yet the presidents may still cast more of a shadow than anyone else -- and their shadows take many forms."[39]

Leadership in the college presidency, therefore, bears a striking similarity to leadership in other organizations.

Richard Ruch and Ronald Goodman suggest that "leadership is not a set of personal traits, not a set of functions, nor even a pattern of behavior. Leadership is a relationship. It is a way of interacting-- of communicating -- with other individuals according to certain rules adhered to by both leaders and followers."[40]

As James Burns says, "one-man leadership is a contradiction in terms...leadership is collective."[41] The small college president cannot lose sight of the inter-connectedness of the members of the campus community. Successful leadership appears to be a result of the president's ability to recognize the campus community networks and appeal to the needs and talents of those with whom he/she associates.

"Great leaders have common threads of humanity which come together in an ability to weave spiritual, inspirational, and even political ambitions into a life plan of service and fellowship to other human beings."[42]

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[39]Clark Kerr and Marian Gade, p. 4.

[40]Richard S. Ruch and Ronald Goodman, Image at the Top: Crisis and Renaissance in Corporate Leadership, (New York: The Free Press, 1983), p. 121.

[41]James McGregory Burns, Leadership, (New York: Harper and Row, 1978), p. 452.

[42]Richard S. Ruch and Ronald Goodman, p. 127.

Tom Peters and Nancy Austin speak to the fundamental premise that there is no success without the involvement of people, at one level or the other.

> "Techniques don't produce quality products, educate children, or pick up the garbage on time: people do, people who care, people who are treated as creatively contributing adults."[43]

Successful leaders believe in human potential and the capacity for self-motivation. Max Depree, President of Herman Miller Corporation, suggests that:

> "Employees bring their own motivation. What people need from work is to be liberated, to be involved, to be accountable and to reach for their potential."[44]

Further, Peters and Austin observed that a common theme in successful organizations was the liberation of talent, rather than the restraint by rule.

Warren Bennis and Burt Nanus refer to the leader as one who enables people to extend themselves beyond the labors of their individual routines into an act of conversion.[45]

This "transformative" leadership is adapted from the work of Burns, who discussed transformative and transactional as two fundamentally different forms of leader-follower interaction.

According to Burns, " transformative leadership occurs when one or more persons engage with others in such a way that leaders and

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[43]Tom Peters and Nancy Austin, p. 235.

[44]Tom Peters and Nancy Austin, p. 239.

[45]Warren Bennis and Burt Nanus, p. 3.

followers raise one another to higher levels of motivation and morality.

Transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things...these exchanges could be political, economic, or psychological."[46]

In transactional leadership, there is no enduring purpose that holds the parties together. With transforming leadership, however, purposes of the individuals involved become fused and mutually supportive.

Bennis and Nanus state that creation and articulation of a vision is an essential element of leadership. The vision or focus in which members of the organization can believe gives purpose and develops commitment among the constituencies.[47] Moreover, Bennis and Nanus maintain that "all organizations depend on the existence of shared meanings and interpretation of reality, which facilitate coordinated actions."[48]

Successful leaders are able to communicate their vision and its meaning, therefore, creating a "commonwealth of learning"[49] and the basis for an effective organization.

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[46]James M. Burns, p. 19-20.

[47]Warren Bennis and Burt Nanus, p. 28

[48]Warren Bennis and Burt Nanus, p. 39.

[49]Warren Bennis and Burt Nanus, p. 42.

John Gardner agrees that communication is enhanced when leaders and constituents share commitment to the purposes of the institution. He says that this communication must run two ways and that "leaders, to be effective, must pick up the signals coming to them from constituents."[50]   As Woodrow Wilson said, "The ear of the leader must ring with the voices of the people."[51]

An example of effective communication in the corporate sector is found at Carlisle Corporation in Cincinnati. Communication is forged into the company's overall business plan as an essential management tool. According to their president:

> "We communicate with our people through the planning process...we encourage all division heads to meet with all their people personally in small groups two and three times during the year. We stress the personal approach and we want to have an honest and open dialogue with our employees. We try hard to find out what is on employees' minds. I (the president) will personally visit and talk with employees to tell them about Carlisle and try to tell them first-hand what we are all trying to accomplish and the role they can play. I have found this openness is exceedingly well received."[52]

Gardner also suggests that trust is necessary for the leader's vision to be shared.

> "Leaders must not only forge bonds of trust between themselves and their constituents, they must create a climate of trust throughout the system over which they preside. Trust is not only the glue that holds a human

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[50]John W. Gardner, "The Heart of the Matter: Leader-Constituent Interaction," _Leadership Papers #3_, (Washington, D.C., Independent Sector, 1986), p. 9.

[51]Woodrow Wilson, _Leaders of Men_, (Princeton, N.J.: Princeton University Press, 1952), p. 43.

[52]Richard S. Ruch and Ronald Goodman, p. 8-9.

group together, but when it dissolves, the capacity of the group to function effectively is seriously impaired.

A leader capable of inspiring trust is especially valuable in bringing about collaboration among mutually suspicious elements in the constituency. The trust the contending groups have for such a leader can hold them together until they begin to trust one another."[53]

Leaders gain trust through steadiness and fairness. Knowing where the leader stands enables followers to stand with him or her. Confidence that the leaders will be fair in all situations stabilizes the trust and commitment from the followers.[54]

Developing and communicating a vision has been a core of leadership for many years. Pericles has been called the "Father of Corporate Culture" because of his ability to articulate the organization's ideology.[55] Pericles' ability to identify and communicate Athens' uniqueness effectively helped transform the Athenians into a cohesive group.

In his "Funeral Oration" (430 B.C.), Pericles was interested in convincing the Athenians that the good of the organization was more important than the good of the individual.[56] This was most important as they battled Sparta in the Peloponnesian War.

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[53]John W. Gardner, p. 18-19.

[54]John W. Gardner, p. 19.

[55]John K. Clemens and Douglas F. Mayer, The Classic Touch (Homewood, Illinois: Dow Jones and Irwin, 1987), p. 51.

[56]John K. Clemens and Douglas F. Mayer, p. 53.

Bennis states that there is a spark of genius in leadership that can "assemble -- out of all the variety of images, signals, forecasts, and alternatives -- a clearly articulated vision of the future that is at once simple, easily understood, clearly desirable, and energizing."[57] This vision must be repeated time and time again and not allowed to fade away. Incorporating the vision into the organization's culture and reinforcing it through the strategy and decision-making process will give it legitimacy.[58]

Terrence Deal and Allan Kennedy note that decisions by leaders of organizations are made on the basis of whether or not the outcome will fit the vision. Leaders of corporate culture are referred to as heroes who are concerned with a set of beliefs and values which they hold and which they intend to have inculcated in the people around them. These heroes personify the culture's values and as such provide tangible role models for employees to follow.[59]

According to Deal and Kennedy:

"The hero is the great motivator, the magician, the person everyone will count on when things get tough. They have unshakable character and style. They do things everyone else wants to do but is afraid to try. Heroes are symbolic figures whose deeds are out of the ordinary, but not too far out. They show -- often dramatically -- that the ideal of success lies within the human capacity."[60]

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[57]Warren Bennis and Burt Nanus, p. 103.

[58]Warren Bennis and Burt Nanus, p. 109.

[59]Terrence E. Deal and Allan A. Kennedy, p. 56.

[60]Terrence E. Deal and Allan A. Kennedy, p. 37.

Heroes reinforce the basic values of the culture by making success attainable and human, providing role models, symbolizing the organization to the outside world, preserving what makes the organization special, setting a standard of performance, and motivating employees.[61]

Some authors contend that charisma plays a large part in the authority that one has over others. Burns states that the concept of charisma has become ambiguous and has taken on a number of overlapping meanings -- so much so that it collapses under close analysis. Similar to Deal and Kennedy, Burns prefers the term "heroic leadership" which is characterized by (1) the belief in leaders "because of their personage alone, aside from their tested capacities, experience, or stand on issues; (2) faith in the leader's capacity to overcome obstacles and crises; and a (3) readiness to grant leaders the power to handle crises. Heroic leadership is not simply a quality possessed by someone...it is a type of relationship between leader and led."[62]

In contrast to the image of the hero, Bennis suggests that

"virtually all leaders are in the dog house of suspicion ... the reaction to all these credibility gaps is creating a growing insistence that every public act, of whatever public institution, be conducted as if it were in Macy's window."[63]

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[61]Terrence E.Deal and Allan A. Kennedy, p. 39-41.

[62]James M. Burns, p. 243-244.

[63]Warren Bennis, The Unconscious Conspiracy: Why Leaders Can't Lead, (New York: AMACOM, 1976), p. 115.

Even though heroes do exist on college campuses, they do not automatically accede to positions of trust and leadership through the fruits of good fortune alone. Leaders emerge because their leadership styles and skills are compatible with the situation and environments in which they are desired as leaders.

Effective leadership and an effective college exist in a symbiotic relationship. For leadership to be effective, the college should be receptive to the kind of leadership provided.[64] This symbiosis should be directed by the president, according to Warren Bryan Martin.[65]

The leadership situation is described by Fiedler as the degree to which the leader is provided with control and influence. This is referred to as "situation favorableness." To what extent can the leader determine what the group is going to do and what the outcomes of their actions and decisions are going to be? Can the leader predict with a high degree of certainty what will happen when he or she wants something done?

Three major components primarily determine control and influence in the situation:

Leader-member relations -- the degree to which the group supports the leader;

Task structure -- the degree to which the task clearly spells out goals, procedures, and specific guidelines;

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[64]Robert O. Peck, "Entrepreneurship as a Significant Factor in Successful Adaptation," Journal of Higher Education, March/April 1984, p. 272.

[65]Warren Bryan Martin, "Commentary," Journal of Higher Education, March/April 1984, p.

Position power -- the degree to which the position gives the leader authority to reward and punish subordinates.[66]

Of these three, leader-member relations is the most important.

The leader's control will be high if the followers are willing to assist and be supportive in spirit as well as in direction. In addition, the leader will not have to rely so much on task structure and position power in order to get things accomplished.

Fred Fiedler believes that leadership style is a function of the personality and, therefore, is somewhat fixed by the time one becomes an adult. The leader is either relationship-oriented or task-oriented and should shift the variables of the leadership situation (leader-member relations, task structure, and position power) in order to fit his or her style. The leader is much more effective when there is a match between leader style and the situation. The relationship-oriented leader performs best where there is moderate control and the task-oriented leader performs best in situations of high or low control.[67]

McGregor also notes that perception and orientation are the keys to the leader's approach to a situation. Theory X and Theory Y are two extreme ways of categorizing the typical inclination of followers. The assumptions of most people lie somewhere between these viewpoints.[68]

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[66]Fred E. Fiedler, Martin M. Chemers, Linda Mahar, Improving Leadership Effectiveness, (New York: John Wiley and Sons, 1976), p. 26.

[67]Ibid, p. 214.

[68]Paul B. Malone, III. Love 'Em and Lead "Em (Annandale, Virginia: Synergy Press, 1986), p. 48.

Theory X suggests that the average human being experiences minimal, if any, developmental growth after early adolescence. Therefore, the leader's opinion about his subordinates will be rigid and based on an assumption of the employee's immaturity and inherent laziness.

Theory X assumptions:

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of this human characteristic of dislike of work, most people must be coerced. controlled, directed, or threatened with punishment to get them to put forth adequate effort toward .he achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.[69]

Theory X does not allow for the discovery and utilization of the potentialities of the average human being. Furthermore, this theory suggests that difficulty in production or motivation will lie in the subordinate rather than with management.[70]

Theory Y, however, suggests that "the limits on human collaboration in the organizational setting are not limits of human nature but of management's ingenuity in discovering how to realize the

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[69]Douglas McGregor, The Human Side of Enterprise, (New York: McGraw-Hill Book Company, 1960), p. 33-34.

[70]Douglas McGregor, p. 43.

potential represented by its human resources."[71]   This theory places

the problem of motivation in the lap of the leader.

Theory Y assumptions:

1. The expenditures of physical and mental effort in work is as natural as play or rest.

2. External controls and the threat of punishment are not the only means for bringing about the effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept, but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.[72]

McGregor notes that these assumptions are:

"dynamic rather than static, indicate possibility for human growth and development, stress necessity for selective adaptation rather than for a single absolute form of control, and framed in terms of a resource which has substantial potentialities rather than the least common denominator of the unmotivated, disinterested (Theory X) worker."[73]

Though McGregor's theories suggest a perspective and a particular

set of assumptions under which leaders function, McGregor states that

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[71]Douglas McGregor, p. 48.

[72]Douglas McGregor, p. 47-48.

[73]Douglas McGregor, p. 48.

"leaders...do not possess a pattern of leadership characteristics in common...no basic universal core of personal qualifications for leadership.[74]

Bernard Bass analyzed the results of several surveys that sought to identify traits common to successful leaders. Based on that survey data, the effective leader is most frequently characterized by:

- a strong drive for responsibility and faster completion of tasks.

- vigor and persistence in the pursuit of goals.

- venturesomeness and originality in problem solving.

- drive to exercise initiative in social situations.

- self-confidence and a sense of personal identity.

- willingness to accept consequences of decisions and actions.

- readiness to absorb personal stress.

- willingness to tolerate frustration and delay.

- ability to influence another person's behavior.

- capacity to structure social interactions systems to the purpose at hand.[75]

According to David Whetten, effective administrators:

1. are experts at managing coalitions

2. have an aggressive-opportunistic leadership style

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[74]Douglas McGregor, p. 182.

[75]Bernard M. Bass, Stogdill's Handbook of Leadership, (New York: The Free Press, 1981), p. 81.

3. balance their orientation between organizational process and outcome.[76]

Wade Gilley, et. al., found in their study of successful colleges and universities that certain traits emerged as common to presidents of those institutions. These characteristics were:

1. a parallel perspective - having encountered similar problems in other places,

2. visionary intelligence - able to generate ideas and institutional direction,

3. ability to create and control their working environment- privately setting agendas, forging ahead, and "taking the high ground,"

4. opportunity conscious - able to anticipate and "open the door before the knock is heard,"

5. a great interest in public relations - create a team affair among resources for external relations,

6. accessible and visible - willing to listen, have ideas challenged, and look for information in formal and informal ways,

7. good at delegating - often cut across lines of command,

8. not great risk-takers but typically encourage others to take risks,

9. compassionate - caring for faculty and students, demonstrating this compassion in concrete ways.[77]

These presidents are outstanding team builders and task masters.

The leader must pay attention to both task completion and concern for people. The concern for the needs, development, and motivators of

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[76]David A. Whetten, "Effective Administrators," Change Magazine, Nov./Dec. 1984, Volume 16, Number 8, p. 40-41.

[77]J. Wade Gilley, Kenneth A. Fulmer, Sally J. Reithlingshoefer, Searching for Academic Excellence, (New York: ACE/MacMillan Co., 1986), p. 13-15.

individuals is the key to successful leadership according to Peters and Austin.[78]

Leaders must believe in human potential and the capacity for self-motivation (similar to Theory Y). People want to be liberated and involved in their work life. Therefore, as noted in the studies of Peters and Austin, leadership is the liberation of talent, rather than the restraint by rule.[79]

Understanding the people with whom one works, what their needs are, and providing a leadership style that elicits maximum response while kindling their sense of vitality and inclusion is at the core of successful leadership. It is also a primary factor that distinguishes leadership from management.

Empowerment

Peters and Austin suggest that an effective leader emphasizes mutual trust rather than checks and balances. The authors believe that this may more easily cultivate a sense of ownership which allows for the liberation of talent and the unleashing of potential. Further, the leader should instill a notion of celebration, fun, and enthusiasm in the workplace so that commitment and loyalty can be generated through enjoyable association and appreciation of one's involvement. The "technology of enthusiasm" and the development of spirit within an organization is integral to productivity.[80]

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[78]Tom Peters and Nancy Austin, p. 201.

[79]Tom Peters and Nancy Austin.

[80]Tom Peters and Nancy Austin

Leaders must care passionately about their work and be able to share that passion with others in a way that generates commitment, for motivation is sustained by commitment. Leaders should be coaches that use a "face-to-face leadership" which pulls people to their limits but never pushes them to discouragement. This method enables a better performance than the detached, analytical style of management. The successful coach instinctively varies his/her approach to meet the needs of the individual or group. Other approaches include those of educating, sponsoring, and confronting.[81]

Bennis believes that leaders embrace qualities which empower their co-workers and subordinates. Like Burns, Bennis refers to a leader as "one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change."[82]

From their interviews with ninety successful leaders, Bennis and Nanus determined four strategies that seem to emerge as themes embodied in their approaches:

1. attention through vision

2. meaning through communication

3. trust through positioning

4. deployment of self through positive self-regard and confidence in a positive outcome.[83]

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[81]Tom Peters and Nancy Austin, pp. 337-340.

[82]Warren Bennis and Bert Nanus, p. 3.

[83]Warren Bennis and Bert Nanus, p. 26-27.

A vision which is clearly articulated, understandable, and exciting is compelling and can pull people toward a commitment. The vision must then be interpreted in a meaningful way so that there is a common perception of that vision. Confidence and trust are built by those who state their positions and remain consistent such that followers believe they are being led in the right direction.

Positive self-regard is described as a "knowledge of one's strengths, the capacity to nurture and develop those strengths, and the ability to discern the fit between one's strengths and weaknesses and the organizations needs."[84] According to the authors, this positive self-regard is contagious and empowers others to feel confident in the goals of the organization.

Burns noted that the leader who empowers his/her followers is all the more legitimate and powerful. "Only by standing on their shoulders can true greatness in leadership be achieved."[85]

Situational Leadership

Kenneth Blanchard, Zigarmi, and Zigarmi contend that leadership is not so dependent on certain character traits of the leader as it is on the ability to use appropriate leadership styles for particular situations. The leader should be able to recognize the leadership needs of subordinates and utilize the leadership style that will induce enthusiasm, growth, and productivity. The four basic leadership styles presented are:

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[84]Warren Bennis and Bert Nanus, p. 61-62.

[85]James M. Burns, p. 443.

1. **Directing**   -   The leader provides specific instructions and closely supervises task accomplishment.

2. **Coaching**   -   The leader continues to direct and closely supervises task accomplishment, but also explains decisions, solicits suggestions, and supports progress.

3. **Supporting**   -   The leader facilitates and supports subordinates' efforts toward task accomplishment and shares responsibility for decision-making with them.

4. **Delegating**   -   The leader turns over responsibility for decision-making and problem-solving to subordinates.[86]

The four leadership styles are used in conjunction with the developmental level of the individual being supervised with regard to the task to be completed.

A directing style is for people who lack competence but are enthusiastic and committed. They need direction and supervision to get them started.

A coaching style is for people who have some competence but lack commitment. They need direction and supervision because they are relatively inexperienced. They also need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment.

A supporting style is for people who have competence but lack confidence or motivation. They do not need much direction because of their skills, but support is necessary to bolster their confidence and motivation.

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[86]Kenneth Blanchard, et. al., p. 30.

A delegating style is for people who have both competence and commitment. They are both able and willing to work on a project by themselves with little supervision or support.[87]

Situational leadership disputes the notion that the position or one's personal characteristic dictates the leadership style. Instead, the people with whom the leader is working are actually dictating the leadership style. Consistency means using the same leadership style in similar situations rather than using the same leadership style for all people and situations. The authors note: "There is nothing so unequal as the equal treatment of unequals."[88]

Paul Hersey and Kenneth Blanchard note that situational leadership is based upon an interplay among:

- the amount of guidance and direction (task behavior)
  a leader gives,

- the amount of socioemotional support (relationship
  behavior) a leader provides, and

- the readiness (maturity) level that followers
  exhibit in performing a specific task, function,
  or objective.[89]

The leadership style used by an individual depends on the maturity level of those whom the leader is attempting to influence. As followers reach high levels of maturity, the leader should respond by

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[87]Kenneth Blanchard, et. al., p. 57.

[88]Kenneth Blanchard, et. al., p. 33.

[89]Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior: Vitalizing Human Resources (New Jersey: Prentice-Hall, Inc., 1982), p. 150.

not only continuing to decrease control over their activities, but by also continuing to decrease relationship behavior as well.[90]

Rensis Likert states that leadership styles that maximize human satisfaction are in the best interest of the organization. He suggests that there are four basic systems or styles of leadership in human organizations:

SYSTEM I - Exploitative Authoritative - leaders literally use and manipulate their subordinates focusing on the task, making all of the decisions, and caring little for the welfare of subordinates.

SYSTEM II - Benevolent Authoritative - leaders focus on the task and make all of the decisions but care for their subordinates much as a parent treats his/her children.

SYSTEM III- Consultive - leaders focus both on the task and the subordinates, and consult with subordinates concerning decisions relating to the workplace.

SYSTEM IV - Participative - leaders focus both on the task and the subordinates and include subordinates in the planning and decision-making processes.[91]

Likert notes that most organizations function between Systems II and III, but the highest producing function are Systems III and IV. System IV should be the goal of most organizations.

"Management will make full use of the potential capacities of its human resources only when each person in an organization is a member of

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[90]Paul Hersey and Kenneth Blanchard, p. 155.

[91]Rensis Likert, The Human Organization (New York: McGraw-Hill, 1967), pp. 14-25.

one or more effectively functioning work groups that have a high degree of group loyalty, effective skills of interaction, and high performance goals." [92]

Charles Araki suggests that all members of an organization should work together to produce a synergistic management level (System 5). He defines this effort as a "cooperative action by members of a group to produce or enhance the results of their combined efforts."[93] In this system, concern and effort are emphasized in balance. According to Araki, this highly charged system encourages complete commitment, contagious enthusiasm, and constant communication by all members of the group.

The leader must embody the following principles:

1) Principle of supportive influence - which asserts that the more influence you give away, the more influence you have; requires a climate of mutual support and trust as well as an optimistic view of human nature.

2) Shared leadership by influence and performance-effective leadership is defined as the ability to influence and be influenced.

3) Leadership team that operates by pragmatic consensus - leadership is typically shared and shifted.

4) Network linking pin structure - all individuals have access to the leadership team which meets frequently to insure that decisions are

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[92]Rensis Likert, New Patterns of Management, (New York: McGraw-Hill, 1961), p. 104.

[93]Charles T. Araki, "System 5: Leadership in Education, or Managing Without a Boss," National Forum of Education Administration and Supervision Journal, Vol. 4, Number 3, 1987-88, p. 40.

integrated with the larger organizational
mission.[94]

Araki believes that this paradigm addresses the two fundamental
leadership dimensions of concern for person and concern for production.

Leadership Styles

Robert Blake, Jane Mouton, and Martha Williams developed an
academic administration grid that relates certain academic leadership
styles with their respective levels of attention to task and attention
to people.[95]

1) Caretaker Administration - shows little concern
for either institutional performance (task) or
people. Such an administrator desires little,
strives for little, gives little, gets little,
and cares little, one way or another. The
concern or involvement of the administrator's
associates or subordinates is also likely to be
low because of the lack of leadership. This
administrator's indifference can be
misinterpreted as delegation.

2) Authority-Obedience Administration - high concern
for institutional performance and a low concern
for the people with whom one is dealing. This
administration concentrates on getting results by
exercising power and authority in a unilateral
way by extracting obedience from those with whom
he/she deals. This person is deeply committed to
institutional mission and drives himself or
herself in the interest of results. However,
subordinates are viewed as little more than
agents of his/her will, and the effect on the
involvement of the subordinates is likely to be
adverse.

3) Comfortable and Pleasant Administration - concern
for institutional performance is low and concern

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[94]Charles T. Araki, pp. 35-51.

[95]Robert R. Blake, Jane S. Mouton, Martha S. Williams, The
Academic Administration Grid, (San Francisco: Jossey-Bass Publishers,
1981) pp. 9-28.

for people is high. The administrator believes that when people are happy, results will take care of themselves and there will be little or no need for supervision. "Togetherness" is seen as a way of getting approval and helping subordinates to feel a part of the big happy family. Administrative focus is on the human dimension, with performance de-emphasized and a cooperative work atmosphere encouraged.

4) <u>Constituency-Centered Administration</u> - occurs where a moderate concern for institutional performance is completed with a moderate concern for people. This administration maintains a balance between results and people so that neither concern dominates the other, and going along with the majority hopes to avoid being seen as unreasonable in the exercise of power and authority. He or she tries to be a constituency builder and may reflect in this attempt a need to be popular and included.

5) <u>Team Administration</u> - involves the integration of a high concern for institutional performance combined with a high concern for people. This integration is carried out in ways that encourage subordinates to achieve the highest possible performance in terms of quality, quantity, and personal satisfaction. Subordinates also develop a personal commitment to organizational achievement. Involvement is generated in people who are able to mesh their efforts for the accomplishment of meaningful goals that are both sound and creative.[96]

Presidential leadership comes in many forms and styles. Kerr notes that "a universal characteristic of presidents is their diversity. Institutions of higher education are seldom the lengthened shadow of one man to the extent that they ever were -- and some were; yet the presidents may still cast more of a shadow than anyone else-- and most do -- and their shadows take many forms."[97]

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[96]Robert R. Blake, Jane S. Mouton, Martha S. Williams, pp. 13-15.

[97]Clark Kerr and Marian Gade, p. 4.

Dr. Dayton Young Roberts studied 9,000 college presidents, key administrators, faculty members, and counselors using the Myers-Briggs Type Indicator to determine "why individuals prefer to function differently from one another and how the differences relate to superior performance when they can function in an institutional environment that matches abilities and preferences with position requirements and goals."[98]

The Myers-Briggs categorizes type preferences into 16 combinations of personality style representing the dimensions of:

"Extraversion (E) ---- Introversion (I)

The direction of interest: Does the subject's interest flow mainly to the outer world of actions, objects, and people (E), or to the inner world of concepts and ideas (I)?

Sensing (S) ---- Intuition (N)

How situations are perceived and experienced: Does the subject attach more importance to the immediate realities of direct experience (S), or to the inferred meanings, relationships, and possibilities of experience (N)?

Thinking (T) ---- Feeling (F)

Judgement preferences: In making judgments, does the subject rely more on logical order and cause and effect (T), or on priorities based on personal importance and values (F)?

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[98]Dayton Young Roberts, "The Elusive Quality in Higher Education-Intuition", in President's Idea Journal, March/April 1987, p.2.

Judging (J) ---- Perceiving (P)

Life Style: Does the subject prefer to live in the judging attitude, systematically planning, ordering, and organizing his world, deciding what needs to be done and attempting to control events (J), or in the perceptive attitude, spontaneously, curiously, awaiting events and adapting to them (P)?"[99]

Roberts found that there was a variety of personality types occupying the presidencies of colleges and universities. However, his findings suggested that "intuitive-thinking-judging types self-select themselves into contention for presidential positions and more frequently attain the presidency than do college administrators possessing other combinations of Jungian psychological traits."[100]

Further, Roberts noted that there were a significantly higher percentage of intuitive types among the presidents (82.4%) than there were among the general population (25%), or among college administrators in general (60.5%).[101]

According to the Myers-Briggs Type Indicator, intuitive types have an openness to possibilities, a global perspective, and a futuristic outlook.[102] This is a personality characteristic

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[99]Dayton Young Roberts, p. 4-5.

[100]Dayton Young Roberts, p. 7.

[101]Dayton Young Roberts, p. 5.

[102]Isabel Briggs Myers and Mary H. McCaulley, Myers-Briggs Type Indicator: Manual for Administration and Interpretation, (Palo Alto, California, Consulting Psychologists Press, 1985), p. 12.

complimentary to the leader who is called upon to create and articulate a vision for the direction and mission of his/her institution.

What types of leadership do college presidents exercise? Some presidents assert themselves more than others. One president interviewed in the Presidency Project conducted by the American Council on Education states that: "My task is always to be a leader, not just holding my finger in the wind and saying where does everyone want to go? My task is to plant seeds of some ideas with people and to watch and see which ones are growing and moving and taking life. My task is responsive interaction with people."[103]

The types of interaction vary. Kerr and Gade depict four types of presidential leaders:

> 1) **Pathbreaking Leaders** are those who take charge moving into new territory. This leadership style is defined as involving deliberate efforts to create new endeavors, or to improve substantially on the performance and discretion of existing endeavors or a combination of both. Such successful leadership requires both vision and the ability to persuade, or otherwise induce, others to support the vision. It also requires a conducive or permissive context. These leaders may be founders of institutions, agents of change in existing institutions, or saviors of institutions otherwise on the downward slope to extinction.
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> Pathbreaking leadership requires a certain type of personality that includes the capacity for vision, courage in advancing it, persistence in pursuing it, personal power in overcoming resistance, and a willingness both to endure and

[103]Louis T. Benezet, Joseph Katz, Frances W. Magnosson, Style and Substance: Leadership and the College Presidency, (Washington, D.C., American Council on Education, 1981), p. 21.

> inflict pain along the way.[104] These leaders
> want to be out in front and seem to lead almost
> in spite of themselves. As one president said,
> "I should like to be perceived as a leader even
> as I am being run out of town."[105]

2. <u>Managerial Leaders</u> are concerned more with the
   efficient pursuit of what is already being done,
   of what some constituency wants to have done, or
   of what circumstances may require to be done.
   They continue and they react more than they
   initiate. These leaders are more transactional
   than transforming and they look to make small,
   repetitive choices that reinforce existing
   institutions. They may help to improve the
   efficiency of the institution's operation and
   provide predictability in the conduct of their
   office.[106]

Louis Benezet, Joseph Katz, and Frances Magnusson, concluded from

their study of 25 presidents that "Today's president...inherits a

structure that mandates a managerial role."[107] Many institutional

situations do not permit successful pathbreaking leadership and,

therefore, restrict the president to a managerial role.[108]

An intermediate category between the pathbreaking leader and the

manager is one that is followed by many small colleges. The

<u>entrepreneurial manager</u> is based upon an ability to grasp opportunities

in following changing and new chances to attract students or money or

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[104]Clark Kerr and Marian L. Gade, pp. 67-70.

[105]Clark Kerr and Marian L. Gade, p. 70.

[106]Clark Kerr and Marian L. Gade, p. 71.

[107]Louis T. Benezet, Joseph Katz, Frances W. Magnusson, p. 42.

[108]Clark Kerr and Marian L. Gade, p. 70-71.

both. This leader must have a sensitivity to potential markets to be served or patrons to be cultivated and a willingness to pursue possibilities with agility.[109] When campuses are in a survival through action mode, this entrepreneurial leadership can be a savior.

3. Survivors, or Timeservers, are not intent on making their institution more effective or more efficient, but are interested in continuing their presidencies for a respectable period of time and moving on to another presidency without being blacklisted. These presidents are highly political in nature, seeking to identify where the power lies and serving it faithfully. They follow the rules, keep a low profile, and try to avoid making mistakes.[110]

4. The fourth presidential type is the scapegoat, who is often the victim of an "unmanageable situation" with seemingly intractable problems.[111] Scapegoating may occur up the line to the president or downward from the board. Scapegoating may have a therapeutic effect on the institution and may, therefore, be able to chart new directions and start again after releasing the scapegoat into the wilderness."[112]

Benezet, et al, also categorized college presidents according to leadership style:

The Take-charge President is characterized by the ability to make decisions and confront problems in a highly visible manner.

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[109]Clark Kerr and Marian L. Gade, p. 71.

[110]Clark Kerr and Marian L. Gade, p. 72.

[111]Rosabeth Moss Kanter, "An Agenda for Leadership in America," New Leadership in the Public Interest: The Report (New York: NOW Legal Defense and Education Fund, October, 1980), p. 22.

[112]Clark Kerr and Marian L. Gade, pp. 73-74.

The Standard Bearer President presides over an institution that has an established reputation. He/she is concerned with strengthening the institution's base and tightening standards even further.

The Organization President seems to be preoccupied with turning the gears of their complex machinery with as little friction as possible.

The Moderator President is often seen as an uncertain administrator who is too ready to delegate decisions. If properly prepared, he/she can be a skillful organizer of community thought.

The Explorer President plays the role of chief instigator without false modesty. Similar to Kerr and Gade's pathbreaking leader, this president combines zeal and perception and has the best opportunity to provide institutional leadership that can make a difference.[113]

The pathbreakers, team administrators, and explorers are able to conceptualize and articulate a dream or mission for the institution that develops a community commitment toward the pursuit of that mission. Understanding the organizational culture and its value systems are prerequisite to building the trust and relationships necessary for leadership that transforms others into leaders. The organizational culture is a "cohesion of values, myths, heroes, and symbols that has come to mean a great deal to the people who work there..."[114]

According to Deal and Kennedy, corporations with strong cultures have an edge. The culture serves as a guideline for behavior and a source of meaning. Companies with strong cultures have heroes whom managers and workers can emulate. Heroes personify the cultural values

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[113]Louis T. Benezet, Joseph Katz, Frances W. Magnusson, pp. 50-71.

[114]Terrence E. Deal and Allan A. Kennedy, p. 4.

and epitomize the strength of the organization. Heroes differ from managers in that managers are decisive, busy, routinizers, disciplined, and detail-oriented. Heroes are often not decisive, but they have vision. The one decision that heroes make is whether or not it fits the vision. These heroes or "symbolic" managers take the lead in supporting and shaping the culture. Heroes often defy order in pursuing their vision, but are nevertheless vital to the organizational life. "While business certainly needs managers to make the trains run on time, it more desperately needs heroes to get the engine going."[115]

Kauffman states that:

"the president will have to take initiatives, the consequences of which are important. Mistakes are easily covered in times of growth. Covering mistakes will not be very easy in the future. To attempt a visible and transforming leadership is not to attempt a feat of daring-do. Neither should the qualities of such leadership be confused with those of personal charisma. The qualities of transforming leadership are those that restore in organizations or society a sense of meaning and purpose and release the powerful capacity humankind has for renewal."[116]

A leader's success is often measured by the performance and productivity of those around him or her. Though college presidents are expected to manage effectively, it is the leadership quality that produces the promise of excellence on the college campus.

Peters and Austin state that "...the concept of leadership is crucial to the revolution now underway -- so crucial that we believe

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[115]Terrence E. Deal and Allan A. Kennedy, p. 38.

[116]Joseph F. Kauffman, <u>At the Pleasure of the Board</u>, (Washington, D.C.: American Council on Education, 1980), p. 115.

the words 'managing' and 'management' should be discarded. Management
with its attendant images -- cop, referee, devil's advocate,
dispassionate analyst, nay-sayer, pronouncer -- connotes controlling
and arranging and demeaning and reducing. Leadership connotes
unleashing energy, building, freeing, and growing."[117]

Management focuses on planning, organizing, and controlling,
while leadership focuses on direct interpersonal interactions that
influence human behavior. Management focuses on the logical, rational,
and cerebral; leadership focuses on the emotional and interpersonal.[118]

Gardner suggests six respects in which leaders distinguish
themselves from managers:

1) Leaders think longer term - beyond the day's
   crisis, beyond the quarterly report, beyond the
   horizon.

2) Leaders look beyond their institution and grasp
   its relationship to the larger context--
   conditions external to the institution, even to
   global trends.

3) Leaders reach and influence constituencies beyond
   their jurisdiction, beyond boundaries -- to
   encompass outside groups that the institution
   needs to solve problems.

4) Leaders put a heavy emphasis on the intangibles
   of vision, values, motivation and understand
   instinctively the non-rational and unconscious
   elements in the leader-constituent interaction.

5) Leaders have the political skill to cope with the
   conflicting requirements of multiple
   constituencies.

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[117]Tom Peters and Nancy Austin, p. xix.

[118]Paul Malone,III, p. 6.

6)   Leaders think in terms of renewal -- the routine
     manager tends to accept the structure and
     processes as they exist. The leader seeks
     revisions of process and structure required by
     ever changing reality.[119]

Power

Leaders who are willing to create new visions, strive for
excellence and explore uncertain paths, must possess the power to
influence others to join them on their journey. How can one influence
others to follow? Where does the leader derive the power to influence?

Max Weber describes power as "the probability that one actor
within a social relationship will be in a position to carry out his own
will despite resistance, regardless of the basis on which this
probability rests."[120]

Burns suggests that power should be viewed as a relationship
rather than a property or entity. He says that power can be viewed as
a "relationship in which two or more persons tap motivational bases in
one another and bring varying resources to bear in the process."[121]
Leadership involves the use of this power in pursuit of a goal common
to both the leader and the follower.

J. R. P. French and B. Raven proposed five types of power used to

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[119]John W. Gardner, "The Nature of Leadership," Leadership Papers/Independent Sector, January, 1986, p. 8.

[120]James MacGregor Burns, p. 12.

[121]James MacGregor Burns, p. 15.

influence others: coercive power, reward power, legitimate power, expert power, and referent or charismatic power.[122]

According to Fisher, all attempts to influence, employ a combination of these power forms. Coercive power involves threats and punishments to gain compliance and is the least effective kind of power for a college president. One of the reasons for this ineffectiveness may be that the value of punishment as a motivator is reduced with the increase in maturity.

The position uses of reward power are limited. Rewards usually produce only short range appreciation and are not likely to permanently change attitudes. Love cannot be bought, and there is no guarantee that the president will be held in high regard after the recognition or reward has worn off. The most effective use of reward power for the college president are the more nebulous and intangible awards such as notes of praise, appointments to key posts, and thoughtful, deliberate support and acknowledgement.

Legitimate power is granted by virtue of the position and its general acceptance of authority. Legitimate power occurs only so long as the leader appropriately discharges the duties of his/her office. Three bases of legitimate power have been recognized as: 1) cultural values that endow the right to exercise power, 2) occupancy of an authoritative position, and 3) appointment to the position by some

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[122]J. R. P. French and B. Raven, "The Bases of Social Power," in Studies in Social Power, edited by D. Cartwright, (Ann Arbor: University of Michigan, Institute for Social Research, 1959).

legitimizing agent.[123] Legitimate power is an effective and necessary form of power for the college president, especially to the degree that followers are in basic agreement with actions and policies.

Expert power, that power granted to a perceived authority, tends to legitimize the leadership already established by virtue of one's position. Knowing more than others about the presidency and higher education boosts the accorded level of prestige and influence. This is more advantageous to the president than exhibiting currency in one's academic discipline.[124]

According to Fisher, charismatic power is the single most effective form of influence and is based on the admiration and liking that people feel for an individual. This involves "a quality of trust and confidence that virtually any college president can cultivate."[125] Max Weber defined charismatic leadership in terms of "magnetism, persuasiveness, or non-rational appeal."[126]

Though there are many elements that can combine to produce a charismatic image, Fisher suggests that there are three principle conditions for charisma: distance, style, and perceived self-confidence. Of these three he says distance is the most important

[123]James L. Fisher, The Power of the Presidency, (New York: ACE/MacMillan Publishing Company, 1984), pp. 34-35.

[124]James L. Fisher, p. 39.

[125]James L. Fisher, p. 40.

[126]John W. Gardner, "The Heart of the Matter: Leader-Constituent Interaction," Leadership Papers/3 (Washington: Independent Sector, 1986), p. 22.

because it keeps illusions and images from being shattered by "day-to-day intimacy." The president who makes frequent, but brief appearances will be able to more strongly retain his or her charismatic aura.[127]

"The leader who combines charismatic power with expert power and legitimate power, adding a carefully measured portion of reward power and little or no coercive power, achieves maximum effectiveness."[128]

Power can be overwhelming for those who misunderstand its foundation in the strength or fragility of the human relationship, or for those who overstep the boundaries of its usefulness.

Gardner says that "power is not to be confused with status or prestige. It is the capacity to ensure the outcomes one wishes and to prevent those one does not wish...power is simply the capacity to bring about certain intended consequences in the behavior of others."[129]

One's true leadership style may be fully apparent in a position of power and authority. As Sophocles once said, "But hard it is to learn the mind of any mortal, or the heart, till he be tried in chief authority. Power shows the man."[130]

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[127]James L. Fisher, p. 42-49.

[128]James L. Fisher, p. 45.

[129]John W. Gardner, "Leadership and Power," Leadership Papers/4 (Washington, D.C.: Independent Sector, October, 1986), p.3.

[130]Warren Bennis, The Unconscious Conspiracy: Why Leaders Can't Lead (New York: AMACOM, 1976), p. 2.

Leadership Behaviors of the Small College President

What specific behaviors lead to the effective influence of the small college president?

Peck suggests that the president of a small college serve as a conduit through which the symbiosis between institutional tasks and individual needs are channeled to produce the goal of educational effectiveness. In order to perform this function, the president must be mission-driven, opportunity-conscious, innovative, intuitive, personal, and collaborative.[131]

In a series of interviews with 240 small college presidents conducted in 1982, the Council of Independent Colleges found that much of the leadership style of these presidents was of an entrepreneurial mode. This involves building the organizational culture through the promotion of values to which the members of the community respond. In addition, the president provides the means of communication within the community, promotes the formulation of the mission and purpose of the community, and ensures that the operations are well run and well supported.[132]

Peck notes that control is a basic concern of the presidents, but that control is based upon initiative -- making the first move and having good timing. The anticipation of change is a regular part of the president's administrative activity. They perform as

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[131]Robert D. Peck, "Entrepreneurship as a Significant Factor in Successful Adaptation," _Journal of Higher Education_, March/April 1984, pp. 284-285.

[132]Robert D. Peck, p. 278.

collaborators, facilitators, consensus makers, and incentive providers. Presidents at successful colleges "solicit new ideas from all sources, both on and off the campus" as they form opinions and provide for a context of change in the campus.[133]

Successful small college presidents routinely perform "intelligence-gathering activities" through the campus network. This provides the president with information necessary to make intuitive decisions about the future of the institution in addition to providing insight on the morale level of the faculty and staff.

"The exercise of judgement is central to small college leadership. The refinement, sharpening, informing, and focusing of judgement is a continuing preoccupation of presidents and their administrative officers."[134]

Although the president is the central figure in successful small college leadership, the creation and maintenance of a team is of paramount importance. In a study of ten Christian liberal arts college presidents, Oosting found seven common management practices performed by his subjects. All seven are contingent on the effective participation of many people. Practices observed by Oosting include: 1) The development of a president's cabinet for advisory and decision-making purposes; 2) The establishment of good working relationships with a board and faculty members; 3) Planning which emphasizes direction and concepts rather than specific actions or events...a

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[133]Robert D. Peck, p. 274.

[134]Robert D. Peck, p. 276.

shared purpose is evident in this process; 4) An insistence that the whole college be managed well, particularly in the area of finance; 5) Delegation -- having good people and giving them ample room to operate; 6) An emphasis on people -- rewarding, encouraging, communicating and encouraging them to be creative; 7) Interest and activity in the community outside the campus.[135]

Clearly, the development of an effective team effort is critical to the success of small college leadership. Peck states that "the challenge to academic leaders...is to deploy the talents, time, and finances of an institution to the realization of its objective in a balanced fashion."[136] At the successful small college, the president conducts the orchestration of these three elements into a symphony of commitment toward the pursuit of institutional and educational excellence.

SUMMARY

The small college president cannot agree with the perspective of the college as an anarchy over which she/he has little influence. The literature strongly suggests that the leadership of the president significantly impacts the direction of the institution and the commitment level of the college constituencies.

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[135]Kenneth W. Oosting, "Presidential Management Style in the Christian, Liberal Arts College," paper delivered at Christian College Coalition Conference, May, 1985.

[136]Robert F. Peck, p. 277.

Leadership in the small college is similar to that of many organizations in that members must be led to successful achievement of common goals, rather than pushed by power tactics or coercion. Leadership is indeed collective...it is a relationship based on interaction and communication.

While there are a variety of leadership styles employed by college presidents, the president who listens to and understands the needs of his/her constituencies will be better equipped to develop and articulate a vision for the college that will be shared and accepted. The president should understand the heritage and traditions of the institution so that they may be used as a reference point from which growth and change might emanate. A shared appreciation for the college culture also facilitates the development of trust and confidence among the college constituencies.

In addition to understanding the college culture, successful small college presidents are excellent team builders and task masters. They are able to recognize networks and appeal to the talents and relationships of their associates. The president's ability to empower co-workers and subordinates is much more advantageous than isolated decision-making through a detached, analytical style. Without group support, the president will be unable to direct the college toward its mission or toward new opportunities that may emerge.

In today's educational market, the small college president must be entrepreneurial. Without action, there may be no survival for the small college. Successful college presidents have been described as pathbreakers, explorers, and team administrators who conceptualize and

articulate their dreams and develop commitments to their goals. In the small college, this cannot be accomplished by a distant, aloof administrator whose charismatic power is sustained by non-association. The small college president leads by example, participation, and personal interaction. His/her power is based on relationships in pursuit of common goals.

The literature suggests that the president must react to different situations with an appropriate style of leadership that enhances the leader-led relationship, strengthens the confidence in his/her leadership, and encourages continued commitment toward the institutional mission.

CHAPTER 3

METHOD

Introduction

"There are at least three subjects...on which no wise man
should attempt to write: love, genius, and leadership. Of
the three, the last is the most mysterious..."[137]
<div align="right">Henri Peyre</div>

Much has been written about the qualities of a leader and the
nature of leadership. The literature reveals a number of theoretical
viewpoints based on the observation of effective and ineffective leader
behaviors. In addition, models have been developed based on the
frequency of specific successful leader behaviors in a variety of
situations. These models have enabled leaders and potential leaders to
make some predictions about the most appropriate leader behavior in a
particular situation. Research also suggests that the leadership
process is an interplay of the leader, the follower, and other
situational variables. One factor appears consistently throughout the
observations of successful organizations -- dynamic and effective
leadership is essential.[138] The emphasis on leader and follower

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[137]Henri Peyre, "Excellence and Leadership: Has Western Europe
Any Lessons for Us?" in Stephen R. Grabard and Gerald Holton (eds.),
Excellence and Leadership in a Democracy (New York: Columbia
University Press, 1962), p. 1.

[138]Warren Bennis and Burt Nanus, Leaders (New York: Harper and
Rowe, Publishers, 1985), pp. 2-3.

behavior advances the possibility that individuals may be trained to adapt their styles of leadership to increase the effectiveness of their leadership roles.

Leadership involves influencing others to accomplish goals-- willingly.[139] This definition connotes a relationship between task and people. Leaders are often faced with an inner conflict of how much attention to give to people versus how much attention to devote to the task. Allocation in the allotment of leader resources between these two elements accounts for various styles of leadership.

In a study conducted at Ohio State University, the two leadership dimensions were identified as (1) consideration - the development of mutual trust, two-way communication, respect for subordinates' ideas, and consideration of their feelings, and (2) initiating structure- defining or structuring group activities to get the job done. The studies showed that leaders needed to incorporate both dimensions in order to perform successfully. Therefore, flexibility is important because the balance of priorities may vary according to the situation.[140]

Rensis Likert also concluded that both a concern for task and a concern for subordinates was most beneficial to leadership

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[139]Paul B. Malone, III, <u>Love 'Em and Lead 'Em</u> (Annandale, Va.: Synergy Press, 1986), p 5.

[140]Chester A. Schrieshheim and Barbara J. Bird, "Contributions of the Ohio State Studies to the Field of Leadership," <u>Journal of Management</u>, Fall 1974, pp. 135-145.

effectiveness.[141] He studied two distinctive styles of leadership: job-centered and employee-centered. Job-centered leaders are detached, and uninvolved with their subordinates, exercise close supervision, and focus on meeting deadlines and evaluating output. Employee-centered leaders are concerned about the welfare of their subordinates, including their needs, job satisfaction, and personal growth. Likert observed that the performance of groups with job-centered leaders was better for short-term, high-priority tasks, but the attitudes of the groups with employee-centered leaders were better than groups with the job-centered leaders. Employee-centered groups were more productive in the long-term. From this study, Likert identified four basic styles of leadership: (1) Exploitative-Authoritative, (2) Benevolent-Authoritative, (3) Consultive, and (4) Participative.[142] Organizations led by styles three and four tend to have higher productivity than those led by styles one and two.[143]

Blake and Mouton also noted that attention by leaders should be given to both task and relationship. The Managerial Grid is used to plot leadership styles according to these two factors.[144] The grid implies that team management, which includes a maximum concern for both

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[141]Rensis Likert, New Patterns of Management (New York: McGraw-Hill, 1961), p. 7.

[142]Rensis Likert, The Human Organization (New York: McGraw-Hill, 1967), p. 14-25.

[143]Rensis Likert, p. 46.

[144]Robert R. Blake and Jane S. Mouton, The New Managerial Grid (Houston: Gulf Publishing Company, 1978).

people and task is the most desirable leader behavior.[145] In this grid, five different types of leader behavior are located in four quadrants. The horizontal axis depicts the strength of task orientation, while the vertical axis depicts the degree of relationship orientation. The strength of relationship or task orientation increases as the degree advances upward between one and nine. A leader with a rating of nine in the horizontal axis has a maximum concern for task, and a leader with a rating of nine on the vertical axis has a maximum concern for people. The first score is the concern for task and the second score is the concern for people.

The Blake-Mouton leadership styles are:

- Impoverished leadership (1,1) - exertion of minimum effort to get required work done.

- Authority-Obedience (9,1) - human elements interfere to a minimum degree with efficiency in operations.

- Country-Club Leadership (1,9) - high attention to people, comfortable and friendly work atmosphere and tempo.

- Organization Leader, "Middle of the Road" (5,5)- balances the necessity for getting the work out with maintaining the morale of people at a satisfactory level.

- Team Leadership (9,9) - work accomplished from committed people: a common stake in organizational purpose leads to relationship of trust and respect.[146]

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[145]Robert B. Blake and Jane S. Morton, p. 142.

[146]Robert B. Blake and Jane S. Mouton, p. 11.

Blake and Mouton advocate moving leaders and the organizational climate toward a 9,9, team management style, which is considered to be ideal for all situations.[147]

There are those, however, who believe that one leadership style cannot be ideal for all situations. According to McGregor, leader behavior is based on personal beliefs about the nature of people. Those who believe (Theory X) that people are inherently lazy and irresponsible will be more authoritarian and task structured. Those who believe (Theory Y) that people are trustworthy and respond favorably to freedom, will lead in a more democratic, participative style.[148]

Fred Fiedler designed a test to determine whether a person is task-oriented or relationship-oriented. His test, the Least Preferred Co-worker Scale, is based upon the premise that one's personality is, for the most part, set by the time he/she reaches adulthood. Therefore, a leader must alter the situation in order to create a good fit between his/her personality and the working environment.[149] Elements that must be adjusted to create a favorable situation are:

- leader-member relations
- task structure
- position power.

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[147]Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979), p. 92.

[148]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Company, 1960).

[149]Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Company, 1967).

Fiedler defines "favorableness" of a situation as "the degree to which the situation enables a leader to exert his influence over his group."[150]

In the Leadership Contingency Model, Fiedler defines eight possible combinations of situational variables, from most favorable to least favorable. This is drawn on a continuum which at the extremes represents clearly task-oriented behavior or clearly relationship-oriented behavior, respectively.[151] This dichotomy has been disputed more recently by theorists who believe that one who is high in concern for tasks is not necessarily low in concern for people.[152]

The concept of adaptive leader behavior, that is, adapting one's behavior to the situation, does suggest that a number of leader behaviors may be effective or ineffective, depending on various important factors related to the situation.

For example, strictly task-oriented behavior may be ineffective for a group of employees who do not function together as a team, and productivity is lower than should be expected under normal conditions. As better relationships are established and an awareness of the benefits of teamwork is heightened, task-oriented leader behavior would be more effective.

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[150]Fred E. Fiedler, pp. 3-4.

[151]Fred E. Fiedler, pp. 14-15.

[152]Paul Hersey and Kenneth Blanchard, p. 74.

Hersey and Blanchard determined that the maturity of subordinates affects the style of leadership which is most effective in a particular situation.[153]   They define maturity not in terms of age, but as a desire for achievement, willingness to accept responsibility, and task-related ability and experience.   Unlike Fiedler, Hersey and Blanchard believe one can adapt his/her leadership style to fit the situation.[154] In the situational leadership scheme, the leader modifies his/her style as the subordinate grows (or regresses) in maturity.[155] At the lowest maturity level, the leader will use a directive style most effectively. As maturity increases, the most appropriate leadership style involves less focus on task and more on relationships until the maturity reaches a point of self-reliance. At that point, Hersey and Blanchard suggest a reduction of attention to both task and relationship. At the highest level of maturity, the delegating style will be the most effective.[156]

A review of empirical studies reveals that no style of leadership is best under all circumstances; therefore, all leadership is situational. Successful leaders adapt their "leader behavior" to most effectively meet the needs of their followers and their particular environment.

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[153]Paul Hersey and Kenneth Blanchard, p. 134.

[154]Paul Hersey and Kenneth Blanchard, p. 133.

[155]Paul Hersey and Kenneth Blanchard, p. 135.

[156]Paul Hersey and Kenneth Blanchard, p. 152.

Instrumentation

The purpose of this study is to investigate the leadership style of the small, private, liberal arts college president. Presidents are being held more accountable than ever before by the constituents they serve. Board members, alumni, faculty, and students expect the president to strive for excellence and lead the college to greater levels of academic achievement and admissions quotas. This pressure has intensified the need to find ways to evaluate and strengthen the leadership role of the college president. The problem faced in searching for better ways to select, evaluate, and develop the potentially outstanding president is in selecting criteria that truly measure the president's leadership skills and talents. The introduction to this chapter includes the review of several inventories that measure various orientations to leadership. The Strength Deployment Inventory by Elias H. Porter, along with Porter's complimentary Strength Development Inventory: Feedback Edition and the Job Interactions Inventory, were selected for use in this study.

Most models of human behavior in use today are limited to descriptions of attitudes, personality functions, values, or observable behavior only. These models assume that one can identify a person's characteristic behavior traits and/or temperament traits by establishing patterns or consistencies in observed behavior or prevalent attitudes. Once these patterns and traits are established, one may be able to accurately predict the person's behavior in almost

all situations.[157] These models fail to provide a useful understanding

of why, and under what circumstances, the predictions would not

hold.[158]

On the other hand, the <u>Strength Deployment Inventory</u> utilizes the

concepts of Relationship Awareness Theory, which postulates that

"behaviors are the tools we use in order to get something we want or to

fend off or escape something we don't want, and the reoccurring

patterns of behavior are...temporary habits of responding that are

retrained, reorganized, or dropped to the extent that they are

effective in getting us what we want or avoiding what we don't

want."[159]

Relationship Awareness Theory is a model which examines

motivations and purposes underlying behavior.

> "Knowledge of a person's goals, what it is the person
> values, provides very important and more accurate insight
> into predicting the person's behavior in that it helps
> clarify why the person might act one way in one situation,
> yet act quite differently at another time in what would
> appear to be a very similar situation. When we understand
> what we want from others, we can often change our behavior
> to more effective ways of getting what we want. When we
> understand what others want, as well as understanding what
> will appeal to them, what they will find rewarding, and
> what they will find unrewarding or threatening, we can
> often change the way we relate to them so that we can

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[157]Elias H. Porter, <u>Strength Deployment Inventory: Manual of
Administration and   Interpretation</u> (Pacific Palisades, California:
Personal Strengths Publishing, Inc., 1973), p. 4.

[158]Elias H. Porter, p. 2.

[159]Elias H. Porter, p. 4.

achieve 'win-win' relationships in which we get what we want and they get what they want."[160]

Relationship Awareness Theory holds that during the process of meeting the variety of situations in a typical day, individuals employ behavior traits or habits that enhance or protect their feelings of self-worth. These behavior traits are expressions through a variety of styles for the purpose of gaining what one wants or avoiding what one does not want.[161] Basic postulates of Relationship Awareness Theory are that "all persons want to feel worthwhile about themselves" and that "every person has a unifying value system which serves as the basis for judging any behavior to be enhancing or degrading of one's value as a person."[162]

Relationship Awareness Theory holds that one's behavior is motivated by that which one finds gratifying in interpersonal relationships and by that which one believes about how to interact with others to achieve that gratification. The theory was devised to enable individuals to formulate concepts of themselves and others around three basic motivations: wanting to be genuinely helpful to others; wanting to be a successful, winning leader of others; and wanting to be self-sufficient and self-reliant.

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[160]Elias H. Porter, Strength Deployment Inventory (Pacific Palisades, California: Personal Strength Publishing, Inc., 1973), p. 3.

[161]Elias H. Porter, Strength Deployment Inventory: Manual of Administration and Interpretation, p. 5.

[162]Elias H. Porter, Strength Deployment Inventory, Manual of Administration and Interpretation, pp. 4-5.

Accordingly, there are three distinguishably different basic strivings in relating to others. The first is the striving to be nurturant of another - wanting to be genuinely helpful to the other person and to see the other person do well. The second is the striving to be in the position of directing events - wanting to set goals and be the leader. The third is the striving for autonomy, self-reliance or self-sufficiency - wanting to do things for ourselves without help or direction from others. For some individuals, one of these motivations may be predominant.[163]

Another set of concepts held by Relationship Awareness Theory is that there are two distinctively different conditions that affect behavior patterns: (1) when all is going well and (2) when there is conflict or opposition. When one is free to pursue his/her gratifications, the nurturing motivation is exhibited as an active search to be helpful to others; the directing motivation is exhibited as self-assertion, and the desire to lead others; and the autonomizing motivation is exhibited as activity seeking self-sufficiency and logical order.

When one encounters conflict and opposition so that we are not free to pursue our gratifications, the nurturing motivation is expressed in an effort to preserve or maintain peace and harmony; the directive motivation leads one to fight back and attempt to overcome

[163]Elias H. Porter, Strength Deployment Inventory: Manual of Administration and Interpretation, p. VI-VII.

the foe; and the autonomizing motivation responds through withdrawal, analysis, and conservation of resources.[164]

The <u>Strength Deployment Inventory</u> measures four distinguishably different basic patterns of motivation and three distinguishable blends of these basic patterns. These patterns are measured both when conditions are favorable and when conditions are unfavorable.

The Four Basic Patterns of Motivation

<u>Altruistic-Nurturing Behavior Pattern</u> -- A pattern of striving which has as its most distinguishing quality the seeking of gratification through a basic concern for the protection, growth, and general welfare of others with little regard for material reward in return.

<u>Assertive-Directing Behavior Pattern</u> -- A pattern which has as its most distinguishing quality the seeking of gratification through a basic concern for the accomplishing of tasks and by the organization of people, money, time, opportunity, and any other resources toward that end with a clear sense of having earned the right to be rewarded for success.

<u>Analytic-Autonomizing Motivation Pattern</u> -- A pattern which has as its most distinguishing quality the seeking of gratification through a basic concern for self-reliance, self-dependence, and the assurance that things have been properly sorted out, put together and thought through so that meaningful and logical order and action is achieved and maintained.

<u>Flexible-Cohering Motivation Pattern</u> -- A pattern which has as its most distinguishing characteristic a basic concern for the welfare of the group, being an effective member of the group, and flexibility of behavior to the end of achieving unity and coherence in group goals and undertakings.

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[164]Elias H. Porter, <u>Strength Deployment Inventory: Manual of Administration and Interpretation</u>, pp. 6, 17.

The Three Blends of Patterns

<u>Assertive-Nurturing Blend</u> -- A blend which has as its most distinguishing quality, the seeking of gratification through actively and assertively promoting the welfare of others in a leadership role.

<u>Cautious-Supporting Blend</u> -- A blend which has as its most distinguishing quality the seeking of gratification through responding to the needs of others in a controlled and orderly manner while maintaining self-reliance and self-sufficiency.

<u>Judicious-Competing Blend</u> -- A blend which has as its most distinguishing quality the seeking of gratification through the employment of strategies in dealing with others, "using one's head to win" as it were.[165]

The <u>Strength Deployment Inventory</u> offers some similarities with other leadership models. The <u>Strength Deployment Inventory</u> suggests that patterns of behavior are based on personal values. The Inventory also incorporates tenets of situational leadership as it measures basic motivational patterns when conditions are favorable, as well as when conditions are unfavorable. It also reflects an altered style when one shifts his/her mode of relating in an attempt to get what he/she wants or to avoid what he/she does not want. Additionally, the <u>Strength Deployment Inventory</u> allows for an orientation toward people and toward task, as well as various combinations (blends) of the two.

The <u>Strength Deployment Inventory: Feedback Edition</u> is a complimentary instrument which provides a unique opportunity to see oneself through the eyes of others by comparing the scores of the <u>Strength Deployment Inventory: Feedback Edition</u> with those of the

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[165]Elias H. Porter, <u>Strength Deployment Inventory</u>, p. 6-7.

Strength Deployment Inventory. This comparison increases awareness of how personal strengths are viewed by those with whom one works.[166]

Administration of the Strength Deployment: Feedback Edition to selected faculty and administrative staff colleagues of each college president who takes the Strength Deployment Inventory will serve as a counterbalance in the interpretation of results.

Finally, the administration of Porter's Job Interactions Inventory to each president will clarify how compatible the president's interactive style is with the demands of the job. The Job Interaction Inventory is designed to help people assess what the job or position requires in the way of interpersonal interactions.[167] This inventory also reflects situational leadership as it measures motivational patterns when conditions are favorable, as well as when conditions are unfavorable. Both the Strength Deployment Inventory: Feedback Edition and the Job Interactions Inventory measure the four basic motivational patterns and the three blends of patterns as described previously in the Strength Deployment Inventory.

An interpretation of the differences between each president's basic motivational patterns, as indicated through the scores of the Strength Deployment Inventory, and those which he/she perceives to be required in his/her job, as indicated through the scores of the Job Interactions Inventory will be obtained by subtracting the Strength

[166]Elias H. Porter, Strength Deployment Inventory: Feedback Edition (Pacific Palisades, California: Personal Strengths Publishing, Inc., 1974).

[167]Elias H. Porter, Job Interactions Inventory (Pacific Palisades, California: Personal Strengths Publishing, Inc., 1978).

Deployment Inventory scores from the Job Interactions Inventory scores. This will determine whether the two sets of scores, for each president, fall in largely the same or in quite different interpersonal interactions areas. The numerical differences given below represent standards set by the author, Elias Porter, through his research with the instruments and designated in the scoring and explanatory narrative of the Job Interactions Inventory. Interpretation of differences will be shown in the following:

When Conditions are Favorable

1. nurturance of others

2. assertion of self

3. self-reliance

- Differences of up to +5 to -5 points: The job seems to require about the same amount of nurturance of others, assertion of self, self-reliance as one usually feels most comfortable in providing when one is free to relate to others in self-gratifying ways.

- Differences of 6 to 11 points, plus or minus: The job may require more (+ difference) or less (- dif-ference) nurturance of others, assertion of self, self-reliance than one feels comfortable in providing when one is free to relate to others in self-gratifying ways.

- Differences of 12 or more points, plus or minus: The job seems clearly to require more (+ differ-ence) or less (- difference) nurturance of others, assertion of self, self-reliance than one feels most comfortable in providing when one is free to relate to others in self-gratifying ways.

When Conditions are Unfavorable

4. concern for harmony

5. concern for production

6. concern for orderliness

-   Difference of up to +5 to -5 points: The job seems to <u>require about the same responsiveness</u> in the expression of concern for harmony, production, orderliness in dealing with conflict as is characteristic of the individual in general.

-   Difference of 6 to 11 points, plus or minus: The job <u>may require an earlier</u> (+ difference) or a <u>more delayed</u> (- difference) expression of concern for harmony, production, orderliness than the individual usually feels most comfortable in providing when dealing with conflict situations.

-   Differences of 12 points or more, plus or minus: The job <u>seems clearly to require an earlier</u> (+ difference) or <u>a more delayed</u> (- difference) expression of concern for harmony, production, orderliness than the individual usually feels most comfortable in providing when dealing with conflict situations.[168]

Reliability and Validity

In constructing the <u>Strength Deployment Inventory</u>, Porter assumed that when conditions are favorable for people, one-third of them will score highest on the Altruistic-Nurturing scale, one-third on the Assertive-Directing scale, and one-third on the Analytic-Autonomizing scale. The items on each scale were written, tested, and rewritten until successive samples yielded approximately equal distributions of populations among the three scales. This manipulation brought the means for each scale to approximately 33 1/3, the center of the

[168]Elias H. Porter, <u>Job Interactions Inventory</u>.

Interpersonal Interaction Triangle, under the conditions of "when things are going well." The standard deviations for each scale were: A.N. = 12.33, A.D. = 15.03, and A.A. = 11.88.

As it became clear over time that the motivational orientation of persons scoring about the same on all three scales differed from the orientation of persons scoring higher on one of the Altruistic-Nurturing, Assertive-Directing, or Analytic-Autonomizing scales, it became necessary to establish a "boundary" to define the "Hub" area. The boundary is set at 11 points above and below the mean on each scale (approximately one Standard Deviation above and below the mean on the Analytic-Autonomizing scale).[169]
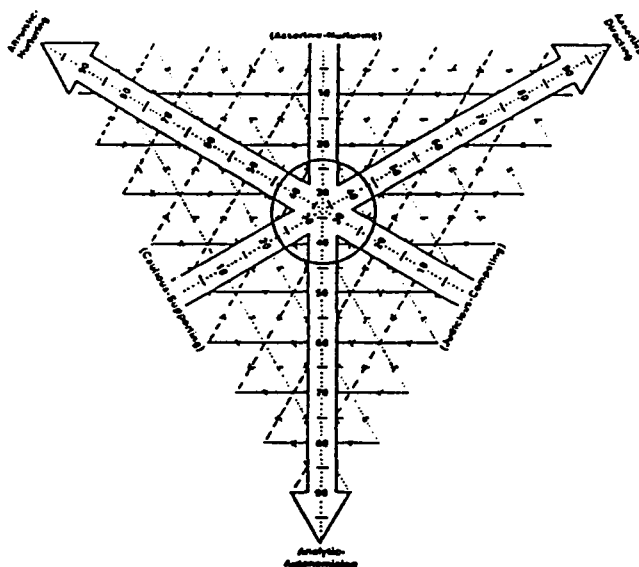
Figure 1:   Interpersonal Interactions Triangle

[169]Elias H. Porter, Strength Deployment Inventory: Manual of Administration and Interpretation, p. 19.

No assumptions were made as to where the mean of the scores ought to be under conditions of conflict and opposition, since handling of conflict is so culturally determined.[170] As one might expect, there is a big drop on the Altruistic-Nurturing Scale (9 points) and increases on the other two scales, Assertive-Directing up 6 points, and Analytic-Autonomizing up 3 points.

To establish test-retest reliability, one hundred subjects were retested within six days to two weeks. The Pearsonian Coefficients of Correlation between the test and retest scores were for each scale as follows: A.N., $r = .78$; A.D., $r = .78$; and A.A., $r = .76$.[171]

In considering the matter of validity, there is one very important matter to take into account. The Strength Deployment Inventory was not designed to be a test, even though it is in the traditional format of a test. It was designed to be an educational instrument. An inspection of the format shows immediately that no effort was made to avoid any halo effect. The answers can be manipulated to achieve any profile of scores desired. This does not mean, however, that the scores of a person who answers the items honestly have no validity.

Each item written within the inventory was analyzed to determine the extent to which it discriminated between high scorers on a scale and low scorers on a scale, using the Chi-square method. The levels of confidence with which each item discriminated range from .001-.05. From this, it is clear that the items in each scale discriminate to a

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[170]Elias H. Porter, p. 19.

[171]Elias H. Porter, p. 19.

high degree, that is, whatever each scale measures is being measured accurately.[172] In a second validation study in 1988-89, William Wasson found the earlier figures to be essentially stable and indicated even higher levels of confidence in the twenty items of each scale than the original study indicated.[173]

In a further study of internal validity, Wasson used the factor analysis technique to examine the function of each statement in relation to the total <u>Strength Deployment Inventory</u> scale scores. Wasson found that each statement made its own unique contribution to the sum scale scores.[174]

The final question of validity is one of congruence with external reality. Does the Altruistic-Nurturing Scale measure altruistic-nurturing behavior,

does the Assertive-Directing Scale measure assertive-directing behavior, and does the Analytic-Autonomizing Scale measure analytic-autonomizing behavior? Administration of the <u>Strength Deployment Inventory</u> to members of the nursing profession confirmed strong congruence in that the great majority scored highest on the Altruistic-Nurturing Scale. When the Inventory was given to a number of social workers, the Altruistic-Nurturing scores were highest. When administered to a group of students majoring in business

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[172]Elias H. Porter, p. 21.

[173]William K. Wasson, <u>Strength Deployment Inventory</u>, "Validation Study", (Pacific Palisades, California: Personal Strengths Publishing, Inc., 1989), pp. 1-2.

[174]William K. Wasson, p. 3.

administration, the scores were congruent, tending toward the Assertive-Directing Scale. Finally, when the Inventory was administered to a group of engineers, the aggregate response was highest in the Analytic-Autonomizing Scale.[175]

According to Elias Porter, reliability and validity data on the Job Interactions Inventory have not yet been released for publication. The Personal Strengths Publishing Company provides a partial list of organizations which employ the complimentary battery of The Strength Deployment Inventory, the Strength Deployment Inventory: Feedback Edition, and the Job Interactions Inventory and find the battery to be useful for its educational purposes. Among those organizations are: Eastman Kodak, Clemson University, Federal Aviation Administration, Exxon, Syracuse University, University of Southern California, University of Florida, and the states of California, Colorado, Florida, Illinois, Maine, Minnesota, New Jersey, and Tennessee.

Population and Sampling Procedures

The presidents of each of the 24 small, private, four-year, liberal arts colleges in North Carolina were selected as the population for this study. Each of the presidents was asked to complete Elias Porter's Strength Deployment Inventory and the Job Interactions Inventory. In addition, five faculty and administrative staff colleagues of each president were asked to complete the Strength Deployment Inventory: Feedback Edition. The suggested participants

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[175]Elias H. Porter, Strength Deployment Inventory: Manual of Administration and Interpretation, pp. 19-22.

for the _Feedback Edition_ were two senior faculty members, identified by the president, who have a good working knowledge of the president's interactive style, both when conditions are favorable and when conditions are unfavorable; the academic dean; the dean of students; and the chief business affairs officer. Those five colleagues were chosen to serve as a counterpoint to each president's perception of his leadership style.

Expected Outcomes

It is anticipated that interpretation of the combined results drawn from the administration of the _Strength Deployment Inventory_, _Strength Deployment Inventory: Feedback Edition_, and the _Job Interactions Inventory_ will reveal supportive data for each of the following questions addressed in this study:

1. What leadership characteristics do small, private, liberal arts college presidents possess?

2. What specific styles of leadership do small, private, liberal arts college presidents employ?

3. How do small, private, liberal arts college presidents adapt different leadership styles to respond to special situations and organizational constraints?

4. What specific performance behaviors do small, private, liberal arts college presidents enact?

5. What unique leadership role is employed by small, private, liberal arts college presidents?

Question 1 will be addressed primarily by information derived from the relevant literature and supported by the results of the _Strength Deployment Inventory_. Question 2 will be addressed primarily through the use of the _Strength Deployment Inventory_ and the _Strength_

Deployment Inventory: Feedback Edition. Questions 3 and 4 will be addressed through the use of the Strength Deployment Inventory, the Strength Deployment: Feedback Edition, and the Job Interactions Inventory. Finally, Question 5 will be addressed primarily by information revealed in the literature and supported by the use of the Job Interactions Inventory.

The following chapter will report specific data gathered from each president, along with the five colleagues selected from his college. Three graphs for each president will illustrate the predominate motivational pattern measured on the Strength Deployment Inventory, the Strength Deployment Inventory: Feedback Edition, and the Job Interactions Inventory. An analysis and an interpretation of this data will address the above-stated questions.

CHAPTER 4

RESULTS

Introduction

The purpose of this study is to examine the leadership styles of small, private liberal arts college presidents in order to provide a clearer understanding of their perceptions and practices with regard to leadership. This insight will allow a reference point for those who work with or aspire to the small college presidency. This chapter provides an analysis of the data received through the administration of the Strength Deployment Inventory, Strength Deployment Inventory: Feedback Edition, and the Job Interactions Inventory. This battery of inventories reveals patterns of motivational behavior with particular attention to situational leadership, by measuring patterns when conditions are favorable and when conditions are unfavorable.

A packet containing the battery of inventories (Strength Deployment Inventory, Strength Deployment: Feedback Edition, and the Job Interactions Inventory) was mailed to each of the 24 small college presidents in North Carolina. Sixteen packets were returned, three of which were returned unused. Of the three packets returned unused, two presidents had recently vacated the position, and one declined to respond due to the recent administration of a similar survey among his staff. Eight presidents did not respond. Of the 13 returned packets

(54%) containing responses, five contained incomplete sets of the Strength Deployment Inventory: Feedback Edition, which were to be completed by the president's colleagues. Of these five incomplete packets, one packet contained no colleague responses, two packets contained two colleague responses, and two packets contained four colleague responses. Among the thirteen returned packets , all thirteen presidents completed the Strength Deployment Inventory and the Job Interactions Inventory.

On the following pages, an individual profile for each president reveals the following information:

1. The president's perception of his leadership style when conditions are favorable and when conditions are unfavorable.

2. The perceptions of the chief student affairs officer, the chief academic officer, the chief business officer, and two senior faculty members (selected by the president) with regard to their president's leadership style when conditions are favorable and when conditions are unfavorable.

3. The relationship between the president's perception of his leadership style and his perception of what his job requires.

Finally, commonalities, contrasts, and their possible significance for successful leadership will be educed from the collective thirteen profiles.

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___A___

As I see myself:

Altruistic- Nurturing	Assertive- Directing	Analytic- Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
25	50	25

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
18	51	31

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low
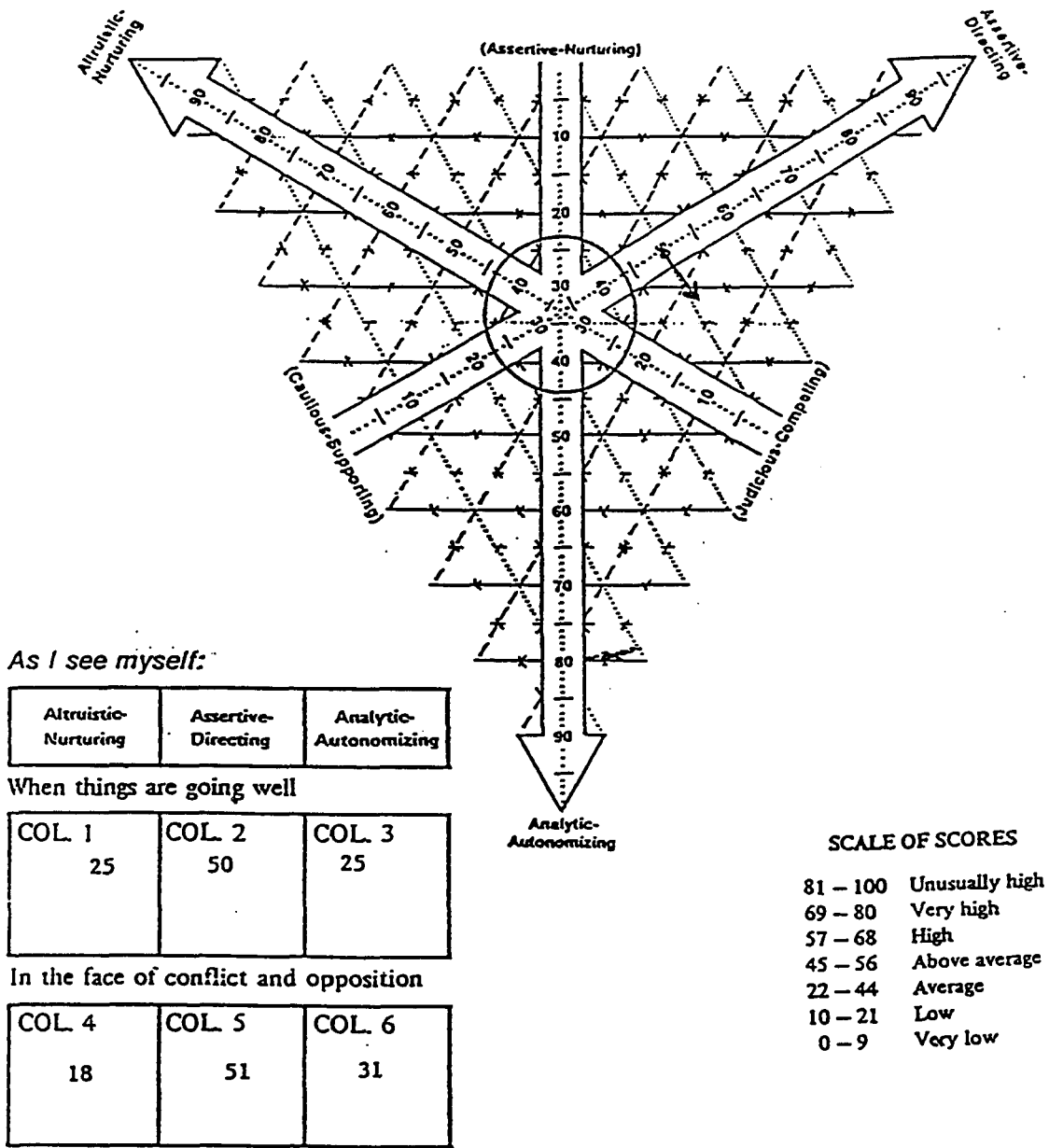
Figure 2

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION
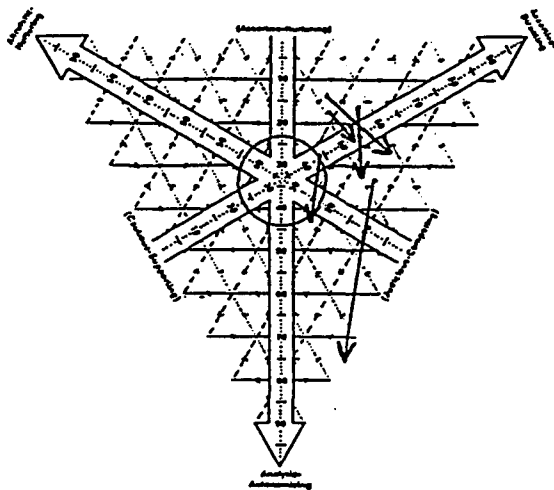
A

As I am seen by:

When things are going well		
COL. 1	COL. 2	COL. 3
34	52	14

In the face of conflict and opposition		
COL. 4	COL. 5	COL. 6
15	59	26

As I am seen by:

When things are going well		
COL. 1	COL. 2	COL. 3
27	57	16

In the face of conflict and opposition		
COL. 4	COL. 5	COL. 6
17	50	33

As I am seen by:

When things are going well		
COL. 1	COL. 2	COL. 3
28	44	28

In the face of conflict and opposition		
COL. 4	COL. 5	COL. 6
22	35	43

As I am seen by:

When things are going well		
COL. 1	COL. 2	COL. 3
15	52	33

In the face of conflict and opposition		
COL. 4	COL. 5	COL. 6
0	25	75

As I am seen by:

When things are going well		
COL. 1	COL. 2	COL. 3
31	51	18

In the face of conflict and opposition		
COL.	COL. 5	COL. 6
23	54	23

JOB INTERACTIONS INVENTORY
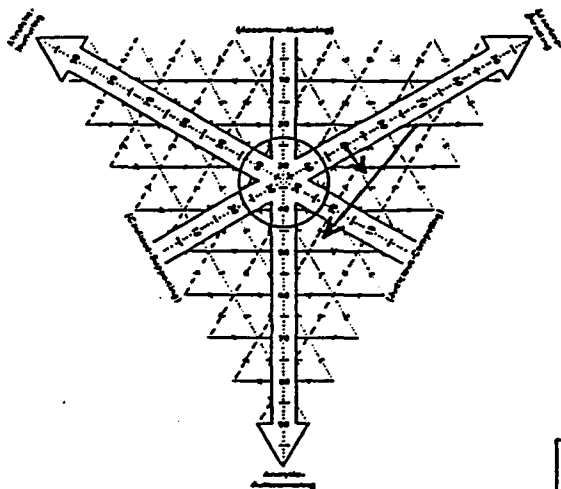
JOB INTERACTIONS INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
14	66	20	18	36	46

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
25	50	25	18	51	31

INTERPRETATION OF DIFFERENCES

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
-11	+16	-5	0	-15	+15
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 3

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___B___
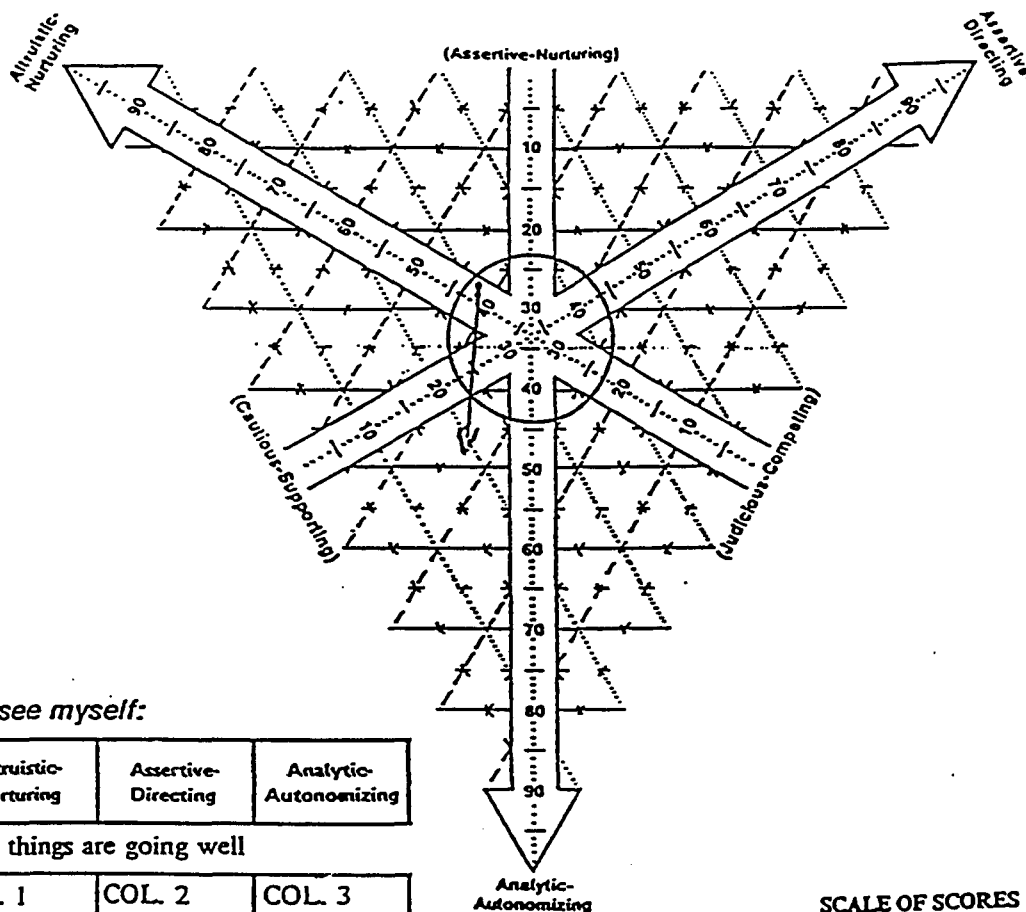
Figure 4

As I see myself:

Altruistic-Nurturing	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
42	31	27

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
33	19	48

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

B

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
36	31	33

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
31	27	42

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
59	22	21

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
36	45	19

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
41	35	24

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
20	39	41

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
34	40	26

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
19	47	34

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
62	24	14

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
61	4	35

JOB INTERACTIONS INVENTORY

JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
22	50	28	30	48	22

STRENGTH DEPLOYMENT INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
42	31	27	33	19	48

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
−20	+19	+1	−3	+29	−26
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 5

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___C___

As I see myself:

Altruistic-Nurturing	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
25	39	36

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
14	36	50

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 6

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

C

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
33	26	41

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
20	31	49

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
32	37	31

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
6	31	63

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
19	35	46

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
6	47	47

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
54	11	35

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
15	33	52

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
55	14	31

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
33	19	48

JOB INTERACTIONS INVENTORY
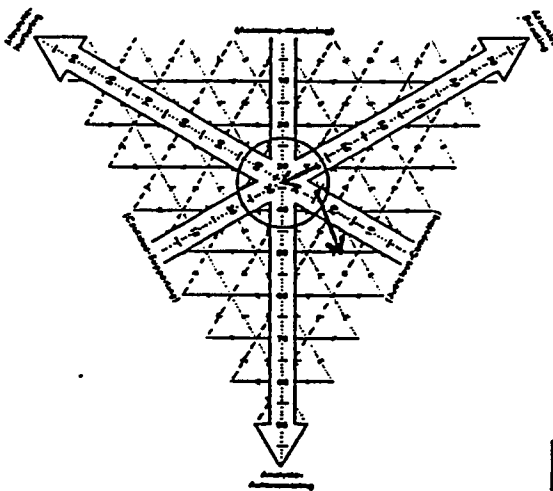
JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
28	42	30	32	34	34

STRENGTH DEPLOYMENT INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
25	39	36	14	36	50

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
+3	+3	−6	+18	−2	−16
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 7

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___D___.

As I see myself:

Altruistic- Nurturing ...	Assertive- Directing	Analytic- Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
35	46	19

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
21	32	47

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 8

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

D

As I am seen by:

Attentive Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
27	49	24

In the face of conflict and opposition

COL 4	COL 5	COL 6
17	53	30

As I am seen by:

Attentive Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
22	57	21

In the face of conflict and opposition

COL 4	COL 5	COL 6
23	42	35

As I am seen by:

Attentive Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
26	53	21

In the face of conflict and opposition

COL 4	COL 5	COL 6
18	54	28

As I am seen by:

Attentive Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
39	30	31

In the face of conflict and opposition

COL 4	COL 5	COL 6
20	35	45

As I am seen by:

Attentive Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
38	38	24

In the face of conflict and opposition

COL 4	COL 5	COL 6
26	19	55

JOB INTERACTIONS INVENTORY

JOB INTERACTIONS INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
30	40	30	20	42	38

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
35	46	19	21	32	47

INTERPRETATION OF DIFFERENCES

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
-5	-6	+11	-1	+10	-9
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 9
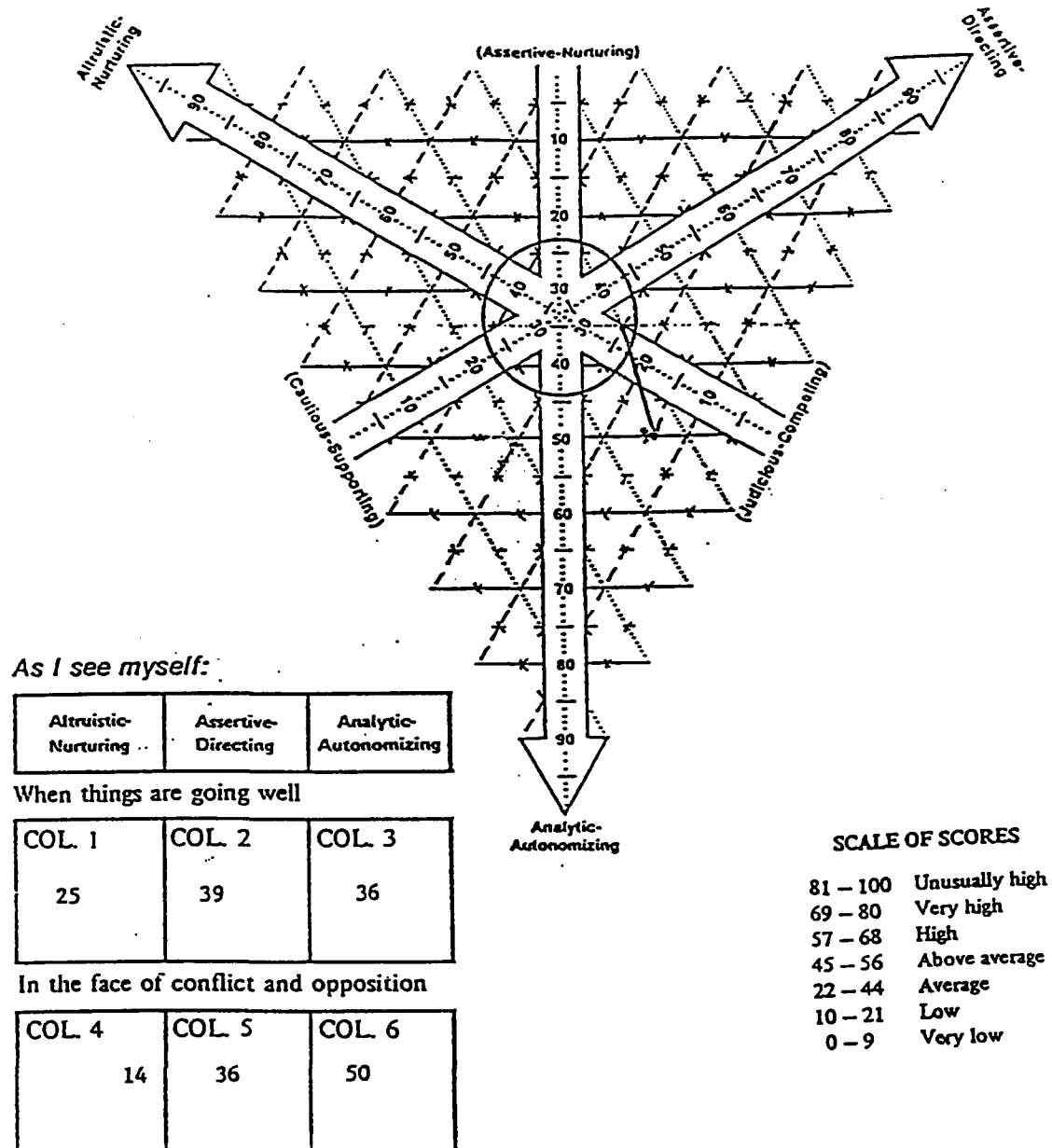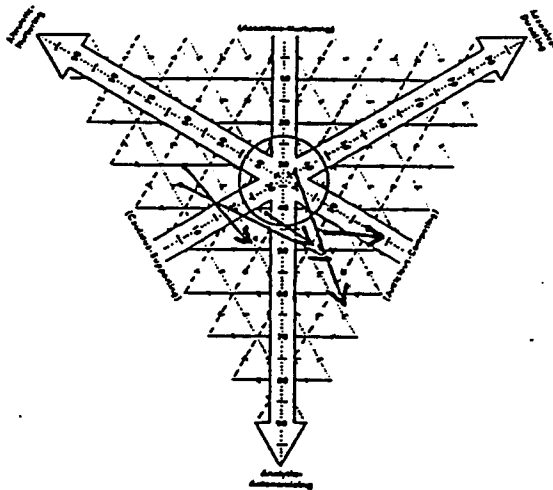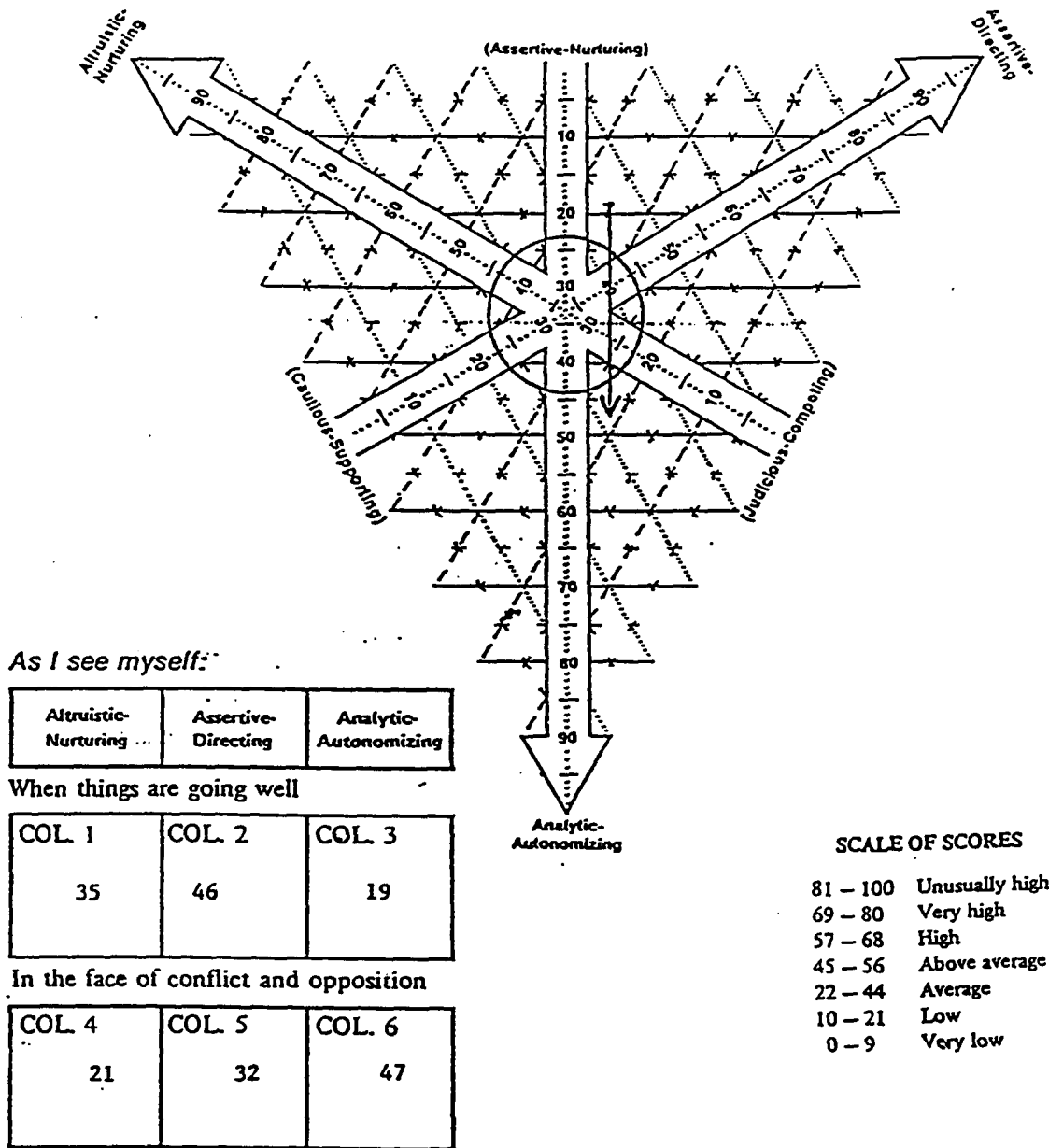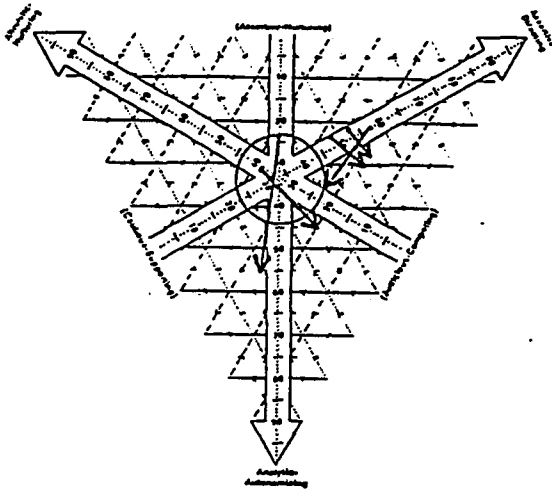
STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___E___.

As I see myself:

Altruistic-Nurturing ...	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
39	35	26

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
39	27	34

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 10

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

E

As I am seen by:

Attitude Harmony	Assertion Directing	Analytic Accommodating

When things are going well

COL 1	COL 2	COL 3
25	38	37

In the face of conflict and opposition

COL 4	COL 5	COL 6
29	43	28

As I am seen by:

Attitude Harmony	Assertion Directing	Analytic Accommodating

When things are going well

COL 1	COL 2	COL 3
30	42	28

In the face of conflict and opposition

COL 4	COL 5	COL 6
36	26	38

JOB INTERACTIONS INVENTORY

As I am seen by:

Attitude Harmony	Assertion Directing	Analytic Accommodating

When things are going well

COL 1	COL 2	COL 3
24	33	43

In the face of conflict and opposition

COL 4	COL 5	COL 6
16	43	41

As I am seen by:

Attitude Harmony	Assertion Directing	Analytic Accommodating

When things are going well

COL 1	COL 2	COL 3
21	31	48

In the face of conflict and opposition

COL 4	COL 5	COL 6
36	25	39

As I am seen by:

Attitude Harmony	Assertion Directing	Analytic Accommodating

When things are going well

COL 1	COL 2	COL 3
22	38	40

In the face of conflict and opposition

COL 4	COL 5	COL 6
20	55	25

JOB INTERACTIONS INVENTORY
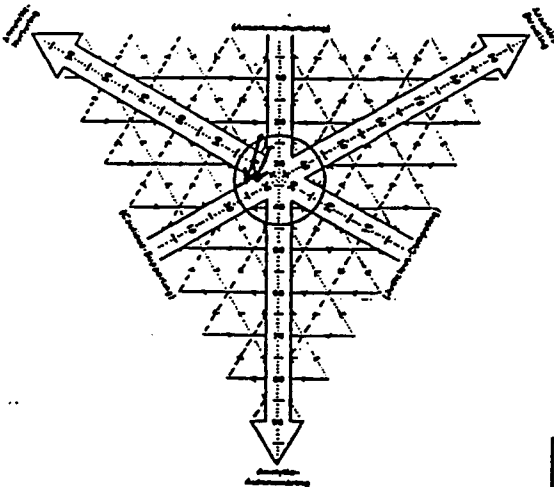
Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
42	34	24	40	26	34

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
39	35	26	39	27	34

INTERPRETATION OF DIFFERENCES

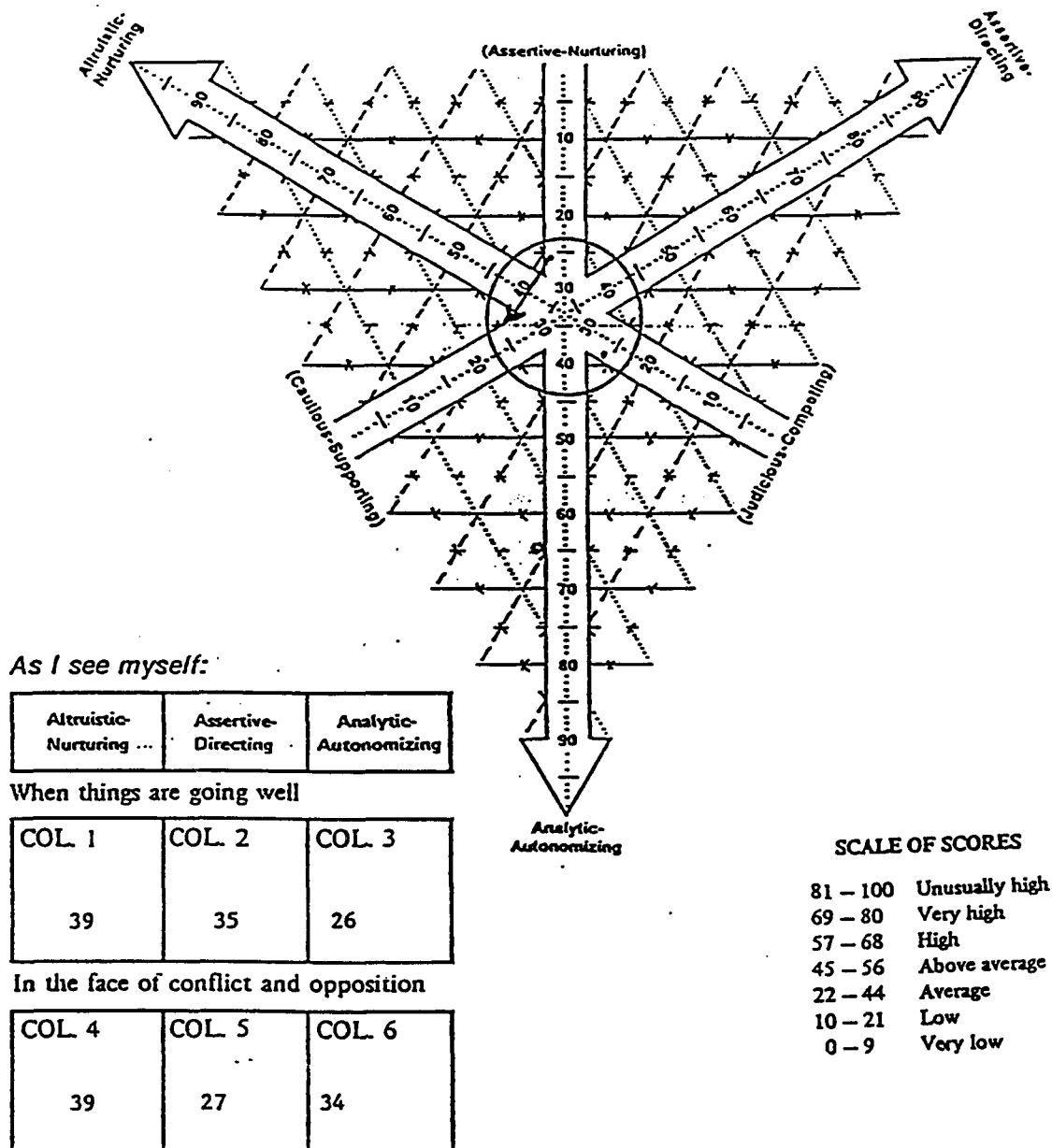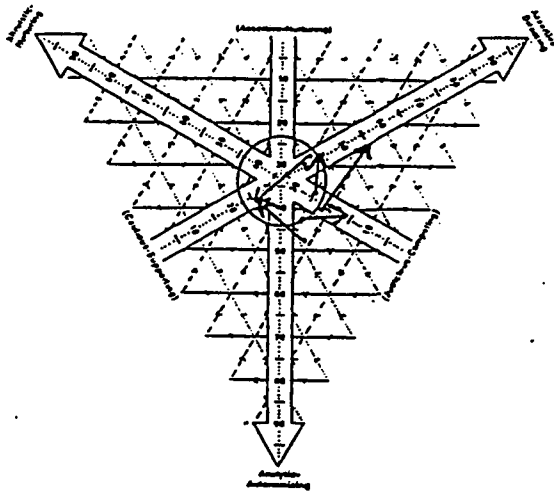| Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
+3	-1	-2	+1	-1	0
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 11

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___F___

As I see myself:

Altruistic-Nurturing ...	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
28	29	43

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
31	15	54

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 12

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

F

As I am seen by:

Attention-Nurturing	Assertive-Directing	Analytic-Automating

When things are going well

COL 1	COL 2	COL 3
9	62	29

In the face of conflict and opposition

COL 4	COL 5	COL 6
8	60	32

As I am seen by:

Attention-Nurturing	Assertive-Directing	Analytic-Automating

When things are going well

COL 1	COL 2	COL 3
18	46	36

In the face of conflict and opposition

COL 4	COL 5	COL 6
11	49	40

As I am seen by:

Attention-Nurturing	Assertive-Directing	Analytic-Automating

When things are going well

COL 1	COL 2	COL 3
8	68	24

In the face of conflict and opposition

COL 4	COL 5	COL 6
2	56	42

As I am seen by:

Attention-Nurturing	Assertive-Directing	Analytic-Automating

When things are going well

COL 1	COL 2	COL 3
27	46	27

In the face of conflict and opposition

COL 4	COL 5	COL 6
27	35	38

As I am seen by:

Attention-Nurturing	Assertive-Directing	Analytic-Automating

When things are going well

COL 1	COL 2	COL 3
1	56	43

In the face of conflict and opposition

COL 4	COL 5	COL 6
13	32	55

JOB INTERACTIONS INVENTORY
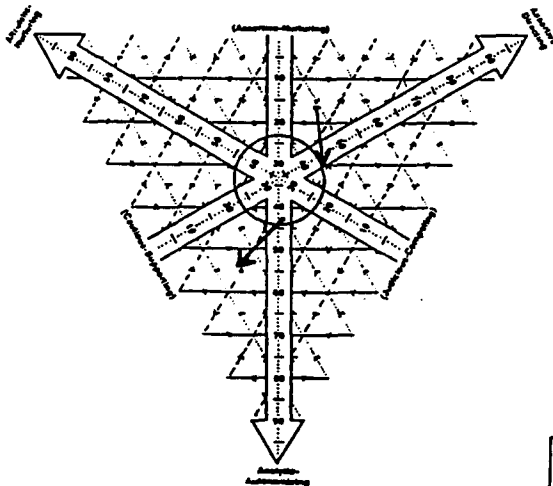
JOB INTERACTIONS INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
34	50	16	26	44	30

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
28	29	43	31	15	54

INTERPRETATION OF DIFFERENCES

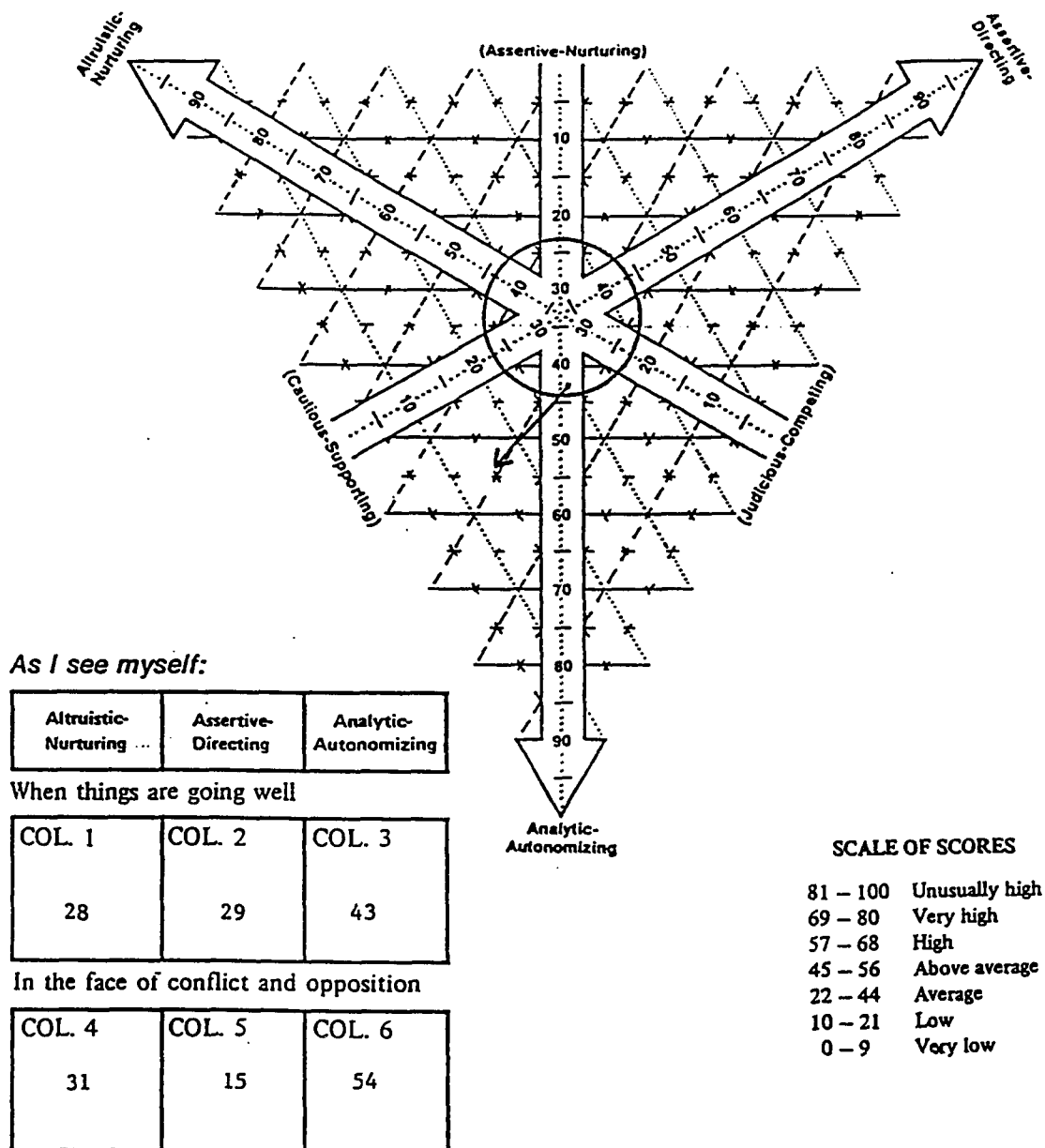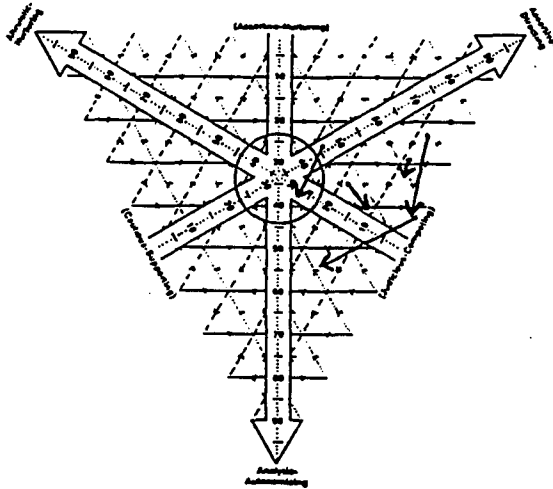| Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
+6	+21	-27	-5	+29	-24
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 13

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___G___.
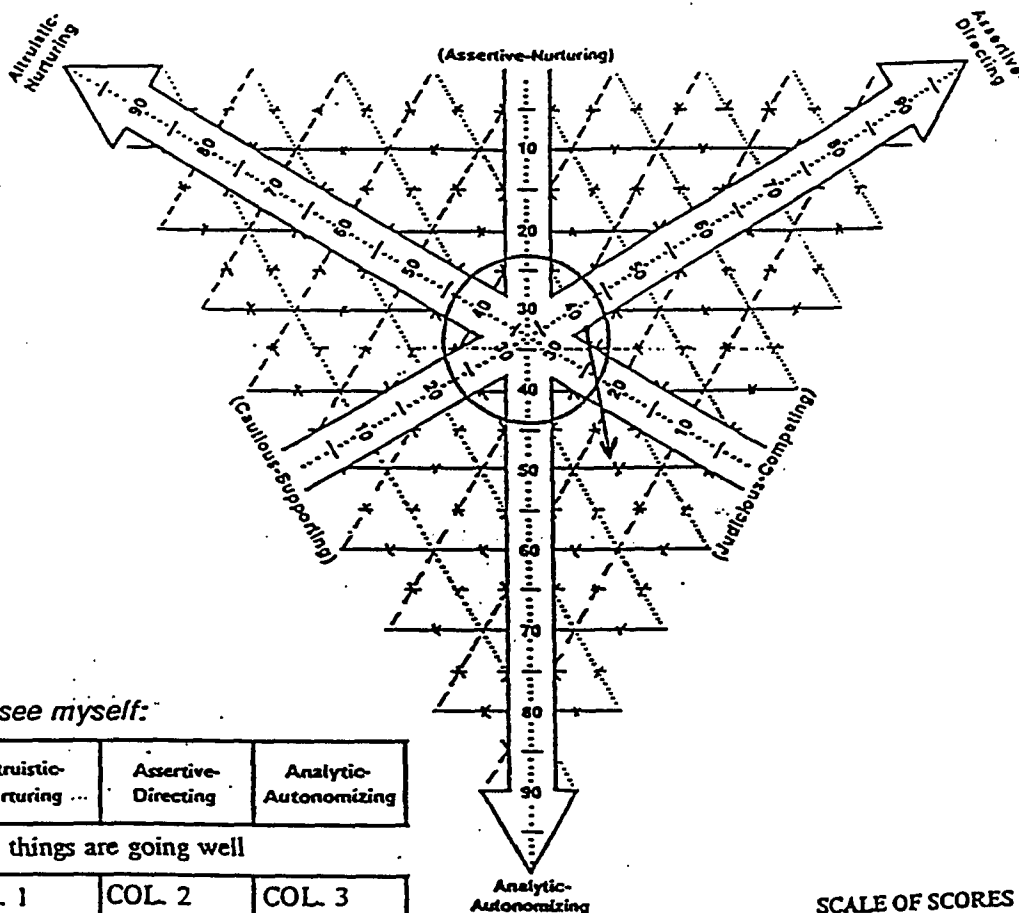
As I see myself:

Altruistic-Nurturing ...	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
27	40	33

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
16	35	49

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 14

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

G
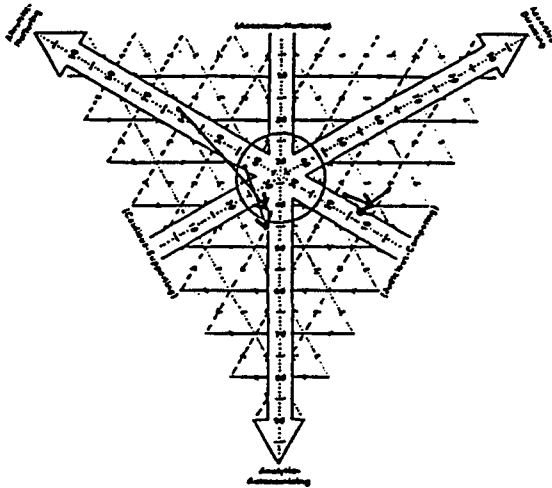
As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
17	45	38

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
11	49	40

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
10	53	37

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
14	45	41

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
41	28	31

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
30	25	45

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
61	21	18

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
31	28	41

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6

JOB INTERACTIONS INVENTORY
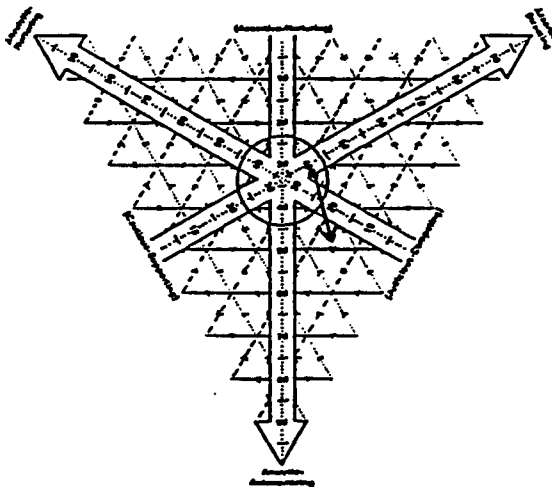
JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
28	40	32	28	40	32

STRENGTH DEPLOYMENT INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
27	40	33	16	35	49

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
+1	0	-1	+12	+5	-17
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 15

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___H___

As I see myself:

Altruistic-Nurturing	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
35	47	18

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
36	37	27

SCALE OF SCORES

81 — 100	Unusually high
69 — 80	Very high
57 — 68	High
45 — 56	Above average
22 — 44	Average
10 — 21	Low
0 — 9	Very low

Figure 16

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

JOB INTERACTIONS INVENTORY

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
35	40	25

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
32	36	32

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
22	74	4

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
28	46	26

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
29	43	28

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
37	30	33

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
46	39	15

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
37	37	26

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3

In the face of conflict and opposition
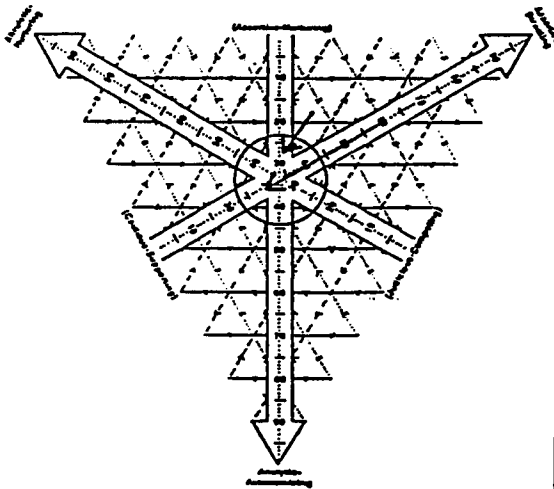
COL. 4	COL. 5	COL. 6

JOB INTERACTIONS INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
20	60	20	34	30	36

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
35	47	18	36	37	27

INTERPRETATION OF DIFFERENCES

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
-15	+13	+2	-2	-7	+9
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 17
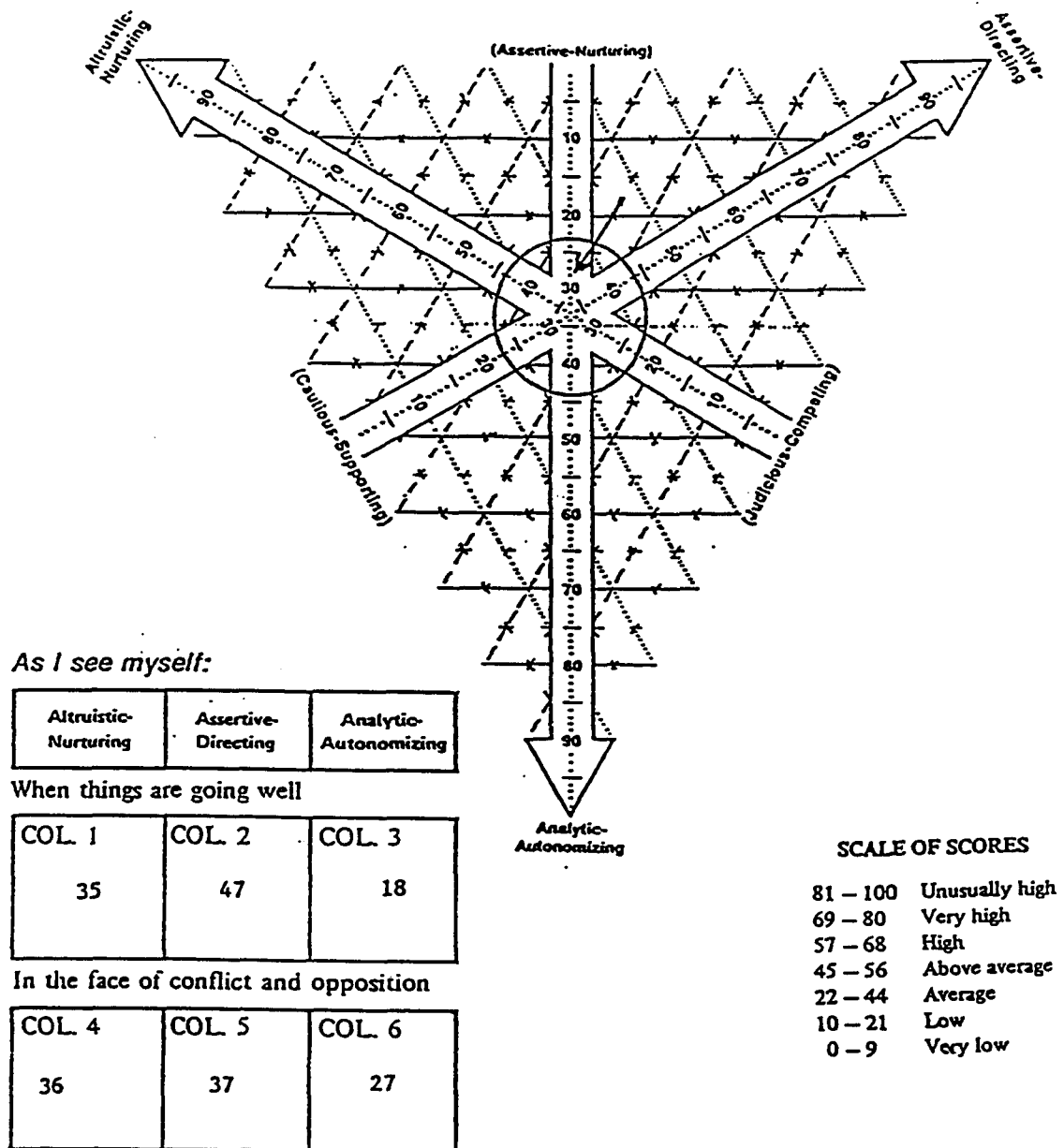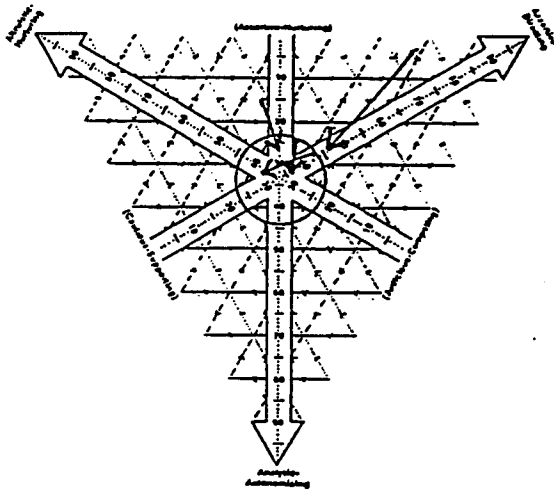
STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___I___
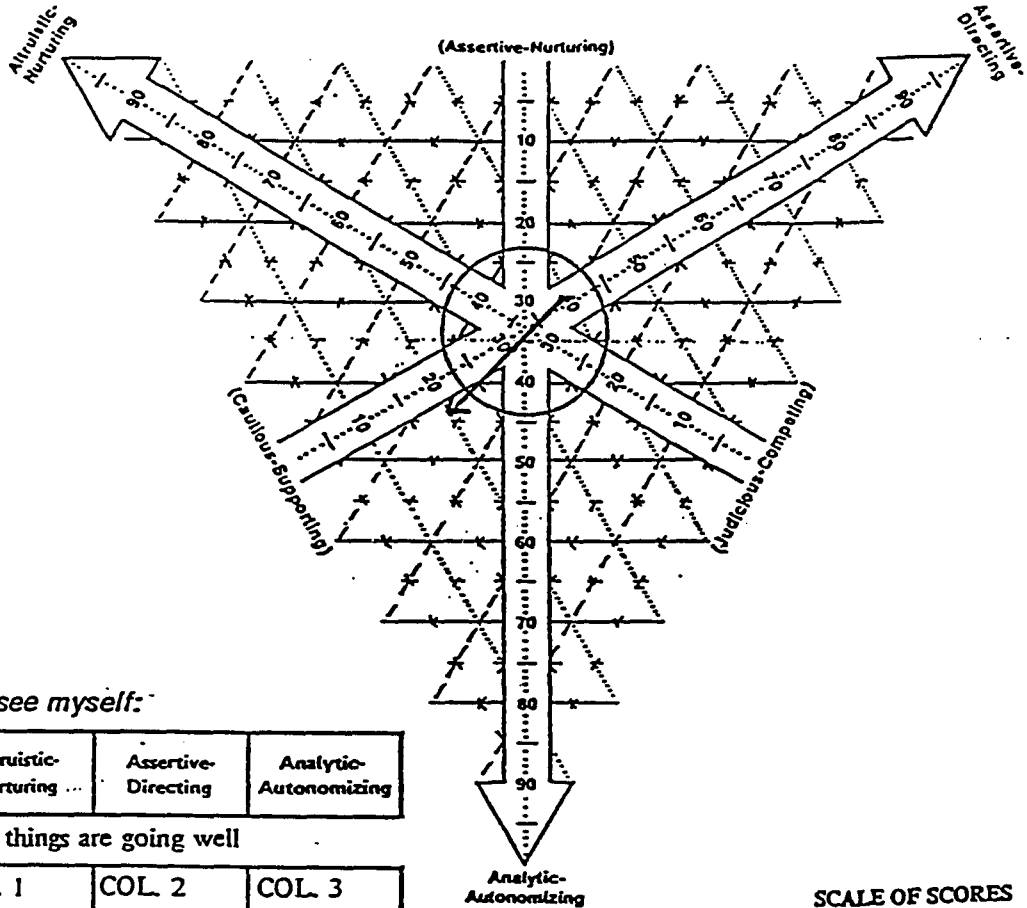
As I see myself:

Altruistic-Nurturing ...	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
31	39	30

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
36	20	44

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 18

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION
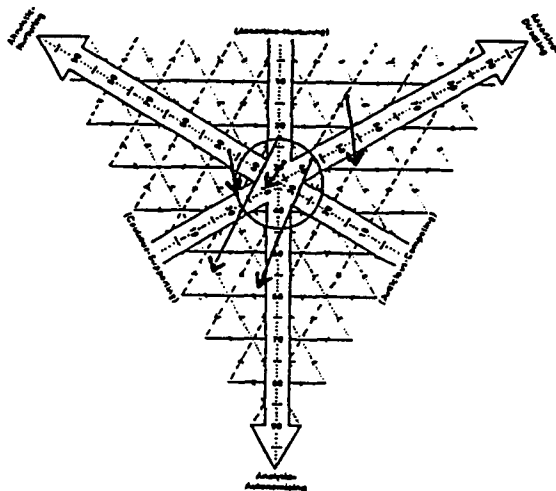
I

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
39	39	22

In the face of conflict and opposition

COL 4	COL 5	COL 6
36	10	54

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
35	36	29

In the face of conflict and opposition

COL 4	COL 5	COL 6
35	32	33

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
29	43	28

In the face of conflict and opposition

COL 4	COL 5	COL 6
25	18	57

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
48	28	26

In the face of conflict and opposition

COL 4	COL 5	COL 6
41	23	36

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL 1	COL 2	COL 3
30	57	13

In the face of conflict and opposition

COL 4	COL 5	COL 6
20	51	29

JOB INTERACTIONS INVENTORY
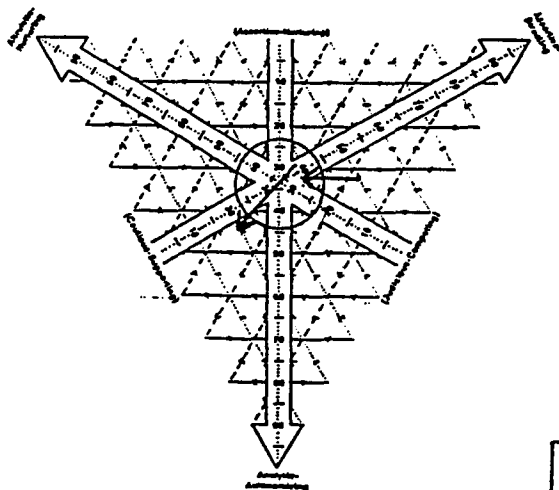
JOB INTERACTIONS INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
18	50	32	28	40	32

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
31	39	30	36	20	44

INTERPRETATION OF DIFFERENCES

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
−13	+11	+2	−6	+20	−12
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 19

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___J___

As I see myself:

Altruistic- Nurturing ...	Assertive- Directing	Analytic- Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
29	32	39

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
30	25	45

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 20

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

J

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
44	28	28

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
32	24	44

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
36	28	36

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
31	37	32

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6

JOB INTERACTIONS INVENTORY

JOB INTERACTIONS INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
26	18	56	24	38	38

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
29	32	39	30	25	45

INTERPRETATION OF DIFFERENCES

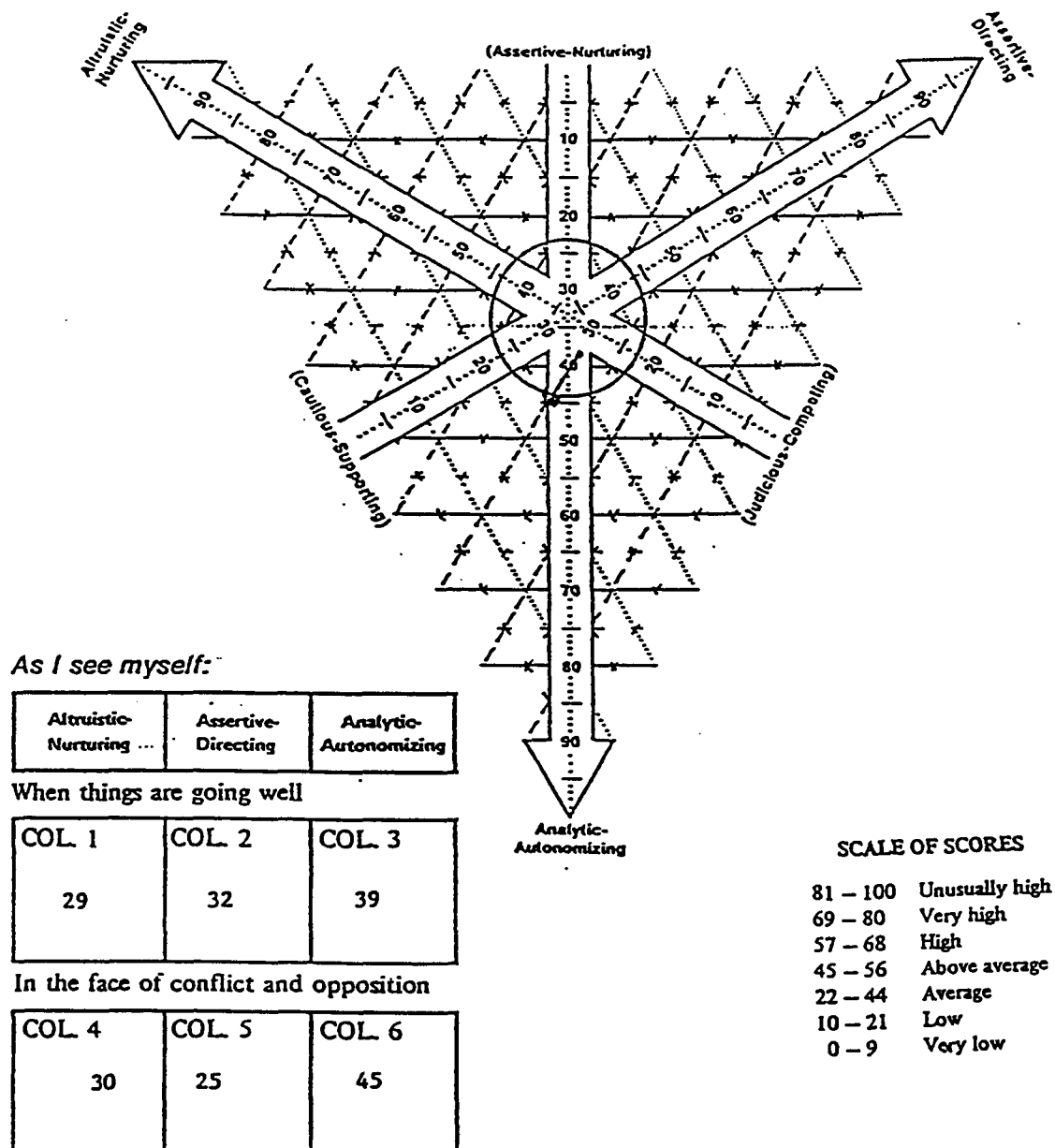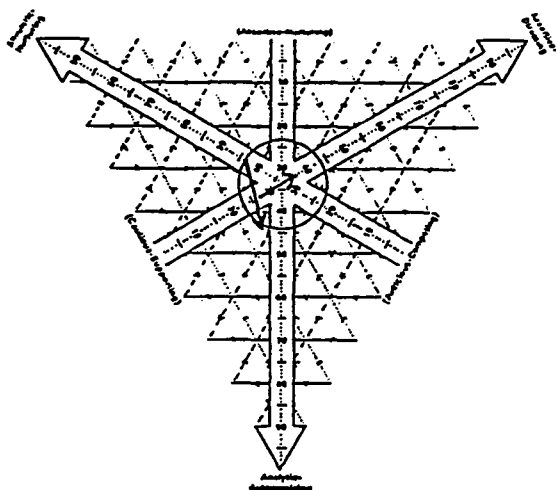| Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
-3	-14	+17	-6	+13	-7
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 21

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___K___
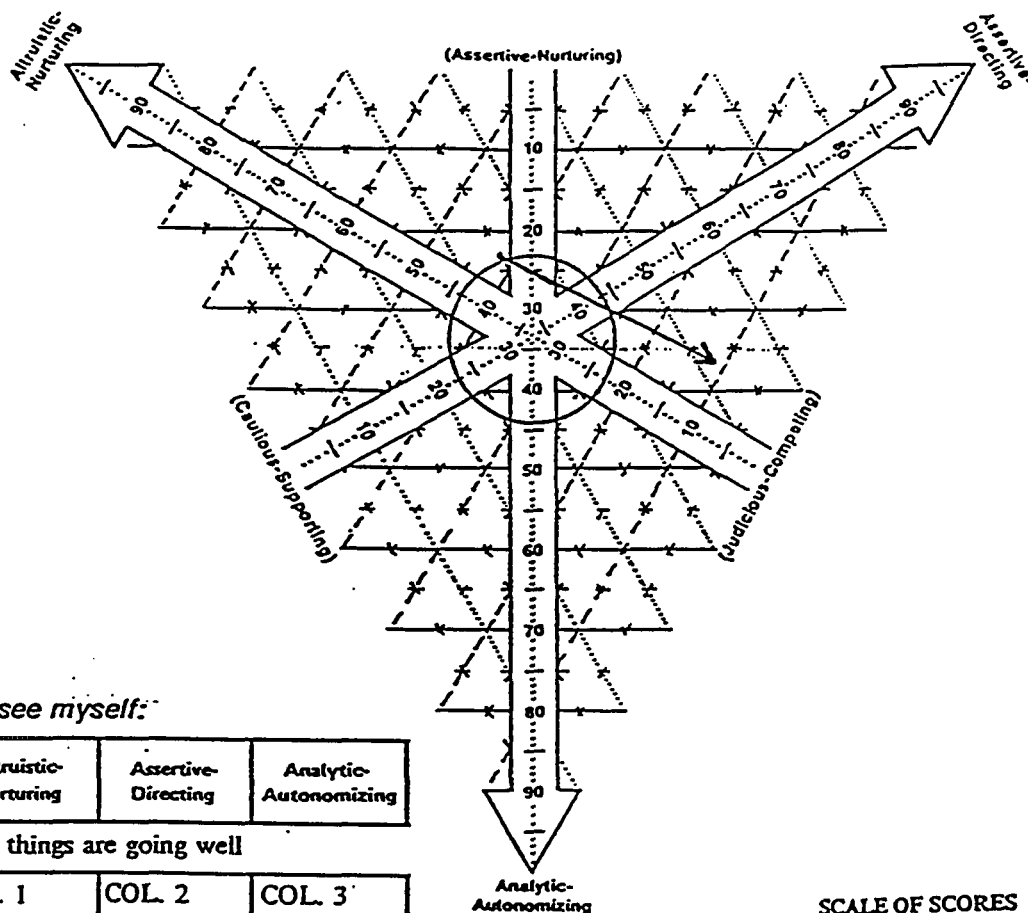
As I see myself:

Altruistic-Nurturing	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
42	35	23

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
12	52	36

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 22

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

K
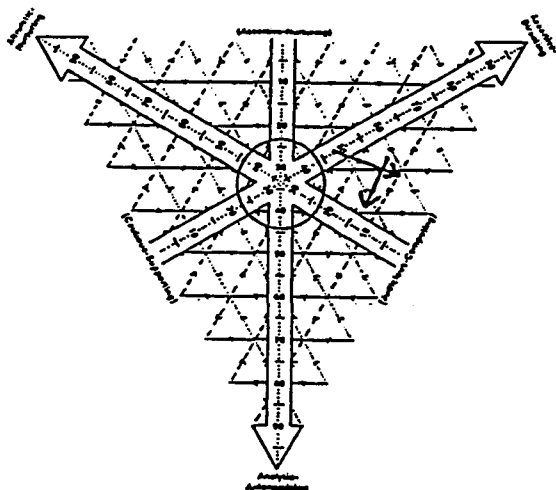
As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
26	48	26

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
10	59	31

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3
14	58	28

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
14	47	39

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6

As I am seen by:

When things are going well

COL. 1	COL. 2	COL. 3

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6

JOB INTERACTIONS INVENTORY

JOB INTERACTIONS INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
18	70	12	24	50	26

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
42	35	23	12	52	36

INTERPRETATION OF DIFFERENCES

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
−24	+35	−11	+12	−2	−10
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 23

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___L___

As I see myself:

Altruistic-Nurturing	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
30	49	21

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
26	25	49

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low

Figure 24

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

L

*Chose not to
complete

JOB INTERACTIONS INVENTORY

JOB INTERACTIONS INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
40	42	18	34	42	24

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
30	49	21	26	25	49

INTERPRETATION OF DIFFERENCES

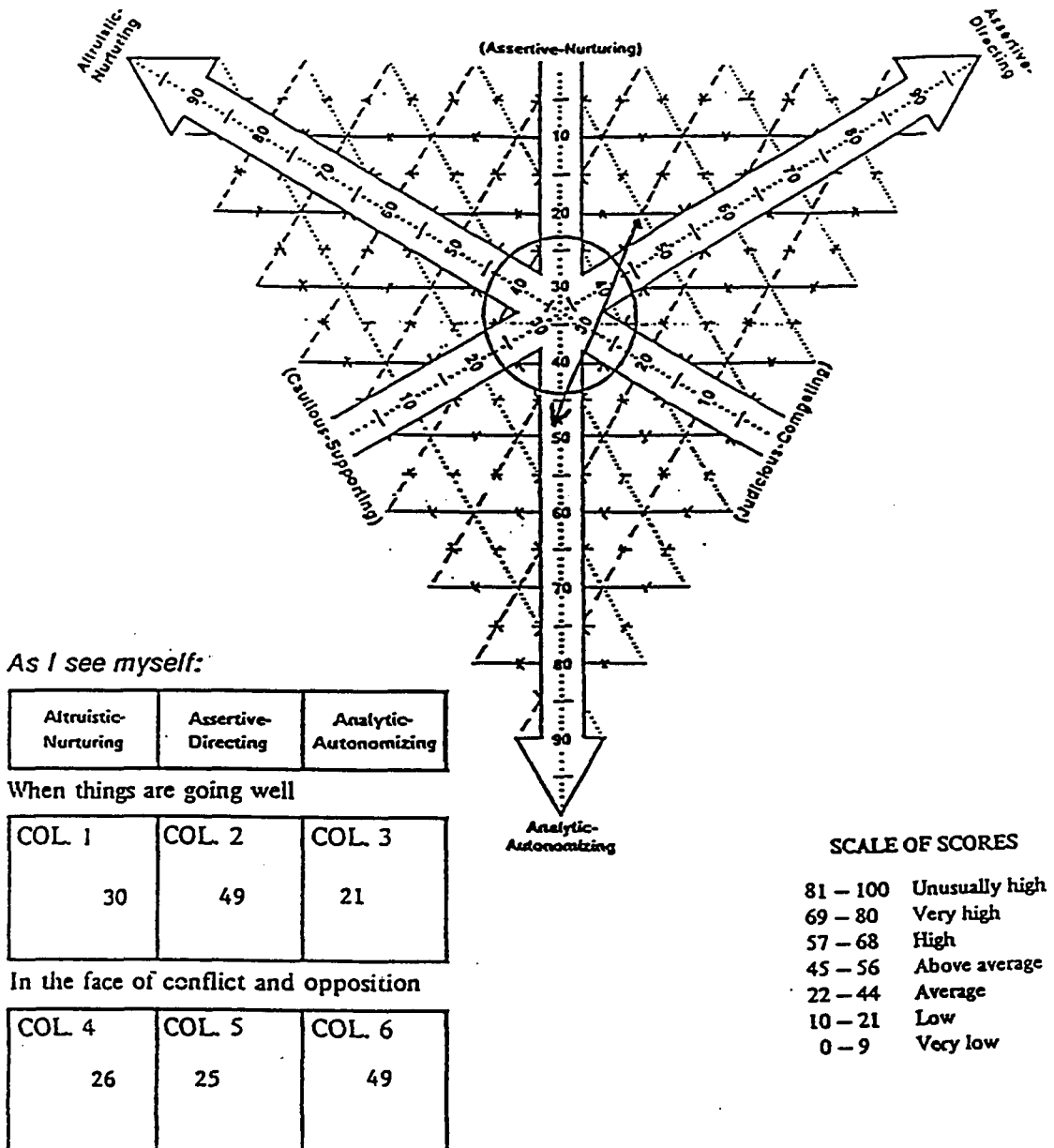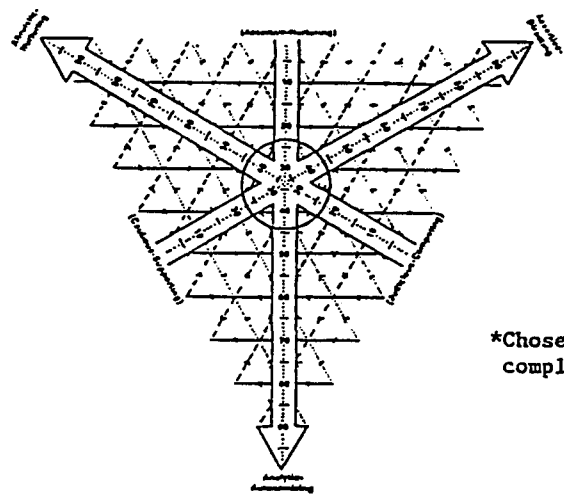| Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
+10	-7	-3	+8	+17	-25
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 25

STRENGTH DEPLOYMENT INVENTORY

PRESIDENT ___M___

As I see myself:

Altruistic-Nurturing	Assertive-Directing	Analytic-Autonomizing

When things are going well

COL. 1	COL. 2	COL. 3
38	33	29

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
33	35	32

SCALE OF SCORES

81 – 100	Unusually high
69 – 80	Very high
57 – 68	High
45 – 56	Above average
22 – 44	Average
10 – 21	Low
0 – 9	Very low
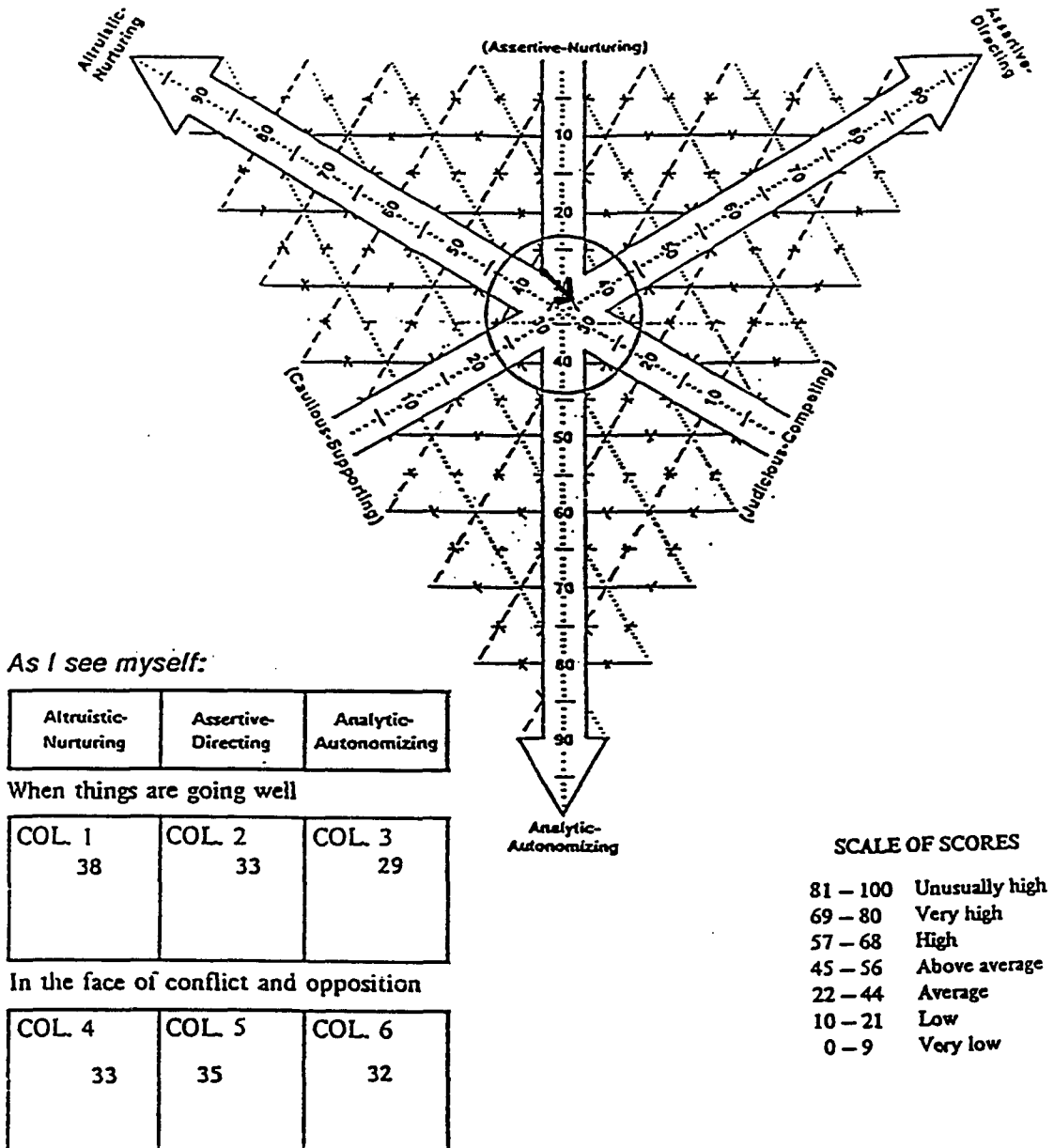
Figure 26

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION

M
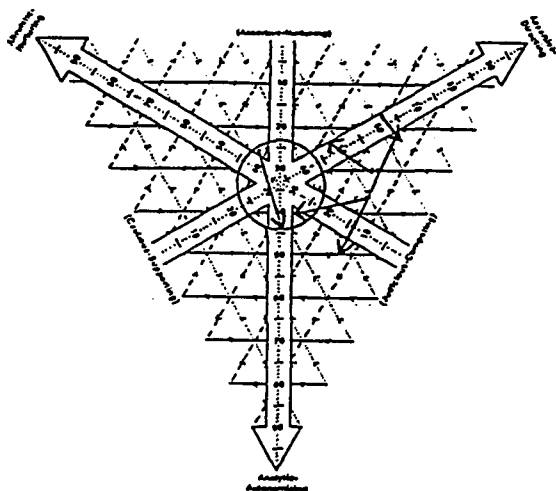
As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Accommodating

When things are going well

COL. 1	COL. 2	COL. 3
42	32	26

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
28	28	44

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Accommodating

When things are going well

COL. 1	COL. 2	COL. 3
14	50	36

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
27	33	40

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Accommodating

When things are going well

COL. 1	COL. 2	COL. 3
16	54	30

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
28	49	23

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Accommodating

When things are going well

COL. 1	COL. 2	COL. 3
21	62	17

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
13	64	23

As I am seen by:

Attribute Nurturing	Assertive Directing	Analytic Accommodating

When things are going well

COL. 1	COL. 2	COL. 3
15	63	22

In the face of conflict and opposition

COL. 4	COL. 5	COL. 6
13	37	50

JOB INTERACTIONS INVENTORY
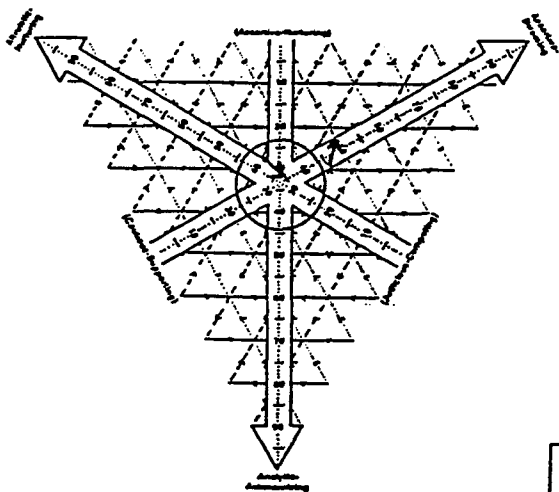
Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
26	46	28	26	50	24

STRENGTH DEPLOYMENT INVENTORY

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
38	33	29	33	35·	32

INTERPRETATION OF DIFFERENCES

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
−12	+13	−1	−7	+15	−8
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Figure 27

FINDINGS

President A scores above average on the Assertive-Directing scale when conditions are favorable. When conditions become unfavorable, he continues to be above average on the Assertive-Directing scale, but moves slightly toward the Judicious-Competing blend. This suggests that he is self-confident and directive when conditions are favorable. Further, he becomes somewhat more strategic and methodical when conditons are unfavorable. His colleagues agree that he performs in the Assertive-Directing scale when conditions are favorable. All agree that he becomes somewhat more orderly and reflective when faced with conflict. One, however, believes this president to fall heavily into the Analytic-Autonomizing scale...highly self-reliant. This president believes that his job requires more task-oriented behavior than he is comfortable with. Additionally, when conditions are unfavorable, he believes the job requires clearly more concern for order and self-reliance than he normally is comfortable enacting.

Flexibility with attention to the nurturance of others is characteristic of President B when conditons are favorable. This president scores in the Flexible-Cohering (hub) dimension, tending toward Altruistic-Nurturing, on the <u>Strength Deployment Inventory</u> under positive conditions. However, as conditions become unfavorable, he scores above average on the Analytic-Autonomizing scale and low on the Altruistic-Nurturing scale. Thus, during conflict, president B becomes more concerned about establishing meaningful order than harmonious relationships. Three of five colleagues perceive this president to be in the Hub area when all is well, but two give him high scores in the

Altruistic-Nurturing dimension. There is even less congruency among the colleagues' perception of the president's behavior when conditions are unfavorable as scores are scattered into five distinctively different areas. Interestingly, this president perceives his position to require an Assertive-Directing approach both when conditions are good and when they are bad. His score is above average in this dimension under either circumstance. When conditions are favorable, President B feels his job to clearly require more self-assertion and less nurturance than he is comfortable providing. Likewise, when conditions are unfavorable, he perceives his job to require clearly more concern for production and less concern for order than he is comfortable providing.

President C is interested in being an effective member of a successful, winning team. His scores fall into the Flexible-Cohering area with an inclination toward competition. When conditions are unfavorable, he scores above average on the Analytic-Autonomizing scale. Therefore, he tends to become more self-reliant and strategic and less concerned with harmony, as indicated by his low score on the Altruistic-Nurturing scale. The disparity among the colleagues' perceptions suggests that the president may use various approaches in his communication with them. When conditions are favorable, two colleagues observe him to be Altruistic-Nurturing; two see him as Flexible-Cohering, and one places him in the Judicious-Competing pattern. However, all colleagues agree that this president moves toward a more strategic, self-reliant, and competitive posture when conditions come into conflict. President C feels that there is

congruency between his normal leadership style and the job requirements when conditions are positive. When conditions are dissonant, he believes that the job requires more teamwork and concern for unity and less self-reliance than he normally feels comfortable in providing. This president believes the job strongly requires an ability to adapt leadership behavior styles to the uniqueness of the situation.

President D scores above average on the Assertive-Directing scale when conditions are favorable. However, in the face of conflict and opposition, he moves strongly toward a more self-dependent and methodical posture, scoring above average on the Analytic-Autonomizing scale and low on the Altruistic-Nurturing scale. All five colleagues concur that President D is likely to take the helm under unfavorable conditions as reflected by the increased scores on the Analytic-Autonomizing scale. When conditions are positive, three observe him to be confidently directive, while two see him as a flexible team player. This president believes the job requires a bit more flexibility and synergy than he is normally inclined toward when all is well. This president also feels that the job may require an earlier, more assertive response than he usually feels comfortable with.

Regardless of the situation, President E scores in the Flexible-Cohering area, revealing his concern for teamwork and adaptability. Furthermore, the <u>Job Interactions Inventory</u> reflects a high congruence between his routine behavior and the requirements of the position as he perceives it. Two of his colleagues also score him in the Flexible-Cohering dimension under both favorable and unfavorable conditions. All five colleagues believe him to be somewhat more assertive-directing

when conditionss are favorable than he actually perceives himself to be.

President F scores in the Flexible-Cohering "hub" with a tendency toward self-reliance when conditions are favorable. When conditions are not well, he moves into a Cautious-Supporting style with an above average score on the Analytic-Autonomizing scale and a low score on the Assertive-Directing scale. The Job Interactions Inventory reveals an incongruity between the president's perception of his job requirements and his typical strength deployment. Under both favorable and unfavorable circumstances, he sees the job clearly requiring more assertiveness and task direction than he is usually comfortable in providing. Through the SDI: Feedback Edition, all five colleagues observe that the president does provide an active, responsive model when conditionss are favorable, scoring him above average or more on the Assertive-Directing scale. When conditions are unfavorable, three score the president above average on the Assertive-Directing scale. Additionally, four colleagues perceive the president to be low or very low in his attention to the welfare of others under good or bad conditions. Accordingly, President F would like to provide more reflection and concern for people than he believes his position will allow.

Teamwork plays a prominent role in President G's style when conditions are favorable. He finds this style to be completely compatible with his job requirements under any situation. This president does not feel that the job requires any adjustment as conditions change. However, he believes that he becomes more self-

reliant when conditions are unfavorable, as indicated by his above average score on the Analytic-Autonomizing scale. Four colleagues completed the SDI: Feedback Edition. Perceptions of the president's behavior pattern differed sharply among them. When conditionss are favorable, one colleague views the president to be highly concerned for the welfare of others, while two give him a low score in the Altruistic-Nurturing scale. The fourth colleague scores him in the average range on the same scale. A similar disparity occurs when they observe the president under unfavorable conditions.

President H believes that teamwork is most important as conditions come into conflict or opposition. In both his self-assessment and his perception of the job requirements, he scores in the Flexible-Cohering area under adverse circumstances. When conditions are favorable, he seems to believe that relationships will take care of themselves and a more task-oriented approach is needed. Under favorable conditions, this president scores above average on the Assertive-Directing scale in the Strength Deployment Inventory. Furthermore, he places himself in the low range on the Analytic-Autonomizing scale when conditions are favorable. All four colleagues agree that President H's behavior moves toward a more adaptable, team player when conditions become unfavorable, reflecting his desire to utilize whatever behavioral style will provide effective leadership for the situation.

President I finds gratification in his ability to meet situations with flexibility and openness when conditions are favorable. As conditions become less agreeable, he moves more cautiously, but remains supportive. At this point, his low score on the Assertive-Directing

scale indicates a decreased desire to move quickly toward task accomplishment without reflection and cooperation. President I feels that his job typically requires more task orientation and direction than he is comfortable with under favorable conditions. However, under more stressful circumstances, he believes that it is more important to exercise flexibility and respond to the situation with what he perceives as the most appropriate leadership behavior. This president's colleagues vary in their perceptions of his behavior when conditions are favorable. Four score him in or very close to the Hub. These four all agree that he does move toward a more cautious position under unfavorable conditions, though the scores vary in their extent. One colleague believes the president is quite directive in his approach under any condition, but indicates that this president becomes more strategic under negative circumstances.

Under positive conditions, President J feels that his strengths lie in his ability to be a significant group member, scoring in the Flexible-Cohering orientation on the Strength Deployment Inventory. When the situation becomes more negative, he seeks to create an orderly approach which is reflected by his above average score on the Analytic-Autonomizing scale. Interestingly, through the Job Interactions Inventory, President J depicts his job as one which requires a reflective, self-reliant posture when conditions are favorable, yet an emphasis on group cohesion and a teamwork orientation when conditions are not favorable. This is an inversion of his preferred pattern of behavior as indicated by his scores on the Strength Deployment Inventory. Only two colleagues returned the Strength Deployment

Inventory: Feedback Edition. However, both perceived President J to function in the Flexible-Cohering orientation under both favorable and unfavorable circumstances.

President K feels that his job requires a very high degree of Assertive-Directing behavior when conditions are favorable and a moderately high degree of Assertive-Directing behavior when conditions are unfavorable. However, when conditions are favorable, he feels most comfortable encouraging a team effort with a personal interest in the concerns of others, according to the Strength Deployment Inventory. His above average score on the Assertive-Directing scales when conditions are unfavorable, reflects a better congruency with his job perception than he indicates when conditions are favorable. Only two colleagues returned the Strength Deployment Inventory: Feedback Edition. Both scored President K above average or higher on the Assertive-Directing scale under all conditions. Further, both gave him a low score on the Altruistic-Nurturing scale when conditions are not favorable.

President L feels that his job requires him to lead a team effort under unfavorable conditions, though he prefers to become more self-reliant and to establish some sense of orderliness, according to his Strength Deployment Inventory. He scores above average on the Assertive-Directing scale under favorable conditions and above average on the Analytic-Autonomizing scale under unfavorable conditions. Under negative circumstances, President L believes his job requires much more concern for production and direction, and much less concern for self-reliance and reflection than he is generally comfortable with. This

president chose not to have his colleagues complete the <u>Strength Deployment Inventory: Feedback Edition.</u>

Flexibility and adaptation of his leadership style to whatever conditions present themselves are valued by President M under any circumstance. His scores remain consistently in the Flexible-Cohering dimension on the <u>Strength Deployment Inventory</u> when conditions are favorable and when conditions are not unfavorable. However, his scores on the Assertive-Directing scale are above average under positive and negative conditions on the <u>Job Interactions Inventory</u>. Therefore, he believes his job consistently requires more direction than he would normally like to enact. When conditions are favorable, two colleagues score President M above average on the Assertive-Directing scale, and two score him high on that same scale. These four colleagues also give the president a low score on the Altruistic-Nurturing scale. One colleague scores President M in the Flexible-Cohering area when conditions are favorable. President M's colleagues differ in their opinion of his leadership behavior under unfavorable circumstances. Two believe he uses a flexible style; two feel that he remains directive, and one believes that he becomes strategic and competitive.

CONCLUSIONS

The presidents' leadership profiles reveal several common themes with regard to their styles. The findings from the administration of the <u>Strength Deployment Inventory</u>, <u>Strength Deployment Inventory: Feedback Edition</u>, and the <u>Job Interactions Inventory</u> appear to be significant in the following areas:

- When conditions are favorable (i.e., relationships are positive, operations are productive), four (31%) of the presidents act in an Assertive-Directive style and nine (69%) act in a Flexible-Cohering style. All thirteen presidents are more interactive under favorable conditions than under unfavorable conditions. The majority (69%) actually employ a team orientation and emphasize the human dimension.

- When conditions are unfavorable (i.e., relationsips are negative, operations are non-productive), two (15%) act in a Judicious-Competing style, three (23%) act in a Flexible-Cohering style, and eight (62%) act in an Analytic-Autonomizing style. All thirteen presidents are more self-reliant under unfavorable conditions than under favorable conditions. The majority (62%) actually employ an analytical orientation and emphasize the attention to task.

- The presidents adapt their leadership styles in response to the situation.

- Responses by the presidents' colleagues are not only disparate among themselves, but their perceptions of the presidents' leadership style offer no pattern of similarity to the presidents' self-perceptions. Therefore, it appears that the presidents vary their styles in accordance with particular faculty or staff member interaction, regardless of the favorable or unfavorable nature of the situation.

- Twelve of the thirteen presidents (92%) indicate some incongruency between their perceived leadership style and the requirements of their job. Eleven of those thirteen presidents (85%) acknowledge extreme incongruency between their

perceived   leadership   style   and   their   job
requirements.

When circumstances are favorable, eight of the thirteen presidents studied indicated that their leadership style would fall within the Flexible-Cohering behavior pattern.   One president placed himself on the rim of the Flexible-Cohering hub.   Those nine presidents enjoy interacting with others as team players, like to remain adaptable and open to the contributions of others, and receive gratification from being an effective group member.   Four presidents scored above average in the Assertive-Directing scale and, therefore, believe that achieving goals through influencing and challenging others is most gratifying when conditions are favorable.   All thirteen presidents recognize and value communication with others as an integral factor in their leadership style.

Under unfavorable circumstances, all presidents studied indicated that they become more analytical and self-reliant than when conditions are favorable.   Eight of the presidents placed themselves in the Analytic-Autonomizing sector, therefore choosing to become more self-reliant while establishing some meaningful order to the situation. Two presidents moved toward a strategic style, scoring in the Judicious-Competing area.   Three presidents scored in the Hub area and are more comfortable remaining flexible and being part of a cohesive group effort.   However, as indicated above, those three presidents also elevate their scoring on the Analytic-Autonomizing scale when conditions are unfavorable.   Under unfavorable conditions, only one president moved into the Flexible-Cohering dimension from a position outside the Hub when conditions are favorable.   Ten of the thirteen

presidents moved away from a team orientation when the situation became unfavorable.

This variability in style deployed by the presidents according to favorable or unfavorable conditions clearly indicates the application of situational leadership.

In most cases, the president's colleagues reached no consensus in their group perception of the president's leadership style. Under favorable conditions, five of the twelve responding sets of colleagues were in agreement about their respective president's style. When conditions are unfavorable, only two sets of colleagues are in agreement among themselves about the way they see their president's behavior.

Additionally, when circumstances are positive, there are discrepancies between the perceptions of the president's colleagues and the president's self-perception about his leadership style. Three sets of colleague responses were similar to that of the president. Six sets of colleague responses were divided between similar and dissimilar perceptions to that of the president. Three sets of colleague responses were completely dissimilar from that of the president. Under negative circumstances, the discrepancies remain acutely diversified. Two sets of colleague responses were similar to that of the president's self-perception. Eight sets of colleague responses were divided between similar and dissimilar perceptions to that of the president. Two of the twelve sets of colleague responses were dissimilar from that of the president. The general disparity among the presidents'

colleagues seems to reflect the situational leadership of the president.

Finally, twelve of the thirteen presidents in this study indicate moderate to extreme amounts of incongruence between their perceptions of their leadership style and their expectations of their job requirements. Only one president indicated a discrepancy of less than six points on at least one of the six areas of consideration; one president indicated a discrepancy of between 6-11 points on two of the six areas of consideration; and eleven presidents indicated a discrepancy of twelve points or more on at least two of the six areas of consideration. According to the Job Interactions Inventory, a difference of 6-11 points indicates moderate incongruence, a difference of twelve points or more indicates a clear incongruence which reflects some incompatibility and potential discomfort. Among the greatest concerns, as indicated by the high differentiation between the scores on the Strength Deployment Inventory, and the Job Interactions Inventory are:

- nurturance of others   (five presidents)
- assertion of self   (seven presidents)
- concern for production   (seven presidents)
- concern for orderliness (seven presidents)

The five presidents who scored twelve points or more on the nurturance of others scale scored negatively, indicating that their job clearly requires less nurturance of others than they feel comfortable in providing. Six of the seven presidents with scores of twelve points or more on the self-assertion scale scored positively. This indicates

that they feel the job clearly requires more assertion of self than they typically feel comfortable providing. One of the seven presidents registered a difference of -14 on the self-assertion scale, indicating that the job requires less directive behavior than he is usually comfortable providing. When conditions are unfavorable, six of the seven presidents who scored twelve points or more scored positively on the concern for production scale. Those presidents believe that their job clearly requires an earlier expression of concern for production than they are typically comfortable providing. One president scored a difference of -15, indicating that the job clearly requires a more delayed concern for production than he is comfortable providing. Seven presidents registered a difference of twelve points or more on the concern for orderliness scale. Orderliness is the need to evaluate and prepare a systematic approach to the apparent conflict. Six of the seven presidents scored negatively and, therefore, indicated that the job requires a more delayed expression of concern for orderliness than they are typically comfortable providing. One of the presidents scored a difference of +15, which indicates that he believes the job clearly requires an earlier expression of concern for orderliness than he is generally comfortable providing. Additionally, four presidents believe that the job may require a more delayed concern for orderliness than they feel most comfortable providing.

The scores seem to indicate that most of the presidents studied prefer to independently study an unfavorable situation prior to interacting with others; yet, they recognize that the job typically

requires a quicker, more assertive response to an unfavorable situation than thorough study allows.

CHAPTER 5

SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

INTRODUCTION

Successful small, private, liberal arts colleges are innovative, people-oriented institutions whose leadership understands their particular heritage and anticipates their future with clarity, vigor, and commitment. Unlike larger universities, small colleges cannot tolerate the ambiguity of an organizational anarchy, where sheer momentum may propel the colleges forward into new eras as social and educational institutions. Successful small, private, liberal arts colleges and their presidents exist in a symbiotic relationship necessarily fueled by the president's ability to capture the spirit, mission, and goals of the institution. Effective leadership is crucial to the cultural and operational well-being of the small, private, liberal arts college.

Leaders form and articulate a vision of the institution's uniqueness and character. They have the talent to bring that vision into reality. They give meaning and vitality to members of the community and transform those members into active participants in pursuit of a common purpose.

Decreasing numbers in the pool of prospective students and higher costs for private education have created a competitive climate among

small colleges. Students sense an urgency to choose a college that will afford them the best opportunity for career positioning and advancement. Parents and other constituencies want to know that their investments of money, time, and association are fruitful and costwise. Furthermore, faculty and administrative staff members of small, private, liberal arts colleges expect to contribute as integral members of the educational community, often maintaining at least a modicum of identity with the institution and its mission. Effective and sagacious leadership is, therefore, a critical factor in the assembly of myriad needs and the projection of a unified portrait of the small, private, liberal arts college's nature.

What makes an effective small, private, liberal arts college president? The literature indicates that there is no singular paradigm for leadership styles. An analysis of the research in this study indicates that small, private, liberal arts college presidents use a variety of leadership styles, adapting their leadership styles according to the situational context. The key to effective leadership appears to be the successful matching of an appropriate style to a particular situation.

Summaries of recent studies regarding successful leadership styles and behaviors, along with an analysis of thirteen small, private liberal arts college presidents' leadership styles as measured by Porter's <u>Strength Deployment Inventory</u>, the <u>Strength Deployment Inventory: Feedback Edition</u>, and the <u>Job Interactions Inventory</u>, allow for insight about leadership behaviors of small, private, liberal arts college presidents.

SUMMARY

The purpose of this study was to investigate the leadership styles of the presidents of small, private, liberal arts colleges in North Carolina. The study was undertaken to reveal information about behavioral patterns and perceptions of those presidents, thereby providing a reference point for individuals seeking to understand or aspire to the small college presidency.

The material introduced in Chapter 1 poses the challenge of determining what leaders do in order to become successful and how they provide leadership. One of the main tasks of research on the leadership role of the small college president is to identify specific kinds and combinations of behaviors employed by successful leaders.

The review of related literature in Chapter 2 summarizes selected key studies of successful leadership. First, an examination of leadership styles reveals that the manners in which leaders approach their role and respond to their constituents are quite diverse. One commonality, however, is the recognition that effective leadership is collective...it does not exist in a vacuum. Therefore, relationships which involve shared meanings and goals are important to successful leaders. Secondly, the prevailing environment and conditions have a significant effect on the leader's ability to function effectively. A compatible environment enhances the relative impact of symbolic or cultural leadership. Successful presidents understand the uniqueness of the small college and the inherent influences of its culture. Specific performance behaviors are enacted to promote a fertile environment for educational planning, instruction, and student

development.   Thirdly, the   literature   reveals   that successful
presidents share their visions for excellence and influence others to
join them in their pursuit of lofty goals.   Finally, members of the
college community are empowered by a sense of trust and confidence in
those presidents and their ability to provide effective leadership.

Several questions are presented in Chapter 1 of this study. While
the review of the literature provides partial answers to these
questions, Chapters 3 and 4 contain a detailed analysis of thirteen
respondents of the twenty-four North Carolina small, private. liberal
arts college presidents who provided leadership profiles, measured by
the <u>Strength Deployment Inventory</u>, <u>Strength Deployment Inventory:
Feedback Edition</u>, and the <u>Job Interactions Inventory</u>.   These profiles
examine the presidents' perception and certain colleagues' perceptions
of each president's leadership style. An interpretation of each style
provides keys to specific performance behavior under favorable
conditions and under unfavorable conditions.

The first question listed in Chapter 1 is: What leadership
characteristics do small, private, liberal arts college presidents
possess?

Although the literature suggests that there is not a specific
leadership style that is best on all occasions, many studies do reveal
some common characteristics that appear to be essential to effective
leadership.   Effective leaders possess a vigor and persistance that
enables them to pursue their goals with consistency and relentless
dedication. They are willing to tolerate frustration and delay in this
pursuit, but remain goal-oriented. They have a clear, informed vision

about the direction and culture of the institution. They translate this vision into specific goals and agendas which can be shared and supported by members of the institutional community. Small college presidents have an ability to create and control the working environment so that agendas can be maintained and opportunities can be responded to. They are aware of the impact of public relations. They are accessible and visible, both willing to listen and be challenged. Effective small college presidents are good at delegating, which enables a participatory climate, and frees them from being trapped in a managerial role. They are conservative risk takers, yet they encourage others to take risks, thereby liberating talented faculty and staff members toward action. Effective small, private, liberal arts college presidents are compassionate and demonstrate caring for the college community. They possess the political skill to cope with the conflicting requirements of multiple constituencies. They trust their intuition, which allows them to grasp a global perspective, anticipate the future, and remain alert for new possibilities. Additionally, those presidents think in terms of renewal and revision, which is necessary due to the ever changing reality of the small college world. Above all, effective small, private, liberal arts college presidents are outstanding team builders and task masters, typically able to engage either or both dimensions when necessary. Results from the Strength Deployment Inventory confirm the flexible nature of the small, private, liberal arts college president. All presidents in this study adjusted their leadership style according to the situational context.

The second question in Chapter 1 is: What specific styles of leadership do small, private, liberal arts college presidents employ? According to the literature, leadership styles are as diverse as the leaders and situations themselves. Despite this diversity every effective leader is clear about where he/she wants to go and how he/she plans to get there. Effective leaders direct when the situation calls for direction and supervision; they coach when they need to provide assistance and praise to elevate commitment and self-esteem; they support when necessary to empower others and bolster their confidence and motivation; and they delegate when they are confident in others' competence and commitment to the task. Leadership styles that maximize human satisfaction are most advantageous to the effective leader.

Leadership styles vary according to the leader's preferred attention to task and/or people. A high concern for both task and people enables the leader to function at the most effective level in most cases. By combining these concerns, the leader enables others to achieve the highest possible performance in terms of quality, quantity, and personal satisfaction. Leaders whose behavior is directive tend to be task-oriented and motivated toward influencing others. Leaders whose behavior is democratic tend to be people who are group oriented and allow for greater participation and freedom in day-to-day activities. Research reveals that much of the small college president's leadership style is entrepreneurial. They are opportunity-conscious and have a sensitivity to potential markets and marketing conditions. Further, they have a willingness to pursue new possibilities quickly and adeptly.

The entrepreneur builds the organizational culture through the promotion of values to which members of the community respond. In Fiedler's leader-match theory, small, private, liberal arts college presidents may be described as having moderate control over their environment. Under these conditions, a leader who is relationship-oriented will likely perform best. While small, private, liberal arts college presidents, as with all leaders, must be concerned with productivity, they cannot do so at the expense of the human element.

Results obtained from the Strength Deployment Inventory show that the thirteen presidents surveyed do employ a variety of leadership styles. Most of the presidents (10) score in the Flexible-Cohering motivational pattern under certain conditions (though these conditions vary according to the individual president) and, therefore, employ a team approach which values the welfare of their group and membership within that group. Those presidents like to be seen as flexible and open minded. They also value congruity and a unified approach to group goals. This style suggests a concern for both people and performance.

Another leadership style employed by presidents in this study is the Analytic-Autonomizing pattern. Primarily used by eight presidents when conditions are unfavorable, this style indicates a basic concern for self-reliance and the assurance that the situation has been appropriately sorted out into a meaningful and orderly state. Nore of the Analytic-Autonomizing scores were particularly high, possibly acknowledging that extreme self-reliance is unreasonable for effective leadership in the small, private, liberal arts college.

One other style, Assertive-Directing, was indicated as a prominent behavior pattern by five presidents. Four presidents activate this style when conditions are favorable, and one president demonstrates this style when conditions are unfavorable. The most distinguishing quality of the Assertive-Directing motivational pattern is the basic concern for production and performance.

The perception of the presidents' colleagues which were obtained from the Strength Deployment Inventory: Feedback Edition, indicated the liberal use of situational leadership by the presidents. There was no predominant style revealed with consistency under with favorable or unfavorable conditions. Under favorable conditions, the greatest number (5 sets of colleagues) reflected disparate viewpoints among themselves about their president's motivational patterns. The second greatest number (4 sets of colleagues) indicated that their president uses an Assertive-Directing pattern when conditions are favorable. A third set of colleagues (3) perceived their presidents to lead in a Flexible-Cohering pattern when conditions are favorable. Under unfavorable conditions, the greatest number (5 sets of colleagues) again reflected disparate viewpoints about their presidents' motivational patterns. The second greatest number (3) indicated that the presidents used a Flexible-Cohering style under unfavorable conditions. There were no other prominent patterns indicated by the presidents' colleagues. The colleagues were most likely to perceive motivational patterns similar to the presidents' perceptions under favorable conditions than under unfavorable conditions. The use of respondents from various administrative departments and from the

faculty may have contributed to the diversity of perceptions revealed in this instrument. This does, therefore, suggest the use of adaptive leadership styles by the presidents in this study. Much of the literature maintains that the leadership style of an individual is the behavior pattern that person exhibits when attempting to influence the activities of others as perceived by those others. This may be different from the leader's self-perception. Therefore, the colleagues' perceptions in this study may be more accurate than that of the presidents.

The third question listed in Chapter 1 is: How do small, private, liberal arts college presidents adapt different leadership styles to respond to special situations and organizational constraints?

As recognized in the response to the previous question, small, private, liberal arts college presidents use a variety of leadership styles, depending on both the situation and the individual being addressed. There is no ideal style of leadership for all situations. The concept of situational leadership, or the use of the most desirable style for a given situation, suggests that leader behavior may be effective or ineffective, depending on the significant variables in the situation. Research by Fielder suggests that situations where the leader has moderate control are best navigated by relationship-oriented leaders. Task-oriented leaders seem best suited for situations with high or low levels of control. Hersey and Blanchard agree that the application of the appropriate leader behavior to the situation contributes more to the effectiveness or ineffectiveness of the outcome than the actual leader behavior itself.

The results of the presidents' profiles drawn from the <u>Strength Deployment Inventory</u> and the <u>Strength Deployment Inventory: Feedback Edition</u> clearly reflect the use of situational leadership styles. When conditions are favorable, nine of the thirteen presidents indicate that their leadership style is Flexible-Cohering. This reflects a strong concern for group involvement and team cohesion. The remaining four presidents score above average on the Assertive-Directing scale, choosing to be somewhat more authoritarian and influential than those in the Hub area. Yet, even those four presidents have a low score on the Analytic-Autonomizing scale (self-reliance) which suggests that they prefer interactive behavior when conditions are favorable.

When conditions become unfavorable, all thirteen presidents increase their scores on the Analytic-Autonomizing scale, reflecting a desire for more self-reliance under stressful circumstances. The majority (nine) of the presidents move away from a team orientation in an effort to become more analytical. Three presidents believe a team orientation works best for them under conflict, and one president remains in the Assertive-Directive posture.

According to results from the <u>Job Interaction Inventory</u>, the majority (10) of the presidents indicate that their job requires them to move toward a team orientation when there is a conflict. This reflects the perception that a collective and unified approach to problem situations may be more beneficial than an independent, analytical approach. Yet, as indicated above, the majority of the presidents are more comfortable in the self-reliant posture under negative circumstances. Therefore, the presidents in this study seem

to recognize the need to adapt their leadership style to the more effective, albeit less preferred, group orientation.

Further, results from the Job Interactions Inventory reveal that the majority (7) of the presidents report that their job requires Assertive-Directing behavior when conditions are favorable. This differs from their scores on the Strength Deployment Inventory, which indicated that most of the presidents (9) prefer a Flexible-Cohering style when conditions are favorable. This suggests that the presidents believe that they should adopt a less preferred, authoritarian approach in order to provide the most effective leadership under positive circumstances.

The presidents' colleagues confirm through the Strength Deployment Inventory: Feedback Edition that the presidents employ a variety of leadership styles in response to special situations. In all cases, the colleagues indicate that the presidents vary their approaches according to favorable or unfavorable conditions. When conditions are favorable, the majority (7) of the sets of colleagues perceive their president's leadership style in a manner compatible with that of the president's perception. Under unfavorable conditions, the majority (7) of the sets of colleagues perceive their president's leadership style differently than the president's self-perception.

The fourth question is: What specific performance behaviors do small, private, liberal arts college presidents enact?

As noted earlier, not all small, private, liberal arts college presidents will act alike in the performance of their daily responsibilities. Effective presidents will, however, exemplify common

practices that support relationships and encourage task performance. Effective presidents display a constant giving of self in their daily routine. They are responsible to the prevailing conditions in which they find themselves. They are adaptable to change and new ideas, as long as the ideas and changes fit the president's overall vision for the college. Effective presidents are mission-driven, and they will promote the mission and purpose of the college at every available opportunity. They provide effective means of communication within the college community so that there is little risk of alienation.

Effective small, private, liberal arts college presidents create and maintain compatible, productive teams and ensure that college operations are well run and well supported. They are facilitators, consensus-makers, and incentive providers. They perform activities that improve their intelligence network and intuitive decision-making ability. This is usually accomplished by what Peters and Austin called "MBWA" (management by walking around) and "intuitive listening". These practices give others access to the president, which fosters team spirit and appeals to the human need for meaning. Through frequent contact with various constituencies, the presidents remain aware of individual and group concerns. The presidents also use these opportunities to continually reaffirm the direction, goals, and mission of the college community.

Results of the <u>Strength Deployment Inventory</u>, <u>Strength Deployment Inventory: Feedback Edition</u>, and the <u>Job Interactions Inventory</u> reveal that small, private, liberal arts college presidents use a number of leadership behaviors in the performance of their duties. In addition

to encouraging teamwork and cohesion, the presidents insure that goals are being attained by using self-assertion and direct intervention, when necessary. Small, private, liberal arts college presidents are generally open and receptive to the ideas and needs of others. Yet, under certain circumstances (particularly unfavorable ones) they act quite decisively and independently. According to the results of the Job Interactions Inventory, the presidents believe that their behavior should be more directive and less nurturing when conditions are favorable. Further, when conditions are favorable, they indicate that their behavior should include more teamwork and consensus-making and less analysis and self-reliant behavior than when conditions are unfavorable.

Finally, the fifth question is: What unique leadership role is employed by small, private, liberal arts college presidents?

Deal and Kennedy describe cultural leaders as heroes. Heroes personify the culture's values, reinforce those values within the college community, and symbolize those values to the outside world. Heroes are great motivators who possess a charisma that enables them to exert a certain amount of power and influence over others. They have unshakable character and style, and they set a standard of performance for those with whom they associate. While small, private, liberal arts college presidents may not always be classified as heroes, their role does encompass similar attributes and behaviors. Small, private, liberal arts college presidents create, assemble, and articulate a vision for the college that gives purpose and develops commitment.

This vision is derived from a historical perspective, a thorough understanding of the college's culture, and a clear image of the college's future. The president's role is to inspire trust and confidence in the vision and mission of the institution. The president's role is to communicate effectively with the various constituencies that have an impact on the success of the college. He/she must define the mis·,ion of the college and provide direction for its implementation. Perhaps the most taxing aspect of the small college president's role is that the public sees him/her as responsible for everything about the college -- good or bad. Small, private, liberal arts college presidents must use a combination of three seemingly incongruent types of leadership: 1) the Pathbreaker, charting new territory and taking risks to move ahead; 2) the Team Administrator, integrating a high concern for people with a high concern for task in order to accomplish meaningful goals together; and 3) the Entrepreneur who exercises a high sensitivity to new opportunities and is willing to alter or adapt his/her methods to communicate and promote effectively the cultural values to which the community members ascribe. By incorporating all three styles into his/her role, the small college president is able to effectively lead an educational institution whose operational personnel would typically prefer to be mired in an organized anarchy.

The results from the <u>Job Interactions Inventory</u> indicate that 69% (9) of the presidents recognize that their job requires more directive and influential action under favorable conditions than under unfavorable conditions. Ten of the presidents (77%) believe that their

job requires more of a team approach and the use of flexible methods when conditions are unfavorable than when conditions are favorable. This combination of leadership styles is congruent with the synthesized role advocated in the literature for the small, private, liberal arts college president.

<div align="center">CONCLUSIONS</div>

Small, private, liberal arts colleges are influenced to a great degree by their leadership. Successful small, private, liberal arts colleges are led by effective presidents. Since there appears to be no ideal leadership style for all occasions, small, private, liberal arts college presidents must use a variety of leadership styles in order to be successful. Based on an analysis of the data gathered from thirteen small, private, liberal arts college presidents in North Carolina, and from a review of the literature, the following general conclusions can be drawn concerning the leadership style of the small, private, liberal arts college president.

1. The president must be the "visionary." He/she must articulate, interpret, and promote community values and translate them into agendas for action.

2. Effective team effort is critical to the success of small, private, liberal arts college leadership.

3. Small, private, liberal arts college presidents employ a variety of leadership styles, however,

    a. their styles are more interactive when conditions are favorable;

    b. their styles are more analytical and self-reliant when conditions are unfavorable.

4. The perceptions of the presidents' colleagues differ markedly from each other regarding their president's leadership style, suggesting the regular use of adaptive leadership behavior by the president.

5. The presidents' perceptions of their leadership styles and their expectations of what their job requires are generally incongruent.

6. The most frequently employed leadership style among small, private, liberal arts college presidents is Flexible-Cohering, signifying a desire for inclusion in a team effort and the flexibility to meet any contingency that may arise.

7. Effective small, private, liberal arts college presidents recognize the unique character and needs of their institution which they cultivate and nurture in order to create an exceptional environment for educational excellence.

8. Leadership characteristics possessed by effective small, private, liberal arts college presidents include: vision, vigor, persistence, passion, intelligence, integrity, trust, confidence, courage, wisdom, and charisma.

LIMITATIONS

It is acknowledged that this study includes a minimal sample of small, private, liberal arts college presidents and, therefore, represents a genesis in the research about the particular leadership styles of small, private, liberal arts college presidents. Additionally, the sample of presidents was limited to those in North Carolina, whose work and perceptions may be affected by unique regional influences and, consequently, may differ from the work and perceptions of small, private, liberal arts college presidents in other locales (i.e., urban northeast).

Colleagues who responded to the inventories about their presidents' leadership style through the Strength Deployment Inventory: Feedback Edition were asked to submit their reports anonymously in order to secure uninhibited responses. This procedure did not allow for comparisons among the perceptions of particular colleagues from the different institutions represented in the study (i.e., all responding Deans of Students, all responding faculty members, etc.).

Finally, the literature available about the small college president, especially the small, private, liberal arts college president, is minimal. Therefore, drawing comparisons about the components of effective and ineffective leadership styles of small, private, liberal arts college presidents is tenuous.

RECOMMENDATIONS

A review of the literature indicates that an effective president is essential to a successful small private, liberal arts college. It follows, therefore, that the identification and implementation of effective leadership is crucial to the survival and flourishing of the small, private, liberal arts college. Additionally, it is valuable to examine the manner in which presidents provide leadership for these institutions. This study has presented a summary of current related literature and has examined the leadership styles of thirteen small, private, liberal arts college presidents. However, much of the literature is directed toward leadership in the larger universities as well as the general nature of leadership. Therefore, the following recommendations are made:

1. The <u>Strength Deployment Inventory</u> battery was administered to small, private, liberal arts college presidents in North Carolina. Administration of this battery to a broader sample of their counterparts nationwide may further define the unique leadership style of the small, private,liberal arts college president.

2. A similar study of community college presidents and university presidents would help to determine if the data extracted from this study reflect distinctive attributes of small, private, liberal arts college presidents.

3. The presidents responding to the battery were all male. Further study which includes female leadership may highlight gender-similarities or differences in leadership style.

4. No regard was given to cultural diversity in this study. Further study could include a comparison of leadership in historically black colleges, women's colleges, and predominantly white, coeducational colleges.

5. A similar study conducted with the presidents of small, private, liberal arts colleges designated as highly successful through some viable criteria may offer a more concrete standard to use as a barometer for relevant research on leadership styles.

6. A series of case studies, or portraits, of the presidents in this study might serve as a qualitative validation of the objective data collected in this study.

7. Research could be conducted using the same design, but administering a different set of leadership style inventories. This may provide further validation for the data collected in this study.

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Letter of Request

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February 10, 1988

.name/, .title/
.college/
.city/, .state/, .zip/

Dear .addressee/,

I would like to ask your help in gathering what, I feel, will be some very significant information. I would like to include responses from you and several of your colleagues as part of my data collection about the presidents of private, liberal arts colleges.

I am currently a doctoral candidate at the University of North Carolina at Greensboro. The topic of my dissertation is "Leadership Styles of the Presidents in Small, Private, Liberal Arts Colleges in North Carolina." I am assembling data from presidents and selected faculty and administrative colleagues from twenty-five colleges in North Carolina.

You will find enclosed a copy of the <u>Strength Deployment Inventory</u> which I would like for you to complete. Also enclosed are five copies of the <u>Strength Deployment Inventory, Feedback Edition</u>, which I would like for five members of your faculty and administrative colleagues to complete. In particular, those should be the chief academic officer, the chief business officer, the chief student affairs officer, and two senior faculty members with whom you work closely. However, if any of these suggested would be unavailable or unable to participate for some reason, please substitute for that individual at your discretion. A third single copy, the <u>Job Interactions Inventory</u>, should also be completed by you.

The completion of these instruments should take only a brief time. Of course, all of this information will be totally confidential, and no names or locations will be cited.

Please complete the materials and return them to me in the enclosed envelope by March 10, if at all possible. I apologize for the imposition into your busy schedule, but

know that your cooperation will be greatly appreciated.

I will be most happy to share with you the summative results of this survey and its significance in helping to view the president's role in the small, private, liberal arts college. Please feel free to contact me if you have any questions.

Sincerely,

Michael F. Riley

Enclosure.

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