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Leadership styles of successful middle school principals

Sams, Peggy Ann Howell, Ed.D.

The University of North Carolina at Greensboro, 1987

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LEADERSHIP STYLES OF SUCCESSFUL
MIDDLE SCHOOL PRINCIPALS

by

Peggy Howell Sams

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

Greensboro
1987

Approved by


Dissertation Adviser

APPROVAL PAGE

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

Dissertation Adviser

Joseph E. Bryson

Committee Members

Edwin D. Beez
Harold D. Ingher
Bill L. Statton

March 26, 1987
Date of Acceptance by Committee

March 27, 1987
Date of Final Oral Examination

SAMS, PEGGY HOWELL, Ed.D. Leadership Styles of Successful Middle School Principals. (1987) Directed by Dr. Joseph Bryson. 154 pp.

The purpose of this study is to investigate the relationship between the principal's leadership style and the successful school. Furthermore, this study specifically examines the leadership style of the successful principal in the middle school.

Authoritative middle school specialists throughout North Carolina submitted names of principals whom they consider to be exemplary middle school leaders. From this list, thirty-one principals were selected to complete Elias Porter's Strength Deployment Inventory and the Job Interactions Survey. To serve as a counterpoint to each principal's perception of his leadership style, five teachers, selected at random in each school, were asked to complete Porter's Strength Deployment Inventory, Feedback Edition. Three major areas were explored:

- 1) The principal's assessment of his strengths in relating to others in favorable and in unfavorable situations.
- 2) The principal's assessment of the kinds of rewards that his position offers, by taking stock of what his position requires in the way of interpersonal interactions.
- 3) The teachers' assessment of the principal's strengths in relating to others in favorable and in unfavorable situations.

Eighteen principals, along with five teachers from each of their schools, completed the Strength Deployment Inventory battery. Since each of the principals studied has been identified as a successful leader, these findings appear to be significant in the following areas:

- 1) When circumstances are favorable, the principals do employ a variety of styles; yet all behave in a more relationship orientation.
- 2) When circumstances are unfavorable, the principals also employ a variety of styles; yet all behave in a more task-oriented mode.
- 3) The principal's employment of style is clearly situational.
- 4) The teachers' perceptions of their principal's leadership style tend to be more closely aligned when things are going well.
- 5) Although they are successful, most of the principals do indicate some incongruence in their perception of their leadership style and in their expectation of job requirements.

Successful leadership hinges on the principal's capacity to bind vision to goals, goals to commitment, and commitment to practices. Strong, consistent, capable, and inspired leadership is essential in the successful school.

ACKNOWLEDGMENT

To my parents, Coman and Sue Howell,
who have always supported and encouraged me;

To Paul, who believes in me; and

to Greg, who inspires me;

with love.

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CHAPTER 1
INTRODUCTION

Overview

During recent years the perennial complaints about America's "failing schools" have been counterbalanced by studies of and interests in "successful schools." Unlike the research of James Coleman, which claimed that family background created too great a deficit to be overcome by instruction,¹ more recent studies by Lezotte² and Edmonds³ indicate that students from impoverished family backgrounds can and do improve significantly in academic skills in school. Ronald Edmonds concludes that five interrelated generalizations applied appropriately and simultaneously can assure success in school.⁴ Edmond's

¹James Coleman, Equality of Educational Opportunity (Washington, D.C.: U.S. Government Printing Office, 1966), pp. 20-21.

²Larry Lezotte and Ron Edmonds, Remedy for Failure to Equitably Deliver Basic School Skills (Cambridge, Massachusetts: Cambridge Center for Urban Studies, 1975), p. 45.

³Ronald Edmonds, "Effective Schools for the Urban Poor," Educational Leadership, October 1979, pp. 15-20.

⁴Ronald Edmonds, p. 21.

generalizations suggest that school improvement, and thus effectiveness, clusters around five factors--strong instructional leadership, clearly defined goals, a safe environment conducive to learning, high teacher expectations, and emphasis on basic skills accompanied by frequent testing.⁵

Studies of successful schools recognize the principal's role as an essential force in improving school performance.

Research findings on the way good schools function plus the accumulated experience of superintendents and principals have combined to demonstrate that school-site leadership is an essential ingredient for successful schools.⁶

Manasse notes that successful principals do more: they frame goals or set standards, create a productive working environment, and obtain needed support. They are proactive, using their daily interactions to gather information and monitor events, and to gradually move their schools toward their own vision of what the school should be.⁷ Peters and Waterman agree that effective leaders in

⁵Ronald Edmonds, pp. 21-25.

⁶Jack McCurdy, The Role of the Principal in Effective Schools: Problems and Solutions (Sacramento, California: Education News Service for the American Association of School Administrators, 1983), p. 5.

⁷Lorri Manasse, "Principals as Leaders of High-Performing Systems," Educational Leadership, February 1984, p. 44.

excellent organizations focus on certain basic goals and members feel that their personal goals are well aligned with organizational goals.⁸

Brookover conducted an ethnographic study of six "improving" and two "declining" elementary schools in an attempt to identify significant differences. This study confirmed earlier findings. Strong leadership from the principal was emphasized: the principal was more likely to be an academic leader, more assertive in his scholastic leadership role, more of a disciplinarian, and perhaps most of all, assumed responsibility for the evaluation of the achievement of basic objectives.⁹

Edmonds' research also reinforces the primacy of the principal's role in determining the positive direction for a school's improvement.

He states:

One of the most tangible and indispensable characteristics of effective schools is strong administrative leadership, without which the disparate elements of good schooling can be neither brought together nor kept together.¹⁰

⁸Thomas Peters and Robert Waterman, In Search of Excellence: Lessons from America's Best-Run Companies (New York: Harper and Row, 1982), pp. 250-265.

⁹Wilbur Brookover and others, School Social Systems and Student Achievement (New York: Praeger, 1979), p. 25.

¹⁰Ronald Edmonds, Effective Schools: A Summary of Research (Arlington, Virginia: Educational Research Service, 1983), p. 32.

The quest for a clearer understanding of what makes certain principals more effective than others has spanned several decades.

In practically every case where school success is attributed to the principal, "leadership" is identified as the key trait that comes through most prominently.¹¹

Scholars have attempted to categorize the findings of studies that examine principals' traits, behaviors, and styles. According to Wynn De Bevoise, one broadly interprets the concept of leadership to encompass those actions that a principal takes, or delegates to others, to promote growth in student learning.¹² A broader definition is offered by Bennis and Nanus: "Leadership is what gives an organization its vision and its ability to translate that vision into reality."¹³

Recently, studies of principals' leadership characteristics have been examined as a possible measuring stick for success. In their analysis of eight case studies, Blumberg and Greenfield conclude that:

. . . most people can learn the necessary attitudes and skills that enable a group of people to

¹¹Jack McCurdy, p. 9.

¹²Wynn De Bevoise, "The Principal as Instructional Leader," Educational Leadership, February 1984, p. 19.

¹³Warren Bennis and Burt Nanus, Leaders: The Strategies for Taking Charge (New York: Harper and Row, 1985), p. 20.

function adequately. And it seems to be true that groups can learn to accept influence from a variety of people and to assign group functions accordingly. What seems not to be true, is that anyone can assume the role of leading an organization--a school--in the direction of making itself better than it is. Other things besides democratic functioning have to occur and the suggestion here is that these other things start with the leadership characteristics of the person involved.¹⁴

Blumberg and Greenfield concluded that "intelligence, personal value orientations, interpersonal skills, tolerance for ambiguity, propensity to take risks, and willingness to consider alternative views" are some of the traits of good principals.¹⁵

Bennis and Nanus, in their analysis of ninety top leaders, found four common themes of effective leadership behavior:

- attention through vision
- meaning through communication
- trust through positioning
- deployment of self through
 - 1) positive self-regard
 - 2) the Wallenda factor or determination to win!¹⁶

Vail refers to the "purposing" behavior of successful principals. He defines purposing as:

. . .that continuous stream of actions by an organization's formal leadership which has the

¹⁴Arthur Blumberg and William Greenfield, The Effective Principal: Perspectives on School Leadership (Boston, Massachusetts: Allyn and Bacon, 1980), p. 245.

¹⁵Warren Bennis and Burt Nanus, pp. 26-27.

¹⁶Arthur Blumberg and William Greenfield, p. 250.

effect of inducing clarity, consensus, and commitment regarding the organization's basic purposes.¹⁷

Thomas Sergiovanni distinguishes among incompetence, competence, and excellence in school. Excellence goes beyond developing fundamental competence; it includes developing a love of learning, critical thinking and problem solving skills. Discriminating among incompetent, competent and excellent school leaders, Sergiovanni defines leadership as forces available to administrators as they influence the events of schooling. These five leadership forces include technical or sound management techniques; human, interpersonal resources; educational resources, derived from expert knowledge; symbolic resources derived from focusing attention on matters of importance to the school; and, ultimately, cultural resources, derived from building a unique school culture.¹⁸

Deal and Kennedy make a distinction between managers and heroes.¹⁹ For them managers are decisive,

¹⁷Peter Vail, "The Purposing of High Performing Systems," Leadership and Organizational Culture (Urbana-Champaign: University of Illinois Press, 1984), p. 7.

¹⁸Thomas J. Sergiovanni, "Leadership and Excellence in Schooling," Educational Leadership, February 1984, pp. 4-13.

¹⁹Terrence Deal and Allan Kennedy, Corporate Cultures: The Rites and Rituals of Corporate Life (Reading, Maryland: Addison-Wesley, 1982), p. 14.

disciplined, and detail oriented; work dictates order and procedure. Heroes, on the other hand, are not always decisive, but have a vision. The heroes' predominant decision-making device is: does it fit the vision or not?²⁰ Like the schools of excellence to which Sergiovanni refers, symbolic leaders, or heroes, attend to processes and values that are consistent with corporate culture, rather than staunchly adhering to so-called scientific processes of management.²¹

Peters and Austin's A Passion for Excellence concurs:

As the companies are imbued with philosophies, so apparently are the best schools Success lies in the fact that they (the philosophies) are lived with intensity. Likewise, the best school philosophies are simple and to the point The philosophy or vision is quickly turned into symbols by the best school leaders.²²

Joan Lipsitz's study of four "successful" middle schools maintains that to succeed with young adolescents, schools must be responsive to their developmental needs.²³ She further distinguishes between effective and successful schools. She states:

²⁰Terrence Deal and Allan Kennedy, pp. 14-17.

²¹Terrence Deal and Allan Kennedy, p. 25.

²²Thomas Peters and Nancy Austin, A Passion for Excellence: The Leadership Difference (New York: Random House, 1985), p. 397.

²³Joan Lipsitz, Successful Schools for Young Adolescents (New Brunswick, New Jersey: Transaction Books, 1984), p. 3.

Effectiveness--where all perform reasonably well academically--is the least we should expect from schools. Successful schools are effective; they also meet the following criteria:

1. they measure up to a set of "threshold" criteria related to safety, comportment, and achievement;
2. they respond appropriately to the developmental levels of students;
3. they pursue competence in learning;
4. they have won acceptance within the context of the local community and its expectations;
5. they function well in response to or despite unresolved national policy issues.²⁴

Each of the four schools which Lipsitz studied has a principal:

with a driving vision who imbues decisions and practices with meaning, placing powerful emphasis on why and how things are done. Decisions are made not just because they are practical, but for reasons of principle The leaders of these schools are ideologues. They have a vision of what school should be for the age group The principals make these schools coherent, binding philosophy to goals, goals to programs, and programs to practices.²⁵

Significance of the Study

Excellent schools are directed by excellent leaders. It is evident from a review of the literature that the task of identifying and implementing leadership styles of excellent principals is crucial to overall school growth and improvement. The effective schools research reveals that strong leadership is a vital correlate of the successful school. Therefore, it is valuable to carefully

²⁴Lipsitz, pp. 10-12.

²⁵Lipsitz, p. 174.

examine the manner in which principals of successful schools provide leadership. Furthermore, since much of the effective schools research has been conducted at the elementary level, and since the middle school population is in itself unique, a closer examination of specific leadership styles in a diverse middle school setting is appropriate.

Purpose of the Study

Therefore, it is the purpose of this study to investigate the relationship between the successful principal's leadership style and the successful school. Furthermore, this study will specifically examine the leadership style of the successful principal in the middle school.

Questions to be Answered

1. What leadership characteristics do successful school principals possess?
2. What specific styles of leadership do successful school principals employ?
3. How do successful school principals adapt different leadership styles to respond to special situations and organizational constraints?
4. What specific performance behaviors do successful school principals enact?
5. What unique leadership role is employed by successful middle school principal?

Organization of the Remainder of the Study

The remainder of this study is divided into three major parts. Chapter 2 reviews literature related to characteristics of successful school principals. This will include an analysis of leadership style, power base, and specific performance behavior. Furthermore, Chapter 2 will examine the specific leadership role of the successful middle school principal.

Chapter 3 identifies the methodology employed in this study. Representatives from the North Carolina League of Middle Schools; North Carolina Department of Public Instruction, Middle Grades Division; North Carolina Leadership Assessment Center; and North Carolina middle school principals submitted names of principals whom they consider to be exemplary middle school leaders. From this list, thirty-one principals were selected to complete Elias Porter's Strength Deployment Inventory and the Job Interactions Survey. To serve as a counterpoint to each principal's perception of his leadership style, five teachers, selected at random in each school, were asked to complete Porter's Strength Deployment Inventory, Feedback Edition. Chapter 3 also contains a discussion and an analysis of the three inventories. This will include an examination of the Strength Deployment Inventory and a rationale for the selection of this instrument. Three major areas will be explored:

- 1) The principal's assessment of his strengths in relating to others, under two kinds of conditions:
 - a) When everything is going well
 - b) When faced with conflict and opposition
- 2) The principal's assessment of the kinds of rewards that his position offers, by taking stock of what his position requires in the way of interpersonal interactions
- 3) The teachers' assessment of the principal's strengths in relating to others, under two kinds of conditions:
 - a) When everything is going well
 - b) When faced with conflict and opposition.

Chapter 4 contains the results of the battery of inventories, identified in Chapter 3, which were administered to principals and teachers in North Carolina middle schools. Each principal's leadership style will be plotted on the Strength Deployment Inventory grid. Secondly, the results of his teachers' perceptions of his leadership style, as reflected by their responses on the Strength Deployment Inventory Feedback Edition, will be illustrated. Thirdly, each principal's Job Interactions Inventory will be contrasted with his perception of his leadership style. Finally, Chapter 4, utilizing the collective data, will address the significance of commonalities and differences revealed in the body of inventories.

The concluding 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 asked in the introductory part of the study are reviewed and answered in this chapter. Finally, recommendations for further research on the leadership role of the principal will be formulated.

Definition of Terms

Terms defined for the purpose of this study are as follows:

Effective School: A school in which at least eighty percent of the students, regardless of socioeconomic level, are achieving at or above the national average on standardized tests.²⁶

Successful School: A school that goes beyond developing fundamental competence; a school of academic excellence which binds people to a vision, to each other, and to their task.

Leadership: "The wise use of power"²⁷; "the ability to go before or to show the way, the ability to direct by influence"²⁸; "a conscious effort to improve the quality

²⁶Ronald Edmonds, p. 22.

²⁷Warren Bennis and Burt Nanus, p. 17.

²⁸Jess Stein, editor, The Random House Dictionary (New

of teaching, instruction, and the school, with student achievement as the number one objective."²⁹

Leadership Style: "The characteristic manner in which one uses available forces to influence events; the unique personality's interaction with specific contexts."³⁰

Middle School: Schools for children, ages ten through fourteen; grades six through nine; or any combination of the above. No distinction is made between middle school and junior high in the present study.

Power or Force: "The basic energy needed to initiate and sustain action, or the capacity to translate intention into reality and sustain it."³¹ "The strength or energy brought to bear on a situation to start or stop motion or change."³²

Successful Middle School: "A school which is 'effective' (see previous definition), 'successful' (see previous definition), and also satisfies diverse developmental needs of adolescents."³³

York: Ballantine Books, 1982), p. 511.

²⁹Jack McCurdy, p. 9.

³⁰David Dwyer, "The Search for Instructional Leadership: Routines and Subtleties in the Principal's Role," Educational Leadership (February 1984), p. 36.

³¹Warren Bennis and Burt Nanus, p. 17.

³²Thomas J. Sergiovanni, p. 6.

³³Joan Lipsitz, p. 3.

CHAPTER 2

RELATED LITERATURE

Introduction

The last decade has produced much research on successful schooling. One constant finding has been that there is strong administrative leadership in exemplary schools, and that strong administrative leadership is one of five or six key elements necessary to have successful schools.¹ Research studies definitely indicate that principals make a difference. However, all principals are not the same. The role of the principal in the school improvement process must be viewed in terms of the many factors that affect it. Principals view their role and priorities differently in terms of what they do each day. The key to successful leadership appears to be the blending, matching, and sequencing of particular styles of leadership to unique situational context.² It is one thing to identify the need for strong administrative

¹Ronald Edmonds, "Effective Schools for the Urban Poor," Educational Leadership, October 1979, p. 15.

²Gene Hall, "Change in High Schools: Rolling Stones or Asleep at the Wheel?" Educational Leadership, March 1984, p. 28.

leadership; it is quite another to identify what leaders must do and how they provide this leadership.

An historical overview reveals that the images associated with a principal's role definition have primarily been dominated by a functionalist view that has prescribed sets of administrative responsibilities. From the "principal teacher" role of the late 1880's to the notion of the "building administrators," Blumberg and Greenfield have listed three critical functions of the principalship that have evolved:

the organization and general management of the school, the supervision of instruction and staff development, and the interpretation of the work of the school to the immediate school community.³

But has the principalship evolved beyond these three critical functions into a new role? And if so, what effect does this emerging image have on schools?

The school principal has been characterized as a consummate manager, combination administrator-manager and educational leader, a leader with technical, human, and conceptual skills, an organizational change agent, a synthesis of applied philosophies, school manager, behavioral scientist, politician, facilitator, broker, gamesman, missionary, negotiator, and thermostatic person.⁴

Sergiovanni suggests that the theory to which a

³Arthur Blumberg and William Greenfield, The Effective Principal: Perspectives on School Leadership (Boston: Allyn & Bacon, 1980), p. 33.

⁴Paul V. Bredeson, "An Analysis of the Metaphorical

principal ascribes his major activities and priorities is also the vehicle that gets from the "fact" of an organization and its administration to "value" in the form of beliefs and opinions.⁵

An analysis of salient research on exemplary schools concludes that characteristics of outstandingly successful schools are remarkably similar, regardless of how they are identified.⁶ Pinpointed as a key element of exemplary schools is the principal's leadership style. In fact,

One can say that the greatest asset of an exemplary school is its firm leadership; because of that leadership, students in exemplary schools believe that they can control their own destinies.⁷

In the exemplary school the principal is seen by students, teachers and other adults in the school, and parents, as a dynamic, forceful, resourceful, and competent person. The principal holds high expectations for the school, the teachers, the parents, the other adults

Perspectives of School Principals," Educational Administration Quarterly, Winter 1985, pp. 33-34.

⁵Thomas J. Sergiovanni, "Leadership and Excellence in Schooling," Educational Leadership, February 1984, pp. 5-12.

⁶Gilbert Austin, "Exemplary Schools and Their Identification," New Directions for Testing and Measurement, March 1981, p. 31.

⁷Gilbert Austin, p. 43.

of the school, and the children. The leadership style of the successful principal causes most of the adults and children with whom he comes into contact to hold a positive opinion about the school, the students, and their ability to be successful. This leadership style is probably the key component of the exceptional school.⁸

However, research indicates that there is no one best leadership style for all situations. Situational context is an extremely important factor in selecting implementation strategies.⁹

Empirical studies suggest that leadership is a dynamic process, varying from situation to situation with changes in leaders, followers, and situations. Thus, this study will explore leader behavior rather than specific leadership traits, thus emphasizing the situational approach to leadership. Blanchard and associates identify four basic leadership styles: directing, coaching, supporting, and delegating.¹⁰ Which leadership style a person should use with individuals or groups depends on the maturity level of the people the leader is attempting to

⁸Gilbert Austin, pp. 40-48.

⁹Gene E. Hall, Leadership Variables Associated with Successful School Improvement, American Educational Research Association, October 1983, p. 15.

¹⁰Kenneth Blanchard, Patricia Zigarmi, and Drea Zigarmi, Leadership and the One Minute Manager (New York: William Morrow and Company, Inc., 1985), p. 30. (See

influence.¹¹ A leader must be able to identify his personal strengths and weaknesses and thus must also recognize supporting individuals to complement his own abilities.

Effective leaders appear to apply, intuitively, theories that see leadership as systems of individuals and resources . . . thus organizational leadership clearly involves more than a single individual, although it may be the skill of an individual in marshalling all of the potential resources and orchestrating the strategy that enables the organization to perform well.¹²

Whatever the leadership style, a combination of personal vision--Vail calls this 'purposing': 'that continuous stream of actions by an organization's formal leadership that has the effect of inducing clarity, consensus, and commitment regarding the organization's basic purposes'¹³; information sensing and analysis skills; and interpersonal skills that generate commitment to a common set of values seems to distinguish effective leaders in a variety of settings.¹⁴

also: Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior: Utilizing Human Resources (New Jersey: Prentice-Hall, Inc., 1982), pp. 11-26.

¹¹Kenneth Blanchard, p. 151.

¹²A. Lorri Manasse, "Principals as Leaders of High-Performing Systems," Educational Leadership, February 1984, p. 45.

¹³Peter B. Vail, "The Purposing of High Performing Systems," Leadership and Organizational Culture (Urbana-Campaign: University of Illinois, 1984), p. 5.

¹⁴A. Lorri Manasse, p. 44.

Bennis and Nanus concur, "Management of attention through vision is the creating of focus."¹⁵ The research on effective principals cited above involves moving a school toward a vision of what could be rather than maintaining what is.

Peters and Waterman also agree the leaders in excellent organizations have well-defined purposes on which they focus their organizational energy and resources. Their leadership is strong and focused, directed toward creating commitment to purpose. Their leaders are aware of the value of symbolic actions and the influence of culture on productive organizational climates. While they focus on certain goals and maintain clear accountability in these areas, they simultaneously encourage entrepreneurship, autonomy, and a climate conducive to experimentation and continued growth. Personal investment by staff members enable them to align their own goals with organizational goals.¹⁶

One of the major objectives of research on the leadership role of principals in school improvement programs is to identify the specific kinds and

¹⁵Warren Bennis and Burt Nanus, Leaders: The Strategies for Taking Charge (New York: Harper and Row, 1985), p. 28.

¹⁶Thomas J. Peters and Robert H. Waterman, Jr., In

combinations of behaviors that principals can and should employ to bring about improvement in schools.

According to Kenneth Blanchard, "Everyone is a potential high performer; some people just need a little help along the way."¹⁷ This philosophy is mirrored in the Hersey-Blanchard Situational Leadership model.

Situational leadership is based on an interplay among:

- * The amount of guidance and direction (task behavior) a leader gives
- * The amount of socioemotional support (relationship behavior) a leader provides
- * The readiness (maturity) level that followers exhibit in performing a specific task, function, or objective¹⁸

Which leadership style an individual should use depends on the maturity level of the people the leader is attempting to influence. Each of the four leadership styles--"telling," "selling," "participating" and "delegating"--is a combination of task and relationship behavior. Task behavior is the extent to which a leader provides direction for people: telling them what to do, when to do it, where to do it, and how to do it. It means setting goals for them and defining their roles.

Search of Excellence: Lessons from America's Best-Run Companies (New York: Harper and Row, 1982), pp. 32-58.

¹⁷Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior: Utilizing Human Resources (New Jersey: Prentice-Hall, Inc., 1982), p. 140.

¹⁸Paul Hersey and Kenneth Blanchard, p. 150.

Relationship behavior is the extent to which a leader engages in two-way communication with people: providing support, encouragement, "psychological" strokes, and facilitating behaviors. It means actively listening to people and supporting their efforts.¹⁹ The maturity of the leader is a question of degree: low, low to moderate, moderate to high, and high. The appropriate leadership style for each of the four maturity levels includes the right combination of task behavior (direction) and relationship behavior (support). As followers reach high levels of maturity, the leader should respond by not only continuing to decrease control over their activities, but also continuing to decrease relationship behavior as well.²⁰

Clearly, effective leadership style is dependent on situational context. But, once vision is shared and mutual goals are communicated, how does the principal lead diverse educational programs? Gene Hall and Shirley Hord have identified three patterns of principal behavior related to the facilitation of change: Initiator, Manager, and Responder.²¹ Initiators have clear, decisive long-range goals that transcend but include

¹⁹Paul Hersey and Kenneth Blanchard, p. 145-152.

²⁰Paul Hersey and Kenneth Blanchard, p. 155.

²¹Gene Hall, William Rutherford, Shirley Hord, and

implementation of current innovations. Soliciting input and acting in terms of school goals is the initiator's style. According to Hord, the manager demonstrates both responsive behaviors in answer to central office mandates, and also initiates actions to provide basic support to facilitate teachers' use of an innovation. Typically, the manager does not initiate attempts to move beyond the basics of what is imposed. Responders place heavy emphasis on allowing teachers and others the opportunity to take the lead, while focusing on traditional administrative tasks, keeping teachers content, and treating students well.²²

Leadership is described by Sergiovanni as "forces available to administrators, supervisors, and teachers as they influence the events of schooling."²³ He states that at least five leadership forces can be identified to bring about or preserve changes needed to improve schooling.

Technical--derived from sound management techniques;

Human--derived from harnessing available social and interpersonal resources;

Leslie Huling, "Effects of Three Principal Styles on School Improvement," Educational Leadership, February 1984, p. 23.

²²Gene Hall et al., p. 24.

²³Sergiovanni, p. 6.

Educational--derived from expert knowledge about matters of education and schooling;
Symbolic--derived from focusing the attention of others on matters of importance to the school;
Cultural--derived from building a unique school culture.²⁴

Sergiovanni maintains that technical, human, and educational aspects of leadership forces are essential to competent schooling; however, cultural and symbolic aspects of substantive leadership forces are essential to "excellence" in schooling.²⁵

An important key to analyzing change facilitation style and consequent employment of forces is to identify behaviors of a particular style. Hord, Sergiovanni, and others have developed a framework to categorize principals' behavior according to the mode of change facilitation. Hord analyzed dimensions of behaviors in: structuring the school as a work place; managing change; collaborating and delegating; decision making; guiding and supporting; and structuring leadership style.²⁶

Reginald High has specifically researched the link between administrative behavior and student learning. His study was undertaken to see if there were differences

²⁴Sergiovanni, p. 6.

²⁵Sergiovanni, p. 9.

²⁶Gene Hall et al., pp. 24-29.

in the influence-gaining behaviors of principals in schools of varying levels of instructional effectiveness.²⁷ The seven bases of social influence-gaining behaviors analyzed were principal: "as referent; as expert; as rewarder; as coercer; as legitimate authority; as involver; and as norm setter."²⁸ Principals in high achieving schools were perceived by themselves and their teachers to exhibit three behaviors: expert, norm setter, and legitimate authority, to the highest degree; and behaviors of coercer and enabler least.²⁹

Other significant studies have examined behavior consistently exhibited by principals in exemplary schools. For successful schools have successful leaders. Much of what the school does to promote achievement is within the principal's power to influence and control. According to Sweeney and others there are six leadership behaviors that have been consistently associated with

²⁷Reginald M. High and C. M. Achilles, "Observations of Principal's Influence--Gaining Behaviors in Schools of Varying Levels of Instructional Effectiveness," Southern Regional Council for Educational Administration (Atlanta: Georgia, 1984) p.1.

²⁸Reginald M. High, p. 2.

²⁹Reginald M. High, pp. 2-9.

schools that are well managed and whose students achieve.

Successful principals:

- emphasize achievement
- set instructional strategies
- provide an orderly atmosphere
- frequently evaluate student progress
- coordinate instructional programs
- support teachers³⁰

Rutherford identified some clear distinctions between the behavior of more effective and less effective principals. These distinctions which reflect five essential qualities consistently demonstrated by effective principals are:

- possession of clearly informed visions of what they want their schools to become, based on students' needs
- translation of visions into goals for their schools, teachers, and students
- establishment of a school climate that progresses toward goals and expectations
- monitoring of progress
- intervention in a supportive or corrective manner, when necessary.³¹

Still another important component of principals' behavior in successful schools, according to John Reidy, is norm setting. "Norms are expressed behaviors which school personnel find valuable to conform and comply

³⁰James Sweeney, "Highlighting from Research on Effective School Leadership," Educational Leadership, February 1982, pp. 16-17.

³¹William L. Rutherford, "School Principals as Effective Leaders," Phi Delta Kappan, September 1985, pp. 31-34.

with.³² At least three sets of behaviors comprise norm setting:

- setting standards of performance for teachers;
- working with teachers to set high learning expectations for students;
- coordinating and sequencing school-wide goals and objectives.³³

Behaviors include exhibited actions, values, expectations, and attitudes of school personnel. "Norms are not policy and regulations. Norms are 'the way we do things around here.' Principals tend to affect teachers, who affect students."³⁴

All previous research findings which have been cited concur that the principal is the key leader in a successful school. Dimensions of this leadership include: defining the school's mission; influencing curriculum and instruction; and promoting a positive school learning climate. Forces which the principal uses to promote these dimensions have already been alluded to. Descriptions of the actual behavior of the successful administrator--observable practices and behaviors--is

³²John L. Keedy and Charles M. Achilles, "Principal Norm Setting as a Component of Effective Schools," paper presented at a meeting of the Southern Regional Council on Educational Administration, Atlanta, Georgia, 16 November 1982.

³³John L. Keedy, pp. 4-8.

³⁴John L. Keedy, p. 4.

necessary in order to make the research findings useful to administrators. This study will explore specific functions performed as the exemplary principal provides leadership for his organization.

Finally, while the findings from the research on successful school leadership can clearly provide some useful directions from all levels of schooling, there are some serious limitations since the focus of most of this research is on the elementary school. These limitations are most apparent in considering what success might mean when applied to the middle school. Michael Rutter's research has expanded the concept of the exemplary school to include consideration of the whole child in the context of his school climate--not only his academic needs, but his diverse social and emotional developmental needs as well. He found that adolescent behavior and academic success are considerably influenced by the internal life of the school; and that the principal is the major determinant of this "ethos."³⁵ Lipsitz, in her portraits of four "successful" middle schools, maintains that to succeed with young adolescents, schools must be responsive to their developmental needs. She too magnifies the

³⁵Michael Rutter et al., "School Influences on Children's Behavior and Development," Pediatrics, February 1980, pp. 89-93.

significant role of the principal--"the leaders of these successful middle schools are ideologues . . . they have a vision of what school should be for this unique age group."³⁶

Leadership Styles

Shirley Hord, co-director for the Research on the Improvement Process Program, Research and Development Center for Teacher Education, at the University of Texas at Austin, has conducted a Principal-Teacher Interaction Study which has been awarded the best research study of administrators for 1983-84 by the American Association of School Administrators. In this research, Hord reports that there are different ways that principals go about doing things. She terms this "style."³⁷ She found three different styles:

- initiator--who makes it happen
- manager--who helps it happen
- responder--who lets it happen³⁸

³⁶Joan Lipsitz, Successful Schools for Young Adolescents (New Brunswick, New Jersey; Transaction Books, 1984), pp. 3-12.

³⁷Shirley M. Hord, "The Effects of Principal Styles on School Improvement," Regional Exchange Workshop (Austin, Texas, 1984), p. 43.

³⁸Shirley M. Hord, p. 43.

Hord was quick to point out that the principals placed in any of the three style categories were doing a "satisfactory" job. When she examined the outcomes of the study, she found that initiators and managers were more successful in implementation of change. She also looked at principals in terms of vision and goal setting. She also focused on what principals targeted to structure the school as a workplace. Still another dimension related to how principals make decisions, and finally what they do to guide and support their faculties.³⁹

The responder principals receive a lot of interventions from the central office, because they themselves do not supply that push within the building. They are less concerned with vision and more concerned about the perceptions and perspectives of other people. They delay decisions and get lots of input from other people. Once a decision is made, it is fairly fixed and not subject to reversal. It appears also that since the responder is very concerned about other people, and keeping people happy, the principal is often found in the office. When one needs something from him, one goes to him.⁴⁰ Hall, Rutherford and Griffin identified styles very similar to

³⁹Shirley Hord, p. 4.

⁴⁰Shirley Hord, pp. 45-47.

Hord's.⁴¹ These researchers too talked about the responder as one whose primary role is to maintain a smooth running school by focusing on traditional administrative tasks, keeping teachers content, and treating students well. The responder views teachers as strong professionals who are able to carry out instruction with little guidance. Responders emphasize the personal side of their relationships with teachers and others. Hall also agrees with Hord's research that responders make decisions in terms of immediate circumstances--with emphasis on pleasing others--rather than in terms of long range school goals.⁴²

Hord's second identifiable leadership style, the manager, is highly characterized by a strong desire to be highly protective of staff. The manager tends to espouse that his teachers are already overworked. Thus, he often postpones change. Managers are efficient, seeing that the school runs well, things are there, and schedules are in order. The manager tries to do more by himself, wanting to do it all to see that it is done right and done well.⁴³ Hall concurs. The manager's behavior seems

⁴¹Gene Hall et al., pp. 23-24.

⁴²Gene Hall et al., pp. 24-25.

⁴³Shirley Hord, pp. 44-45.

to be linked to his rapport with teachers and central office staff, as well as how he understands and buys into a particular change effort. Managers work without fanfare to provide basic support to facilitate teachers' use of an innovation. The manager keeps teachers informed about decisions and is sensitive to teachers' needs. When he learns that the central office wants something to happen in his school, he then becomes very involved with his teachers in making it happen. Yet, he does not typically initiate attempts to move beyond the basics of what is imposed.⁴⁴

Finally, Hord's group looked at the initiator. In the initiator's school, one hears a lot about kids and programs. The principal and staff can articulate the kind of school wanted. There is clear vision. The principal gets input and listens. There is not a great deal of participant decision-making. The initiator does not wait for things to happen; he makes them happen. He pushes his teachers, his students, and himself to get things done and to do them well. He has high expectations which he can clearly articulate. He seeks outside resources and might occasionally "creatively

⁴⁴Gene Hall et al., pp. 24-25.

reinterpret" district policies to get things done.⁴⁵ Hall sees the initiator as a principal who has clear, decisive long-range policies and goals that transcend but include implementation of current innovations. He tends to have very strong beliefs about what good schools and teaching should be like and works intensely to attain this vision. He conveys and monitors high expectations through frequent contacts with teachers and clear explanation of how the school is to operate and how teachers are to teach. Initiators are adamant but not unkind. They solicit input from staff and then make decisions in terms of school goals.⁴⁶

A similar study of leadership styles was conducted by Bredeson. In his in-depth look at five principals, Bredeson found two forces were simultaneously at work in shaping the role of the principal. The first was the degree to which organizational role expectations, tradition, and community standards affected the perspective each principal had of his administrative position. Second, each principal came into the role with differing backgrounds, experiences, and values. Based on a

⁴⁵Shirley Hord, pp. 46-47.

⁴⁶Gene Hall et al., pp. 25-26.

combination of the two, each principal projected a highly individualized leadership style. Each of these individualized interpretations of the role of principal played on the personal and professional strengths of each of the administrators. However, overall each principal studied practiced the craft of principalship within the perimeters of three broad areas of purpose. Three major "purposes" were identified: maintenance, survival and vision.⁴⁷

Maintenance is "the action of continuing, carrying on, and preserving."⁴⁸ In response to questions about what they saw as their major responsibilities as principals, maintenance was clearly the intended purpose. Regardless of personal leadership style, eighty-nine percent of the principals' total number of daily activities were intended to "keep the school doors open and the process going."⁴⁹ Maintenance tasks accounted for an average of 51.7 percent of the principals' day, with a range from 42.1 to sixty percent.⁵⁰

⁴⁷Paul V. Bredeson, "An Analysis of the Metaphorical Perspectives of School Principals," Educational Administration Quarterly 34, Winter 1985, pp. 34-38.

⁴⁸Paul V. Bredeson, p. 38.

⁴⁹Paul V. Bredeson, p. 39.

⁵⁰Paul V. Bredeson, p. 40.

A second purpose, survival, focuses on meeting immediate needs and mustering of the most vital resources available for continued existence. The crisis-basis management is characterized by short-range planning; the need for dramatic, often autocratic action; an environment that is likely to be stressful; and little attention to long-range outcomes. Five and one-half percent of the principals' time was related to survival.⁵¹

The third "purpose" identified by principals is at the opposite end of the continuum: vision. Broadly conceived,

vision is the principal's ability to holistically view the present, to reinterpret the mission of the school to all its constituents, and to use imagination and perceptual skills to think beyond accepted notions of what is practical and what is of immediate application in present situations to speculative ideas to, preferably, possible futures.⁵²

Tasks of this nature accounted for five and one-half percent of the principals' total number of daily tasks.⁵³

Each principal in this study performed similar tasks, had similar daily routines, and differed little despite very clear differences in their administrative

⁵¹Paul V. Bredeson, p. 42.

⁵²Paul V. Bredeson, pp. 43-44.

⁵³Paul V. Bredeson, p. 46.

images of leadership style. The overwhelming dedication to maintenance and survival in their school was less a matter of personal choice and more a matter of role expectation. Each expressed frustration at the discrepancy between what his philosophy espoused and what confronted him on a daily basis. Bredeson concludes that survival is commendable! But at what price? Vision definitely offers the most hope for the principalship. What is necessary is a redistribution of role emphasis.

Studies report that most principals would prefer to devote much more time to curriculum planning. However, traditional reasons given for not giving more time to this vital task--lack of time, lack of administrative and clerical help, and lack of enough autonomy as an instructional leader--are refuted in a recent dissertation written by Allan Vann.⁵⁴ Vann's study reveals two strong associations. One hundred percent of those principals categorized as most committed to curriculum development (spending at least sixteen percent of their time on this function) reported having at least six credit-hours of adequate coursework in curriculum development. Of even more significance is the second association: the

⁵⁴Allan Vann, "Three Principals Discuss the Principal's Leadership Role," Educational Leadership, March 1979, p. 404.

principal's perception of the importance of the function of curriculum development to central office superiors. Thus, Vann suggests that some principals devote little time to curriculum development because they perceive curriculum development to be a relatively low priority of their superiors.⁵⁵ The major implication of this study is the need for central office superiors to focus on strongly communicated academic goals from central office members to principals and develop a reward system based on such a focus. All within the hierarchy must possess the vision and provide empowerment to transform this into reality.

The challenge for principals is to examine their daily routines, their priorities, and their resources and see how they might best function through being knowledgeable of the past, remaining well grounded in the present, and continually looking to the future.⁵⁶

Bennis and Nanus, in their study of ninety top leaders, state that style and the means by which leaders convey and shape meaning vary enormously. However, "despite the variations in style, every successful leader is aware that an organization is based on a set of shared meanings that define roles and authority."⁵⁷

⁵⁵Allan Vann, p. 405.

⁵⁶Paul V. Bredeson, p. 48.

⁵⁷Warren Bennis and Burt Nanus, p. 28.

Leaders are very clear about where they want to go and how they plan to get there. Through successful communication, leaders relate their image, or vision, in such a way that induces enthusiasm and commitment in others. By promoting confidence, they transform purpose into action.⁵⁸

Peters and Austin further emphasize the necessity of "vision" in the successful leader's style:

Leadership depends on a million little things done with obsession, consistency, and care, but all of those million little things add up to nothing if trust, vision and basic belief are not there.⁵⁹

The effective leader establishes a "rhythm" within his organization--one in which all involved possess vision, energy, empathy, attention to detail, a picture of the goal, and a passion for excellence.⁶⁰

Much more research must be done before the total functioning of a successful principal can be accurately described or understood. The role of the principal in the school must be viewed in terms of the many factors that affect it rather than naively assuming that a quick cure can be made simply by changing one variable such as

⁵⁸Warren Bennis and Burt Nanus, pp. 28-33.

⁵⁹Tom Peters and Nancy Austin, A Passion for Excellence: The Leadership Difference (New York: Random House, 1985), p. 6.

⁶⁰Tom Peters and Nancy Austin, pp. 409-414.

the particular style of the principal. Certainly the criteria for success must be considered carefully. Hall's study revealed, for instance, that if implementation success of a new program were the criteria, then the initiator style principal was most effective. However, if teachers' positive perceptions of their climate is considered important, then the manager style principal seemed to be more effective.⁶¹ To complicate this further, none of Hall's criteria directly addressed student achievement which might require a different principal style for greater effectiveness. The key appears to be the blending, matching, and sequencing. All principals are not the same; they have to have support to implement programs in their buildings, and they need training; but they need different kinds of support, according to the style that suits their situation best. What is clear is the importance of the personal vision or image of the school as a whole as a recurring theme in studies of effective principals. And all are imbued with philosophies, lived with intensity.

Leadership Forces

Leadership has several aspects, each of which contributes uniquely to school competence and to school

⁶¹Gene Hall et al., pp. 28.

excellence. Sergiovanni defines leadership as force--"the strength or energy brought to bear on a situation to start or stop motion or change."⁶² School leadership forces are the means available to administrators to bring about or preserve changes needed to improve schooling. The first two forces which Sergiovanni discusses have dominated leadership literature in recent years.

The technical leader assumes the role of "management engineer." By emphasizing planning, time management, and organizational structures, the leader provides coordination and scheduling to the life of the school. He is good at manipulating strategies and situations to ensure optimum effectiveness. While the human leader assumes the role of "human engineer," he emphasizes such concepts as human relations, interpersonal competence, and motivational technologies. He provides support, encouragement, and growth opportunities to his staff. He is adept at building and maintaining morale and using such processes as participatory decision making.⁶³

⁶²Thomas Sergiovanni, p. 6.

⁶³Thomas Sergiovanni, p. 6.

Galligan also investigated leadership, primarily considering the amount of emphasis principals reported placing on relationship-oriented and task-oriented behavior. A finding common to her case studies of principals in eleven junior high schools is that the behavior and attitudes of a school's principal are among the critical determinants of the climate and, thus, the effectiveness of the school.⁶⁴ The relationship-oriented principal's behavior indicates feelings of warmth, friendship, trust, and respect for subordinates. The task-oriented structure refers to leader behaviors which generally involve the organization of roles and tasks within the group and the definition of goals.⁶⁵ Galligan's evidence does indicate a meaningful mode for differentiating among leaders; however, the leader's effect on teacher behavior varied according to teachers' years of experience.

Sergiovanni's third force on the hierarchy is the educational leader who assumes the role of "clinical

⁶⁴Betsy J. Galligan, The Relationship of Principal's Leadership Priorities and Teachers' Classroom Management Skills (Austin, Texas: Research and Development Center for Teacher Education, 1980), pp. 5-9.

⁶⁵John Goodlad, "Educational Leadership: Toward the Third Era," Educational Leadership, January 1978, p. 326.

practitioner." This leader brings expert professional knowledge and bearing as related to teaching effectiveness, educational program development, and clinical supervision. The clinical practitioner is adept at diagnosing educational problems; counseling teachers; providing for supervision, evaluation, and staff development; and developing curriculum.⁶⁶ John Goodlad argues that in an earlier era the educational aspects of leadership were center stage; however, unfortunately, more recently this emphasis has been usurped by technical and human aspects.⁶⁷

The technical, human, and educational forces of leadership, brought together, provide the critical mass needed for competent--marked by master of certain predetermined, essential fundamentals--schooling . . .⁶⁸,

according to Sergiovanni. However, a deficit in any one of the three upsets the critical mass, and less effective schooling is likely to occur. Recent studies of excellence in organizations suggest that despite the link between these three aspects of leadership and competence in schooling, their presence does not guarantee

⁶⁶Thomas Sergiovanni, p. 7.

⁶⁷John Goodlad, "Educational Leadership: Toward the Third Era," Educational Leadership, January 1978, p. 326.

⁶⁸Thomas Sergiovanni, p. 7

excellence--exceeding the expectations necessary to be considered satisfactory.⁶⁹

Important differences exist among incompetent, competent, and excellent schools. Excellent organizations, including schools, are characterized by other leadership qualities. Sergiovanni, Deal and Kennedy, Peters and Austin, Vaill, Bennis, and others describe these forces as symbolic and cultural.

The symbolic leader assumes the role of "chief" and by emphasizing selective attention, he models important goals and behaviors. Touring the school; visiting classrooms; seeking out and visibly spending time with students; downplaying management concerns in favor of educational ones; presiding over ceremonies, rituals, other important occasions; and providing a unified vision of the school through proper use of words and actions are examples of leader activities associated with symbolism.⁷⁰

Vaill identifies purposing as a major concern to the symbolic force. He defines purposing as

that continuous stream of actions by an organization's formal leadership which has the effect of inducing clarity, consensus, and commitment regarding the organization's basic purposes.⁷¹

Of lesser concern to the symbolic force is the leader's behavioral style. Instead, what the leader stands for and communicates to others is emphasized.

⁶⁹Thomas Sergiovanni, p. 7.

⁷⁰Thomas Sergiovanni, p. 8.

⁷¹Peter B. Vaill, "The Purposing of High Performing

The object of symbolic leadership is the stirring of human consciousness; the integration and enhancing of meaning; the articulation of key cultural strands that identify the substance of the school, and the linking of people involved in the school's activities to them Providing meaning and rallying people to a common cause constitute effectiveness in symbolic leadership.⁷²

Warren Bennis argues that a compelling vision is the key ingredient of leadership in excellent organizations he studied. His definition of vision refers to "the capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization."⁷³

Bennis sets his treatment of leaders around the functional use of power. According to Bennis, a central characteristic of the ninety leaders whom he studied was their ability to transform power into action.⁷⁴ In developing this theme he identifies four key leadership strategies:

- Attention through vision--Leaders know what they want.
- Meaning through communications--It is not enough to have vision; vision has to be communicated so

Systems," Leadership and Organizational Culture (Urbana-Champaign: University of Illinois Press, 1984), p. 46.

⁷²Thomas Sergiovanni, p. 9.

⁷³Warren Bennis and Burt Nanus, p. 28.

⁷⁴Warren Bennis and Burt Nanus, pp. 28-32.

that the leader gains enthusiasm and commitment from others.

- Trust through positioning--Bennis describes this quality as "organizational integrity."
- Deployment of self through positive self-regard--Leaders know their worth; they trust themselves, but do not let their egos interfere with getting the job done. The focus is on competence, not image. It is in the area of self-regard that Bennis describes the "Wallenda Effect"; at the core of this phenomenon is the leader's concern for doing things that will "win," as contrasted with doing things so "not to lose." This distinction is an important one for shaping the mindsets for leaders, rather than managers.⁷⁵

Bennis maintains that the whole purpose of transformative leadership is empowerment: The image of a leader pulling people on, as contrasted with pushing them through. They transform their power by empowering others to translate their shared vision into reality. They build a sense of community, and perhaps most important, communicate that work should be fun, and accomplishment is to be enjoyed.⁷⁶

Peters and Austin make explicit the characteristics of leaders:

Leadership means vision, cheerleading, enthusiasm, love, trust, verve, passion, obsession, consistency, the use of symbols, paying attention

⁷⁵Warren Bennis and Burt Nanus, pp. 29-40.

⁷⁶Warren Bennis and Burt Nanus, pp. 31-38.

. . . , coaching, effectively wandering around, and numerous other things.⁷⁷

Sergiovanni refers to the apex of the leadership forces hierarchy as the cultural leader.

The cultural leader assumes the role of 'high priest,' seeking to define, strengthen, and articulate those enduring values, beliefs, and cultural strands that give the school its unique identity.⁷⁸

The leader here is engaged in legacy building; he is nurturing and bonding students, teachers and others as believers in the work of the school. The words clan or tribe, all articulating school purposes and mission, come to mind. The members of this unique culture enjoy a sense of personal importance and significance; they feel that they belong and are thus highly motivated. The "stuff" of culture includes a school's customs and traditions, habits, norms, expectations, and shared assumptions.⁷⁹

In their study of corporate America, Deal and Kennedy looked at nearly eighty corporate cultures. They distinguished between managers and heroes. For them, managers are decisive, busy, routinizers,

⁷⁷Thomas J. Peters and Nancy Austin, pp. 5-6.

⁷⁸Thomas Sergiovanni, p. 10.

⁷⁹Thomas Sergiovanni, pp. 10-11.

disciplined, and detail-oriented. Heroes, on the other hand, are often not decisive, but they have a vision. The one decision that heroes make is: does it fit the vision or not? They found that only about one-third of those leaders which they studied had clearly articulated beliefs. Of this third, two-thirds had qualitative beliefs or values. Of the eighteen companies with qualitative beliefs, all were uniformly outstanding performers. These companies Deal and Kennedy termed "strong culture" companies.

In these companies, the "heroes" or "symbolic" managers take the lead in supporting and shaping the culture. The culture is transmitted through ritual and ceremony--systematic and programmed routines of day-to-day life in the organization which set the tone. The heroes personify the organization's values and in sharing these values define success in concrete terms for employees. According to Deal and Kennedy, all leaders manage people, hire and fire people, and make strategic decisions. The difference is that symbolic managers attend to processes and values that are consistent with the corporate culture.⁸⁰

⁸⁰Terrence E. Deal and Allan A. Kennedy, Corporate Cultures: The Rites and Rituals of Corporate Life (Reading, Maryland: Addison-Wesley, 1982), pp. 13-39.

Technical and human leadership forces are generic and thus share identical qualities with competent management and leadership wherever they are expressed. They are not, therefore, unique to the school setting. On the other hand, educational leadership force is situational and contextual, deriving its qualities from specific matters of education and schooling. These three forces are essential to competent schooling and the absence of any one of the three contributes to ineffectiveness. Predominant in the research of Sergiovanni and others is the realization that the combined strength of these three forces is not, however, sufficient to bring about excellence in schooling. Cultural and symbolic aspects of substantive leadership forces are essential to excellence in schooling.⁸¹

All schools have cultures: strong or weak, functional or dysfunctional. Successful schools seem to have strong, functional cultures aligned with a vision of excellence in schooling. Teachers, parents, and students can answer such basic questions as: What is the school all about? What is important here? What do we believe in? How do I fit into the scheme of things?

⁸¹Thomas Sergiovanni, pp. 12-15.

Influence Gaining Behaviors

What then is the role of the leader in conjunction with the leadership force? Sergiovanni matched role to force as follows:

- Technical: "Management engineer"
- Human: "Human engineer"
- Educational: "Clinical practitioner"
- Symbolic: "Chief"
- Cultural: "High priest"⁸²

Hord, Hall, and Rutherford developed a framework for correlating leadership style and consequent dimensions of behavior employed by principals to facilitate change in their schools. They employed their three previously identified leadership styles--responder, manager, and initiator--to categorize influence gaining behaviors among principals in the following areas:

- Structuring the school:
 - a. The responder grants teachers much autonomy; strives to see that disruptions are minimal, responds to requests and needs as they arise, and allows norms to evolve.
 - b. The manager works with and provides guidelines and expectations for teachers and parents, contends that staff are already busy and paces request and task loads accordingly, and helps establish and clarify norms.
 - c. The initiator sets standards and expects high performance levels for all, establishes instructional program as first priority, sacrifices short term feelings of staff if doing a task now is necessary for the success of longer term goals, and establishes, clarifies, and models norms for the school.

⁸²Thomas Sergiovanni, p. 12.

- Managing change:
 - a. The responder accepts district expectations for change, develops minimal knowledge of what use of the innovation entails, and monitors change efforts through brief conversations or unsolicited reports.
 - b. The manager meets district expectations for change, maintains involvement with a focus on management, becomes knowledgeable about the use of the innovation, informs teachers that they are expected to use the innovation, and monitors and discusses information gained from the study.
 - c. The initiator accommodates district expectations and pushes adjustments and additions that will benefit his school, directs the change process, seeks sufficient information to be able to make specific teaching suggestions, closely monitors through classroom organization, and relays information back directly to teachers to plan for next step in the improvement process.

- Collaborating and delegating:
 - a. The responder allows others to assume responsibility for the change.
 - b. The manager tends to do most of the intervening, but will share some responsibility.
 - c. The initiator will delegate to carefully chosen others some of the responsibility, but will monitor very carefully.

- Decision making:
 - a. The responder accepts the rules and makes decisions necessary for ongoing operation.
 - b. The manager lives by the rules of the district, but goes beyond minimum requirements. Decisions are based on norms and expectations that guide the school and the management needs of the school.
 - c. The initiator respects the rules of the district but determines behavior by what is required for maximum school effectiveness.

- Guiding and supporting:
 - a. The responder believes teachers are professionals and leaves them alone to do their

- work unless they request assistance or support.
- b. The manager believes teachers are a part of the total faculty and establishes guidelines for all.
 - c. The initiator believes teachers are responsible for developing the best possible instruction and establishes expectations consistent with this view.⁸³

What then, according to Hord, Hall and Rutherford, is the relationship between change facilitation behavior and implementation success? In their study, all teachers in all schools implemented the new curriculum, which would suggest that at least in this case all three styles were effective. However, there were different degrees of implementation. There was more quality and quantity in schools with initiator style principals than in schools with principals using the manager and responder styles. Ironically, an assessment of psychological climate in these same schools produced some provocative results: teachers perceive a more positive climate in schools with principals using the manager style. Teachers with the initiator style principals were somewhat less positive, and teachers in schools with principals using the responder style are much less positive in their perceptions of the climate. The most

⁸³Gene Hall et al., pp. 24-30.

logical interpretation, the researchers concluded, is that manager style principals protect their teachers and keep everything running smoothly. Initiator style principals listen to their teachers, but have high expectations and keep pushing. With the responder style leadership, there is concern for teachers' feelings, but job ambiguity and less control and consistency.⁸⁴

Reginald High has identified seven bases of power as behaviors which principals may use to gain influence with their teachers and thereby to provide leadership for their schools. His field study included nineteen schools, nine of which were identified as high achieving schools. In each of these schools he administered questionnaires designed specifically to explore teachers' and principals' perceptions of the principal's influence-gaining behavior. Observations and interviews were implemented to confirm the information collected in the questionnaires. The seven bases of influence-gaining behaviors analyzed were principal as referent, as expert, as rewarder, as coercer, as legitimate authority, as involver, and principal as norm setter.⁸⁵

⁸⁴Gene Hall et al., pp. 28-32.

⁸⁵Reginald M. High, pp. 1-2.

Principals in high achieving schools were perceived to exhibit three behaviors--expert, norm setter, and legitimate authority--to the highest degree, and the behaviors of coercer and enabler least. There was general agreement between perceptions of principal and teachers in each of the schools. Principals of high-achieving schools provided more extensive leadership because they exhibited six of the seven behaviors to a significantly higher degree than did the principals of the other schools. Norm setting was identified as a very important source of influence for principals with teachers.⁸⁶

John Keedy conducted a more thorough study of norm setting as an important component of principal behaviors in effective schools. "Norms are expressed behaviors which school personnel find valuable to conform and comply with."⁸⁷ Keedy's study addressed the norm-setting behavior of principals through the Dwyer model. This model defined school success by positive discrepancies between predicted achievement based on socioeconomic factors and actual reading scores. Schools having the

⁸⁶Reginald M. High, pp. 3-9.

⁸⁷John L. Keedy, p. 3.

greatest positive residuals were chosen for this study. Six elementary schools were selected. Behaviors collected from principals and teachers were categorized separately into thirteen ways principals set norms. Any category used by at least four principals was considered instrumental in norm setting. The four categories were human relations, resource provider, authority of position, and modeling. The four primary norm-setting techniques are defined below:

- resource provider--When the teacher needs things, the principal delivers. Resources are anything the principal can use to satisfy teacher needs.
- human relations--The principal relates in ways that make teachers want to comply. They set up expectations by believing in and assuming the best of teachers.
- authority of position--The principal pulls rank to get teacher conformity. Teachers conform because the principal uses fear, pressure, and unilateral decision making as he is responsible for the school's performance.
- modeling--There are two types: The first a conscious effort, "Look, I'm doing it. Certainly I can expect you to do it." The second type is an unaware effort that is communicated through interactions with teachers, who then do the same thing.⁸⁸

Of these four techniques, Keedy found that the resource provider may have the most potential for principal effectiveness. This technique relates to a concept called the exchange system: Principals, meeting

⁸⁸John L. Keedy, p. 2-7.

teachers' intrinsic needs, ask for norm compliance in return.⁸⁹ Lortie concurs, "Only when teachers' intrinsic needs are met, can teachers fulfill their psychic needs, producing the daily effort required for good teaching."⁹⁰ In a similar study, Blumberg and Greenfield cited successful principals who believe that the majority of teachers are "wholesomely motivated and have an abiding concern for youngsters."⁹¹ By offering themselves as a primary resource for teachers, principals can achieve their main goal: improving classroom instruction. Thus, the teachers fulfilled their principals' expectations by articulating their teaching needs.⁹²

Performance Behaviors

What does the principal actually "do" to make his school successful? Hallinger and others have attempted

⁸⁹John L. Keedy, p. 9.

⁹⁰Dan Lortie, "The Complex Work Relationships of Elementary School Principals," The Effects of Collective Bargaining on School Administrative Leadership (Eugene, Oregon: Center for Educational Policy and Development, University of Oregon, 1982), p. 17.

⁹¹Arthur Blumberg and William Greenfield, The Effective Principal: Perspectives on School Leadership (Boston, Massachusetts: Allyn & Bacon, 1980), p. 102.

⁹²Arthur Blumberg and William Greenfield, pp. 103-109.

to provide identifiable links between the general characteristics of excellent school principals and observable practices and behaviors. This insight is necessary in order to make research findings useful to administrators. Hallinger devised a framework for moving from general effectiveness factors to specific principal behaviors. The leadership model is broken into three general dimensions:

- defining the school's mission
- managing curriculum and instruction, and
- promoting a positive school learning climate.⁹³

The principal plays a key role in conceptualizing the school's goals, obtaining staff input on their development, and framing them in a manner that increases their usefulness for the purpose of instruction and assessment. The principal refers to the school's goals frequently in both formal and informal contexts. He communicates the importance he places on the goals through his decisions on substantive issues throughout the school year (e.g., staffing, resource allocations, staff development). Clearly articulated academic goals

⁹³Philip Hallinger et al., "School Effectiveness: Identifying the Specific Practices, Behaviors for Principals," NASSP Bulletin, May 1983, pp. 82-84.

give a sense of purpose to activities within his school.⁹⁴

The principal's role in exhorting the instructional program is to maintain consistency between the school's achievement goals, classroom objectives, curriculum materials in use, and the instructional practices of teachers. This involves four separate leadership functions:

- knowledge of curriculum and effective instruction
- close and frequent supervision and evaluation of instruction, including classroom observation
- curricular coordination across grade levels
- monitoring student progress, fitting tests in use to curricular objectives.⁹⁵

The principal also plays a key role in establishing a climate in which effective instruction can take place. This dimension focuses on what the exemplary principal actually does. It is comprised of several functions: establishment of high, but realistic, expectations; establishment of academic standards and incentives for learning; protection of instructional time; and promotion of instructional improvement and professional development. Also implementation of school-wide policies which ensure clear guidelines concerning school rules, promotion policies, homework, absenteeism, tardiness, and grading

⁹⁴Philip Hallinger et al., p. 88.

⁹⁵Philip Hallinger et al., p. 90.

help the principal promote a more effective school learning climate.

Studies of successful schools suggest that principals do not leave the task of rewarding students solely to teachers; they develop incentives for learning which are school-wide in nature. These include honor rolls, honor societies, award ceremonies, certificates, and recognition in the school or local newspaper for students who have met expectations for mastery set by the school. The awards reach a great number of students, with greater frequency, and in a more systematic fashion.

The principal also protects instructional time by encouraging teachers to start instruction on time and maintain high time on task. He limits outside interruptions of classroom time such as entry of tardy students, public address announcements, and student visits to the office.

Promoting instructional improvement and professional development is a primary concern of the effective principal. He selects staff development programs, facilitates and/or trains teachers, and supports new instructional techniques in the classroom. He makes sure that staff development programs are consistent with the school's academic goals.⁹⁶

⁹⁶Philip Hallinger et al., pp. 86-90.

David Dwyer studied forty-two principals who were nominated by fellow administrators as successful school leaders. He posed the question, "What do successful principals do--day in and day out--to develop and maintain exemplary programs?" He found no single image or simple formula for successful leadership. However, he did find

principals engaged in effective, routine acts that required no extensive changes in their roles. Their successes hinged on their capacity to connect these routine activities to their overarching perspectives of the contexts of their schools and their aspirations for their students.⁹⁷

According to Dwyer, "community" is an important source of influence on the activities of the principals. One principal commented that sixty percent of his daily activities entailed responses to community situations. The principals were aware of the constraints and problems posed by their respective communities. They strove to make their schools integral parts of their neighborhood, and in the process found valuable resources and security.

Personal traits, experience, training and beliefs were also found to be influential factors in the

⁹⁷David C. Dwyer, "The Search for Instructional Leadership: Routines and Subtleties in the Principal's Role," Educational Leadership, February 1984, p. 33.

principal's behavior. Each discussed school climate as a notion he embraced. They treated climate as a characteristic of their schools that they could monitor and change, one that encompassed both physical and social elements. They viewed climate as a set of properties that communicates to students that "school is a pleasant place to be, can help them achieve, and is a serious work place."⁹⁸

When acting to improve instructional organization, the effective principal manipulated class size and composition, scheduling, staff assignments, scope and sequence of curriculum, distribution of instructional materials, and even teaching styles. Dwyer suggests,

the elements of climate influence students' and staff members' feelings and expectations about the school, and that instructional organization delivers the reality.⁹⁹

Although all of the principals in Dwyer's study worked to improve climate and instructional organization in their schools, their specific activities and strategies differed. However, beyond their difference were identified commonalities. Teachers believed that their

⁹⁸David C. Dwyer, p. 36.

⁹⁹David C. Dwyer, p. 36.

principals knew everything that was going on in their classrooms; this perception was the result of the principals' high visibility in and around the schools.¹⁰⁰ Peters and Austin termed this "management by wandering around."¹⁰¹

Another fundamental characteristic of these principals was their meticulous attention to detail. Their most essential activities included forms of monitoring, information control and exchange, planning, direct interaction with students, hiring and staff development, and overseeing building maintenance. Predictability appeared in annual and daily cycles. Teacher hiring, staff development, curriculum planning, and building maintenance projects were closely tied to institutional philosophy and goals.

The predictable cycles of principals' activities serve as a maintenance and development function within the school. Routine enables the principals to assess the working status of their organization and the progress of their schools relative to long term goals.¹⁰²

¹⁰⁰David C. Dwyer, p. 37.

¹⁰¹Thomas Peters and Mary Austin, p. 8.

¹⁰²David C. Dwyer, pp. 38-40.

Mazzarella has also gathered data, through a review of the literature, to find out very specifically what it is that principals do to create excellent schools. As in previous research cited, she found effective principals

- undertake unique or unusual efforts to recognize student academic success
- accept, use, promote, and disseminate standardized testing data
- become personally involved in student discipline¹⁰³

James Russell studied behaviors of principals in successful schools. His researchers reviewed outstanding effective schools and made a list of eight common characteristics found in these schools. They then identified two hundred and three effective principal behaviors associated with these eight areas.¹⁰⁴ Among the behaviors found to be directly linked to school effectiveness are:

- Makes special effort to give high quality recognition for academic achievement
- Enforces discipline personally with students
- Ensures scope and sequence exists and is being adhered to
- Supports teacher decisions and need with direct action
- Collaboratively plans with staff

¹⁰³Jo Ann Mazzarella, The Effective High School Principal: Sketches for a Portrait (Oregon University: Center for Educational Policy and Management, 1985), pp. 2-9.

¹⁰⁴James S. Russell, Linking the Behaviors and

- Actively participates in inservice learning
- Hires an effective staff and provides direct, individual help to teachers¹⁰⁵

Repeatedly, the literature confirms that the first and most important area in exceptional schools is leadership. Most often, this leadership rests with the principal. The principal is seen by students, teachers, other adults in the school, and parents as a dynamic, forceful, resourceful, and competent person. All those perceptions of the principal result from interpretations of his actions or behaviors in a thousand different situations by the individuals making the observations. An extensive list of successful principals' behaviors can be an important contribution to school effectiveness research. It is a step toward identifying which principal behaviors create the school characteristics that determine student achievement. True, not all effective principals will demonstrate identical day-by-day behaviors. All will exemplify essential qualities of leadership in their work; for example, all will aspire to develop a supportive school environment, but the

Activities of Secondary School Principals to School Effectiveness: A Focus on Effective and Ineffective Behaviors (Eugene, Oregon: Center for Educational Policy and Management, June 1985), pp. 4-7.

¹⁰⁵James S. Russell, pp. 27-40.

behaviors by which each seeks to accomplish this goal may vary widely.

Middle School Principals' Behaviors

Much of the successful schools research has focused on the elementary school and on the special learning tasks associated with that level of schooling. And while the findings from the research on outstanding elementary schools can clearly provide some useful directions for other levels of schooling, there are some limitations. These limitations are most apparent in considering what "success" might mean when applied to schools for younger adolescents. The middle school student has very special needs in addition to "the basics," and requires special kinds of schools that give attention to matters other than reading and computational skills. Among these are: learning to think and to reason, developing an acceptance of one's physical self, practicing the skills of young adulthood, learning how to make contact with one's peers, negotiating the conflict between the desire for independence and the need for adult direction.¹⁰⁶

¹⁰⁶Norman A. Newberg and Allan A. Glatthorn, Instructional leadership: Four Ethnographic Studies on Junior High School Principals (Philadelphia, Pennsylvania: Pennsylvania University, 1982), p. 5.

Joan Lipsitz, while on assignment to the National Institute of Education in 1981, was given the task of identifying and examining "successful" middle-grade schools that "foster healthy social development." The product of her research is her book, Successful Schools for Young Adolescents, in which she helps people "see" four "successful" middle schools. She began her study with an attempt to answer, "What does school success mean for the young adolescent age group?"¹⁰⁷ At the outset of her study she sent letters to approximately one hundred researchers and practitioners in fields that relate to early adolescent development and schooling. In each of these she addressed the question, "What are five characteristics of successful schools for young adolescents?" The outcome in response to this inquiry clearly revealed that successful middle schools expect outcomes to encompass attitudes and behaviors as well as teachable skills.¹⁰⁸ She also established "nonnegotiables" as a first line of criteria for her school selection:

1. scores on standardized achievement tests at, above, or approaching the district mean
2. low absentee rates among students and staff

¹⁰⁷Joan Lipsitz, p. 5.

¹⁰⁸Joan Lipsitz, p. 11.

3. a low incidence of vandalism and victimization
4. few or no destructive graffiti
5. low suspension rates
6. parental satisfaction
7. a reputation for excellence¹⁰⁹

Initial two-day visits were made to twelve schools. Final selection of the "four" was determined by "the schools' stories, their inherent interest, and their applicability to other schools' experiences."¹¹⁰ Lipsitz concluded

The most striking feature of the four schools is their willingness and ability to adapt all school practices to the individual differences in intellectual, biological, and social maturation of their students.¹¹¹

And what did Lipsitz discover about the role of the principal in the successful middle school? Every study of school effectiveness indicates that strong leadership is the key to excellent schools. According to Lipsitz, in each of the four schools which she studied

there is a principal with a driving vision who imbues decisions and practices with meaning, placing powerful emphasis on why and how things are done. Decisions are made not just because they are practical, but for reasons of principle . . . the leaders have a vision of what school should be for the age group.¹¹²

¹⁰⁹Joan Lipsitz, p. 16.

¹¹⁰Joan Lipsitz, p. 17.

¹¹¹Joan Lipsitz, p. 167.

¹¹²Joan Lipsitz, p. 174.

In the four schools, Lipsitz did find commonalities among the principals. The principals make their particular schools coherent, binding philosophy to goals, goals to programs, and programs to practices.¹¹³

Furthermore, the principals

- derive their authority from their acknowledged competence
- see their major function as being the instructional leader
- secure the autonomy of their schools in their districts (this includes at least some autonomy in hiring and firing)
- realize their important role, but also realize that they alone are not responsible for their school's success, nor are they indispensable
- are driven, possessive, and sometimes defiant
- make the schools larger than one person by institutionalizing their vision in program and organizational structure
- know people perform well when they feel special
- bind people to a vision, to each other, and to their task¹¹⁴

Each of the four schools in Lipsitz's study has a distinct personality and operates effectively in a unique setting. One is located in a stable community that values back-to-basics and law-and-order schooling. Another operates with an inadequate budget and in an obsolete building. The third is a school created by court order as a part of a desegregation plan and

¹¹³Joan Lipsitz, p. 175.

¹¹⁴Joan Lipsitz, pp. 177-179.

functions with an assigned principal and student body. And finally, there is the middle class community school with as much money as is needed and a hand-picked staff. Each, in diverse ways, illustrates how thoughtful and creative people in middle-grade schooling can promote educational excellence.

The leadership style exhibited in the stable, conservative community is female, dynamic, and powerful. A former sixth and eighth grade teacher and a teacher of the gifted and talented, she proudly proclaims, "There is no subject I can't teach." She refers to the students as "my children who must be kept busy, learning and happy." She sees middle-school children as "vulnerable people with sensitive emotions . . . they need understanding, not harshness nor permissiveness; they need respect."¹¹⁵ She is constantly in classrooms, praising and teaching. She sets and meets objectives and makes decisions with assurance. She estimates she spends thirty-five percent of her time supervising instructional staff and thirty percent on long-range curriculum planning. Exercising considerable control over hiring and firing of her staff is a primary concern

¹¹⁵Joan Lipsitz, pp. 32-34.

of hers. Her teachers are assigned according to their personal interests, strengths, and styles. "She has chosen and nurtured dedicated teachers who love children and want to do their best. She sets the school's agenda, its tone, its standards. They teach."¹¹⁶

A passion for social justice is the outstanding leadership quality of the principal in the obsolete school with the inadequate budget and court-ordered busing. Every decision he makes is based on his unending reservoir of hope and indignation. He is politically suave, but can rebel when conscience demands. His students revere, fear, and admire him. He can articulate the vision of the school, but he is a practical manager of human energies. This principal proclaims,

The key is attitude We believe we can. A school can have this building and this budget but still succeed. I don't care about politics. I care about here. We can and will do well. The rest makes my job harder, but it makes me stronger.¹¹⁷

The third school should not work, but it meets all the criteria. It has no neighborhood. The student body is heterogenous in the extreme. A high number of its students receive free lunch. The principal is

¹¹⁶Joan Lipsitz, p. 27.

¹¹⁷Joan Lipsitz, pp. 87-89.

"brilliant, creative, unique."¹¹⁸ His first year, he wrote deficiency evaluations for twelve percent of his staff and the school experienced a seventy-five percent turnover of teachers. He picks people whose philosophy of schooling for young adolescents is close to his. He is a charismatic leader. "He is a master of good strokes . . . he is visible, motivating . . . uplifting."¹¹⁹ Freedom for his teachers is most important. His values are transmitted through blatant acts such as burning a basal reader to communicate his desire for a diversified reading program; or by conducting in-service seminars or bombarding his teachers with educational stimuli, including a faculty instructional newsletter which his teachers write and he edits. His high-intensity, low-pressure leadership style evokes high productive work performance. And he turns the caring and feeding of visitors in his school into an art.¹²⁰

The school with more than adequate resources is built around the specific needs of early adolescents. The principal states that curriculum does not come

¹¹⁸Joan Lipsitz, p. 103.

¹¹⁹Joan Lipsitz, p. 105.

¹²⁰Joan Lipsitz, pp. 102-108.

first; understanding the nature of young adolescents comes first, and everything else flows from that understanding. The principal's forte is public relations. Memos and parental liaison committees keep communication flowing. Even classes for parents about early adolescent development are available within the school. He whips people into a high state of excitement and intensity. He allows his staff to take on as much responsibility as possible; he lets them take risks. He is a "brilliantly creative principal who chooses his own staff under experimental status, with a rich tax base, and a driving energy that defines the school's major responsibility as the personal growth and development of its students."¹²¹

The four schools present no single model for success. The historical and demographic context of the individual school counts far too much to allow for formulas; from diverse contexts, schools and leaders can fulfill similar goals.

Another significant study of the principals' role in "improving" urban junior high schools was conducted by Newberg and Glatthorn.¹²² The selection process for

¹²¹Joan Lipsitz, pp. 155-163.

¹²²Norman A. Newberg and Allan A. Glatthorn, p. 1.

the principals studied included recommendation from expert opinion and school data on student achievement. The major question addressed was: "What specific features of the junior high school affect the role of the principal as leader?" Four principals were eventually chosen for the study; they were "shadowed" over a period of seventeen weeks. Eighteen teachers and seven students were also interviewed. In addition to this, surveys were administered to all faculty members.

In all four schools the following factors seemed to be making a difference:

- clearly stated goals; the principal has focused the faculty's and students' attention on important instructional goals, particularly improved reading and mathematics achievement
- conscious use of slogans that have been adopted as a rallying cry around these goals
- learning climate, including attention to the physical plant and a sense of order and discipline
- attention to curriculum, course offerings and content¹²³

What was not making a difference in these schools was teacher supervision. The principals were doing many other things--trying their best to hold together a large junior high school--but they were not visiting classrooms and observing teachers.

¹²³Norman A. Newberg and Allan A. Glatthorn, pp. 75-180.

Who was providing the functions that did appear to make a difference? The researchers attempted to gain a wider perspective of each school by looking at the past years as well as the present school year. They found that general data seemed to indicate that when a new principal arrives, he takes a very active role in initiating projects, making changes, and developing new programmatic thrusts. However, as the years pass, he tends to delegate more of his leadership role and takes a less active role in instructional leadership. Instructional leadership varied, but was usually assumed by a department chairperson or vice principal. The principals in these urban junior highs were primarily involved in pupil discipline and performing other leadership functions.¹²⁴

Newberg and Glatthorn suggest the possible feasibility of two levels of instructional leadership: general and specific. If teachers who possess expertise in various subjects could provide the specific leadership, then perhaps principals could be effective in providing a generalist's level of expertise. They could provide

¹²⁴Norman A. Newberg and Allan A. Glatthorn, pp. 191-284.

vision, direction, and coordination. They could link the program into a coherent whole.¹²⁵

Obviously, there is a sharp contrast between Lipsitz's "successful" middle schools and Glatthorn's "improving" junior highs. The leadership role in a school for young adolescents is indeed complex and demanding. And when this is compounded by urban unrest, lack of community support, and extreme student deficiencies, the task is awesome. Attention to unique adolescent needs is not strongly focused in the schools which Glatthorn studied. Hopefully, as these schools continue to improve, those important developmental characteristics will be addressed.

Summary

The literature on successful schools agrees that an essential ingredient of good schools is strong, consistent, capable, and inspired leadership

The tone and culture of schools is said to be defined by the vision and purposeful action of the principal. He is said to be the person who must inspire the commitment and energies of his faculty; the respect, if not the admiration, of his students; and the trust of all within the organization.¹²⁶

¹²⁵Norman A. Newberg and Allan A. Glatthorn, pp. 280-285.

¹²⁶Sara Lawrence Lightfoot, The Good High School: Portraits of Character and Culture (New York: Harper, 1984), p. 323.

The successful principal creates a sense of direction for his school, communicates his goals and high expectations to staff and students, and generates a strong sense of belonging and commitment among all who participate in the school culture.

Each principal defines his role and relationships differently and exhibits his own style of leadership. His style reflects his character and training, as well as the situational context of the institution. An important lesson from the literature is the recognition of the diversity of approaches to successful leadership. Clearly, successful principals differ from less effective ones. A myriad of exemplary leadership behaviors have been identified and validated. But successful school leaders will not demonstrate these qualities through identical day-to-day behaviors. All successful principals seek common goals, but the method by which they accomplish these may vary widely.

The successful principal acknowledges the unique character of his institution and the developmental needs of his students. He then builds a nourishing culture in which a vision for his school can flourish. Erving Goffman describes that which inspired leadership accomplishes within an institution: "'encompassing tendencies that wrap their members up in a web of

identification and affiliation, that inspire loyalty."¹²⁷
Vision, courage, intelligence, wisdom, integrity, trust,
and abundant energy are all vital characteristics of a
successful leader in any institution.

¹²⁷Sara Lawrence Lightfoot (from Erving Goffman),
p. 322.

CHAPTER 3

OUTLINE OF PROCEDURES

Introduction

The successful organization has one major attribute that sets it apart from unsuccessful organizations: dynamic and effective leadership. There is a continual search for persons who have the necessary ability to lead effectively. A review of current literature defines leadership as influence exercised in a situation and directed toward the attainment of goals. Furthermore, this definition reveals that the leadership process is a function of the leader, the follower, and other situational variables. The emphasis on behavior of leaders and their group members in various situations potentiates the possibility of training individuals in adapting styles of leadership that can increase their effectiveness in leadership roles.

From observations of the frequency (or infrequency) of certain successful leader behaviors in numerous types of situations, theoretical models have been developed to help leaders, or potential leaders, make some predictions about the most appropriate leader behavior for their present situation. Leadership involves accomplishing goals

with and through people. Therefore, a leader must be concerned about tasks and human relationships. Past writers have felt that concern for task tends to be represented by authoritarian leader behavior; while a concern for relationships is represented by democratic leader behavior. The authoritarian style of leader behavior is often based on the assumption that the power of leaders is derived from the position they occupy and that people are innately lazy and unreasonable. The democratic style assumes that power of leaders is granted by the group they are to lead and that people can be basically self-directed and creative at work if properly motivated. As a result, in the authoritarian style, all policies are determined by the leader; in the democratic style, policies are open for group discussion and decision.¹

There are, of course, a wide variety of styles of leader behavior between these two extremes. Robert Tannenbaum and Warren Schmidt depicted a broad range of styles as a continuum moving from authoritarian at one end to democratic leader behavior at the other end. Leaders whose behavior is observed to be at the authoritarian end tend to be task-oriented and use their

¹Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior: Utilizing Human Resources (New Jersey: Prentice-Hall, Inc., 1982), pp. 84-86.

power to influence their followers. Leaders whose behavior appears to be at the democratic end tend to be group-oriented and thus give their followers considerable freedom in their work.²

Robert Blake and Jane Mouton have popularized the concepts of task accomplishment and personal relationships through the development of a Managerial Grid. In this grid, five different types of leadership based on concern for production (task) and concern for people (relationship) are located in four quadrants. Concern for production becomes more important to the leader as his rating advances on the horizontal scale. A leader with a rating of nine on the horizontal axis has a maximum concern for production. Concern for people is illustrated on the vertical axis, with people becoming more important as the leader's rating progresses on the vertical axis. A leader with a rating of nine on the vertical axis has maximum concern for people.³

The five leadership styles shown on the Blake-Mouton Managerial Grid are as follows:

- * Impoverished--exertion of minimum effort to get required work done
- * Country Club--attention to needs of people; com-

²Paul Hersey and Kenneth Blanchard, p. 86.

³R. R. Blake and J. S. Mouton, The Managerial Grid (Houston: Gulf Publishing Co., 1964).

- fortable, friendly organization atmosphere and work tempo
- * Task--efficiency in operations; human elements interfere to a minimum degree
 - * Middle of the Road--organization balances getting out work, while maintaining morale of people
 - * Team--work accomplishment is from committed people interdependence through a "common stake" in organization's purpose leads to relationships of trust and respect.⁴

The Managerial Grid tends to be an attitudinal model that measures values and feelings, rather than behavioral concepts.⁵

After identifying the two central concerns of any leadership situation, task and relationship researchers have recognized the potential conflict in satisfying both concerns. Consequently, an attempt has been made to find a middle ground that will encompass both concerns. According to Warren G. Bennis, those theorists who include both concerns as necessary factors for successful survival of an organization are called "revisionists."⁶ The revisionists are now concerned with external economic factors and with productivity, but not to the exclusion of human elements.⁷

⁴Paul Hersey and Kenneth Blanchard, pp. 90-91.

⁵Paul Hersey and Kenneth Blanchard, p. 92.

⁶Warren G. Bennis, "Leadership Theory and Administrative Behavior: The Problems of Authority," Administrative Science Quarterly, December 1959, p. 274.

⁷Warren G. Bennis, pp. 285-287.

Andrew Halpin, using the Leader Behavior Description Questionnaire, stressed that "effective or desirable leadership behavior is characterized by high scores on both Initiating Structure (goal achievement) and Consideration (group maintenance). Conversely, undesirable or ineffective leadership behavior is marked by low scores on both dimensions.⁸ The Blake Mouton Managerial Grid also implies that the most desirable leader behavior is "team management" (maximum concern for production and people) or 9-9 management style.⁹

Rensis Likert found that leaders with the best records of performance focus their primary attention on the human aspects of their subordinates' problems and on endeavoring to build effective work groups with high performance goals. The high producers make clear what the objectives are and then give subordinates freedom to do the job.¹⁰ Yet his own findings raise questions as to whether there can be an ideal style of leader behavior that can apply in all leadership situations.

⁸Andrew W. Halpin, The Leadership Behavior of School Superintendents (Chicago: Midwest Administration Center, The University of Chicago, 1959), p. 4.

⁹Paul Hersey and Kenneth Blanchard, p. 92.

¹⁰Rensis Likert, New Patterns of Management (New York: McGraw-Hill Book Co., 1961), p. 7.

The concept of adaptive leader behavior, or the most desirable style for a particular situation, suggests that a number of leader behavior styles may be effective or ineffective, depending on the important elements of the situation. According to a Leadership Contingency Model developed by Fred E. Fiedler, three major situational variables seem to determine whether a given situation is favorable to leaders:

- * their personal relations with members of their group
- * the degree of structure in the task that their group has been assigned to perform
- * the power and authority that their position provides¹¹

Fiedler defines the "favorableness" of a situation as "the degree to which the situation enables the leader to exert his influence over his group."¹²

In the Fiedler model, eight possible combinations of situational variables are defined, from most favorable to least favorable. Having defined these, Fiedler has attempted to determine what the most successful leadership style--task-oriented or relationship-oriented--seems to be for each of the eight situations. He concluded

¹¹Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Company, 1967), pp. 3-4.

¹²Fred E. Fiedler, p. 13.

that task-oriented leaders tend to perform best in group situations that are either very favorable or very unfavorable to the leader. Thus, relationship-oriented leaders tend to perform best in situations that are intermediate in favorableness.¹³ The Fiedler model does revert to a single continuum, suggesting that there are only two basic leader behavior styles--task-oriented and relationship-oriented. However, more recent studies show that a leader who is high on task behavior is not necessarily high or low on relationship behavior.

In the leadership models of Hersey and Blanchard, four basic leader behavior quadrants are labeled: high task, low relationship; high task, high relationship; high relationship, low task; and low relationship, low task.¹⁴ Each of the four basic styles depicts a different leadership style. An important correlate of the Hersey-Blanchard model is that "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."¹⁵ This may be very different

¹³Fred E. Fiedler, pp. 14-15.

¹⁴Paul Hersey and Kenneth Blanchard, pp. 95-96.

¹⁵Paul Hersey and Kenneth Blanchard, p. 96.

from how the leader perceives his own behavior, which Hersey-Blanchard defines as "self-perception, rather than style."¹⁶

William J. Reddin was the first to add an effectiveness dimension to the task concern and relationship concern dimensions.¹⁷ From this idea, Hersey and Blanchard developed the Tri-Dimensional Leader Effectiveness Model that concedes that a variety of styles may be effective or ineffective depending on the situation. Thus, the difference between the effective and ineffective styles is often not the actual behavior of the leader but the appropriateness of this behavior to the environment in which it is used. The dimensions of the Tri-Dimensional Leader Effectiveness model are dimensions of observed behavior, rather than a description of attitude or value.¹⁸

In summary, empirical studies tend to show that there is no best style of leadership. Successful leaders adapt their leader behavior to meet the needs of their followers and the particular environment.

¹⁶Paul Hersey and Kenneth Blanchard, p. 97.

¹⁷William J. Reddin, "The 3D Management Style Theory," Training and Development Journal, April 1967, pp. 8-12.

¹⁸Paul Hersey and Kenneth Blanchard, pp. 101-102.

Instrumentation

The purpose of this study is to investigate the relationship between the principal's leadership style and the successful middle school. The emphasis placed upon accountability by the public and an emphasis on academic excellence has intensified the search to find ways to evaluate and to strengthen the leadership role of the principal in the school. The problem inherent in the search for improved ways to select, evaluate, and nurture the potentially excellent principal is in selecting criteria that truly measure the principal's leadership skills. A review of several leadership inventories reveals measurement of various orientations as are described in the introduction to this chapter. Elias H. Porter's Strength Deployment Inventory, along with Porter's complementary Strength Deployment Inventory, Feedback Edition, and the Job Interactions Inventory, was selected for use in this study.

Most models of human behavior in use today are models limited to either a description of attitude or value or are a description of observable behavior only. They presume that by observing consistencies in a person's behavior or attitudinal pattern, it is possible to identify the person's characteristic behavior traits

and/or temperament traits and from these traits to accurately predict the person's behavior in almost all situations. Conversely, the Strength Deployment Inventory is based on the Relationship Awareness Theory, which holds that behavior patterns, whether present as habits, temperaments, explorations, or even defenses, are simply tools that people use to reach valued goals.¹⁹

. . . 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 . . . 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 achieve "win-win" relationships in which we get what we want and they get what they want.²⁰

Relationship Awareness Theory holds that one's behavior traits are consistent with what one finds gratifying in interpersonal relations and with concepts or beliefs one holds about how to interact with others to achieve those gratifications. The theory was planned to help people organize their concepts of themselves and their

¹⁹Elias H. Porter, Strength Deployment Inventory (Pacific Palisades, California: Personal Strengths Publishing, Inc., 1973), p. 3.

²⁰Elias H. Porter, Strength Deployment Inventory.

concepts of others around three basic motivations: wanting to be of genuine help to others, wanting to be the leader of others, and wanting to be self-reliant and self-dependent.

According to Relationship Awareness Theory, 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--to set goals and to be the leader. The third is the striving for autonomy, self-reliance, and self-sufficiency. A fourth motivational pattern, the Flexible-Cohering or Hub, is the striving for achievement of unity and coherence among group members and group goals. This is a combination of concern for relationship and an equal concern for task accomplishment. All experience each of these strivings from time to time. For some individuals, one of these motivations may be predominant.

A second set of concepts related to the Relationship Awareness Theory is that there are two distinguishably different conditions that affect patterns of behavior. When an individual is free to pursue his gratifications, the nurturant motivation takes the form of actively

seeking to be helpful to others, the directive motivation takes the form of self-assertion and seeking opportunity to provide leadership (in the conventional sense of leadership), and the autonomizing motivation takes the form of actively seeking logical orderliness and self-reliance.

In the face of conflict and opposition, the nurturant motivation is expressed in efforts to preserve and restore harmony; the directive motivation is expressed in efforts to prevail over the other person; and the autonomizing motivation is expressed in efforts to conserve resources and assure independence.²¹

Thus, the Strength Deployment Inventory measures four distinguishably different basic patterns of motivation and three distinguishable blends of patterns. It measures the patterns: (1) when things are going well, and (2) when things are going wrong.

The Four Basic Patterns of Motivation

- * The Altruistic-Nurturing motivation 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.

²¹Elias H. Porter, On the Development of Relationship Awareness Theory: A Personal Note (Pacific Palisades, California: Personal Strengths Publishing, Inc., 1983).

- * The Assertive-Directing motivation pattern which has as its most distinguishing quality the seeking of gratification through a basic concern for the accomplishment 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.
- * The Analytic-Autonomizing motivation 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 a meaningful and logical order and action is achieved and maintained.
- * The Flexible-Cohering motivation pattern which has as its most distinguishing characteristic a basic concern for the welfare of the group, membership in the group and the flexibility of behavior to the end of achieving unity and coherence in group goals and undertakings. (Hubs)

The Three Blends of Patterns

- * The Assertive-Nurturing 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.
- * The Cautious-Assertive 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.
- * The Judicious-Competing 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.²²

²²Elias H. Porter, Strength Deployment Inventory.

The Strength Deployment Inventory implies patterns of behavior based on personal values. It also acknowledges the importance of situational leadership, through measuring basic motivational patterns when things are going well, as well as when things are going badly. Furthermore, this inventory not only allows for "people" or "task" orientation, but also for blends of the two such as the Assertive Nurturing blend.

The complementary Strength Deployment Inventory: Feedback Edition provides a unique opportunity to see one through the eyes of others and to compare the individual's Strength Deployment Inventory scores with the Strength Deployment Inventory Feedback scores. This increases awareness of how a person's strengths are perceived by those with whom he works.²³ Administration of the Strength Deployment Inventory Feedback Edition to randomly selected teachers of each principal who takes the Strength Deployment Inventory will serve as a counterbalance in interpretation of results. Finally, administration of Porter's Job Interactions Inventory to each principal will clarify how well the principal's style of interaction is compatible with the demands of the job.

²³Elias H. Porter, Strength Deployment Inventory, Feedback Edition (Pacific Palisades, California: Personal Strengths Publishing, Inc., 1974).

The inventory is designed to assess the pattern of interactions a particular job or situation requires. This inventory also reflects situational leadership in that it measures motivational patterns when things are going well, as well as when things are going badly. Both the Strength Deployment Inventory: Feedback Edition and the Job Interactions Inventory measure the previously identified four basic patterns of motivation and three blends of patterns.

An interpretation of differences, obtained by subtracting each principal's Strength Deployment Inventory scores from his Job Interactions Inventory scores, will allow a comparison of whether or not the two sets of scores fall in much the same or in markedly different interpersonal interaction regions. Interpretation of interpersonal interaction scores on the Strength Deployment Inventory and the Job Interactions Inventory will allow for comparison of how closely each principal's basic motivational patterns align with what he thinks his job requires. Interpretation of differences will be shown in

1. nurturance of others
 2. assertion of self
 3. self-direction
- * Differences of +5 to -5: The job seems to require about the same amount of (nurturance of others) (assertion of self) (self-direction) as one usually feels most

comfortable in providing when one is free to relate to others in the ways that make one feel good about oneself.

- * Differences of 6 to 11 points, plus or minus: The job may require more (+ difference) less (- difference) (nurturance of others) (assertion of self) (self-direction) than one feels most comfortable in providing when one is free to relate to others in the ways that make one feel good about oneself.
 - * Differences of 12 or more points, plus or minus: The job seems clearly to require more (+ difference) less (- difference) (nurturance of others) (assertion of self) (self-direction) than one feels most comfortable in providing when one is free to relate to others in the ways that make one feel good about oneself.
4. concern for harmony
 5. concern for production
 6. concern for orderliness
- * Difference of +5 to -5: The job seems to require about the same responsiveness in the expression of concern for (harmony) (production) (orderliness) in dealing with conflict as is characteristic of testee in general.
 - * Differences of 6 to 11 points, plus or minus: The job may require an earlier (+ difference) a more delayed (-difference) expression for concern for (harmony) (production) (orderliness) than testee usually feels most comfortable in providing when testee must deal with conflict situations.
 - * Differences of 12 or more points, plus or minus: The job seems clearly to require an earlier (+ difference) a more delayed (- difference) expression of concern for (harmony) (production) (orderliness) than testee usually feels most comfortable in providing when dealing with conflict situations.²⁴

²⁴Elias H. Porter, Job Interactions Inventory (Pacific Palisades, California: Personal Strengths Publishing, Inc., 1978).

Reliability and Validity

In constructing the Strength Deployment Inventory it was assumed that when things are going well 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 $33 \frac{1}{3}$, the center of the Interpersonal Interaction Triangle, under the conditions of "when things are going well." The standard deviations for each scale were quite similar (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 relatively equally on all three scales differed from the orientations of persons scoring higher up 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 (i.e., approximately 1 Standard Deviation above and below the mean).

No assumptions were made as to where the means of the scores ought to be under conditions of conflict and

opposition, since the handling of conflict is so culturally determined. As one might very well expect, there is a big drop on the Altruistic-Nurturing scale, 9 points, and increases on the other two scales, A.D. up 6 points and A.A. 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., $r = .76$.

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 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. From this, it is clear that the items in each scale have a high degree of internal

consistency, that is, whatever each scale measures is being measured with high consistency.

The final question is the validity as congruence with external reality. Does the Altruistic-Nurturing scale measure altruistic-nurturing behavior, and does the Analytic-Autonomizing scale measure analytic-autonomizing behavior? Administration of the Strength Deployment Inventory to members of the nursing profession confirmed strong congruence in that the great majority scored highest on the Altruistic-Nurturing scale. Also, when the inventory was given to a number of social workers, the Altruistic-Nurturing scores were highest. Again, when administered to a group of students majoring in Business Administration, the scores were congruent, tending toward the Assertive-Directing scale.²⁵

According to Elias Porter, reliability and validity data on the Job Interactions Inventory have not yet been released for publication. However, the Personal Strengths Publishing Company does provide a partial list of organizations which employ the complementary battery of the Strength Deployment Inventory, the Strength Deployment Inventory: Feedback Edition, and the Job Interactions

²⁵Elias H. Porter, Manual of Administration and Interpretation for the Strength Deployment Inventory. (Pacific Palisades, California: Personal Strengths Publishing, Inc., 1973), pp. 48-55 (information for pp. 92-94).

Inventory. Among those organizations are: Exxon; Clemson University; Federal Aviation Administration; Eastman Kodak; States of California, Colorado, Florida, Illinois, Maine, Minnesota, New Jersey, and Tennessee; Syracuse University; University of Southern California; University of Florida; and over two hundred more institutions.

Population and Sampling Procedures

Representatives from the North Carolina League of Middle Schools; North Carolina Department of Public Instruction, Middle Grades Division; North Carolina Leadership Assessment Center; and North Carolina middle school principals submitted names of North Carolina principals whom they consider to be exemplary middle school leaders. From this list, thirty-one principals were selected, with regard to duplication of nominees and equitable geographic distribution. Each of the thirty-one principals was asked to complete Elias Porter's Strength Deployment Inventory and the Job Interaction Inventory. Furthermore, five teachers in each of the thirty-one schools were asked to complete the Strength Deployment Inventory: Feedback Edition. The five teachers in each school were randomly selected, to serve as a counterpoint to each principal's perception of his leadership style.

Expected Outcomes

Interpretation of the combined results gleaned from administration of the Strength Deployment Inventory, Strength Deployment Inventory: Feedback Edition, and the Job Interactions Inventory should reveal supportive data for each of the following questions which are addressed in this study:

1. What leadership characteristics do successful school principals possess?
2. What specific styles of leadership do successful school principals employ?
3. How do successful school principals adapt different leadership styles to respond to special situations and organizational constraints?
4. What specific performance behaviors do successful school principals enact?
5. What unique leadership role is employed by the successful school middle school principal?

The following chapter will report specific data gathered from each principal, along with the five teachers selected at random from his school. Three graphs for each principal 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 be employed in answering the above-stated questions.

CHAPTER 4

RESULTS

Introduction

This chapter presents the data and an analysis of the data obtained from administration of the Strength Deployment Inventory, the Strength Deployment Inventory: Feedback Edition, and the Job Interactions Inventory. The purpose of this study is to investigate the relationship between the principal's leadership style and the successful middle school. The Strength Deployment battery of inventories reflects patterns of motivational behavior, while acknowledging the significance of situational leadership, through measuring patterns when things are going well, as well as when things are going badly.

Thirty-one sets of the Strength Deployment battery were mailed to middle school principals who are designated as "successful" by previously identified authorities. Twenty-one packets, or sixty-seven percent, were returned, eighteen of which were completed. One of the principals has retired; one has been promoted to assistant superintendent, and one declined the opportunity to participate. Five randomly selected teachers

in each of the eighteen participating schools also completed and returned the Strength Deployment Inventory: Feedback Edition.

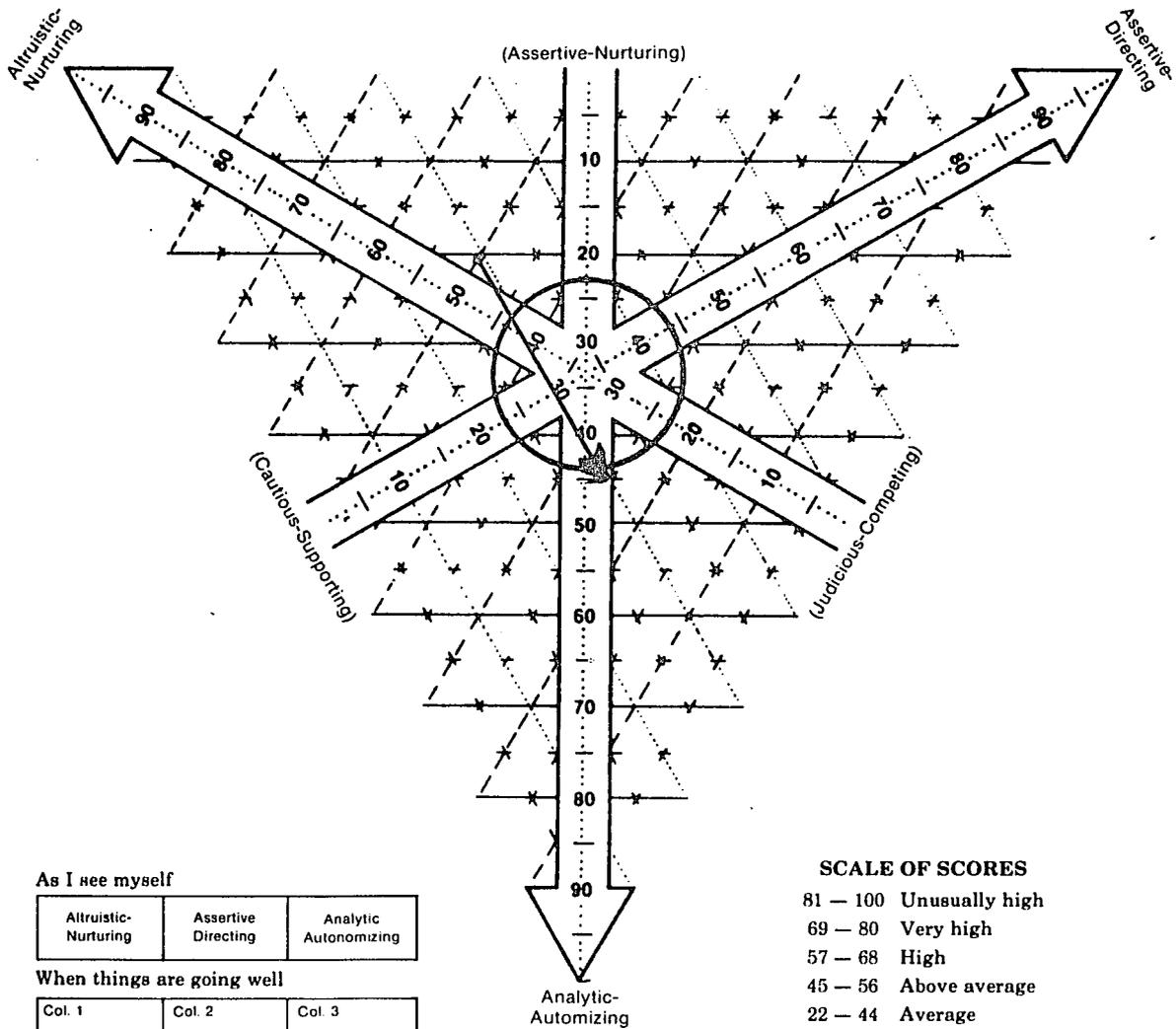
On the following pages, an individual profile for each principal will reveal the following information:

- the principal's perception of his leadership style a) when things are going well, b) when things are going badly
- the five teachers' perceptions of their principal's leadership style a) when things are going well, b) when things are going badly
- the congruence of the principal'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 drawn from the collective eighteen profiles.

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ A _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
50	29	21

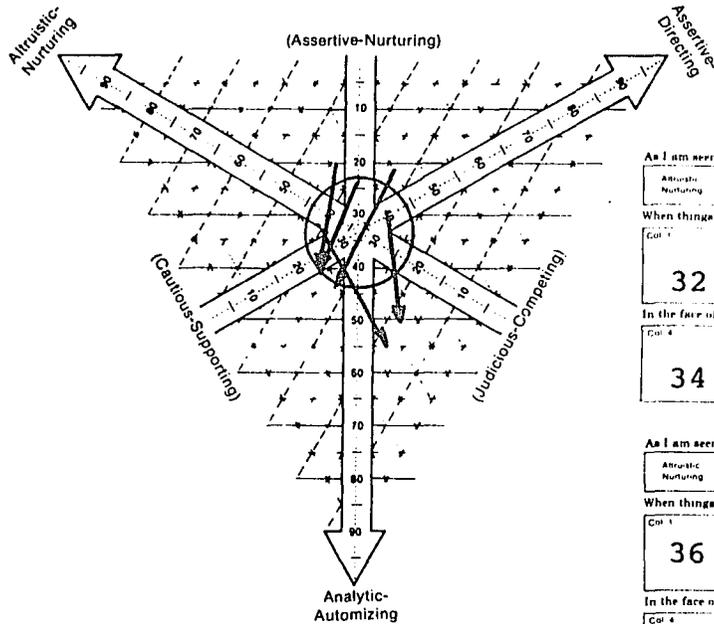
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
26	29	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

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col 1	Col 2	Col 3
40	27	33

In the face of conflict/opposition

Col 4	Col 5	Col 6
27	16	57

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col 1	Col 2	Col 3
32	47	21

In the face of conflict/opposition

Col 4	Col 5	Col 6
34	22	44

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col 1	Col 2	Col 3
43	37	20

In the face of conflict/opposition

Col 4	Col 5	Col 6
35	25	40

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col 1	Col 2	Col 3
36	40	24

In the face of conflict/opposition

Col 4	Col 5	Col 6
24	40	36

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

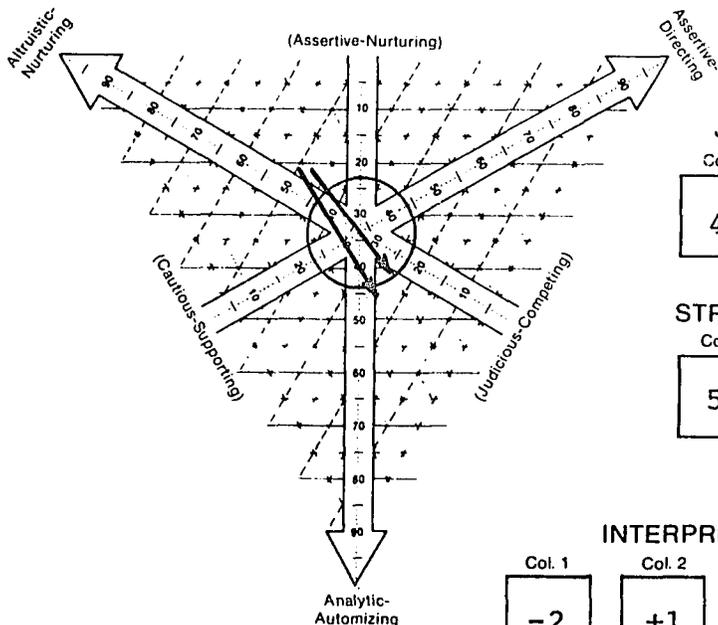
When things are going well

Col 1	Col 2	Col 3
30	39	31

In the face of conflict/opposition

Col 4	Col 5	Col 6
19	30	51

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
48	30	22	26	34	40

STRENGTH DEPLOYMENT INVENTORY

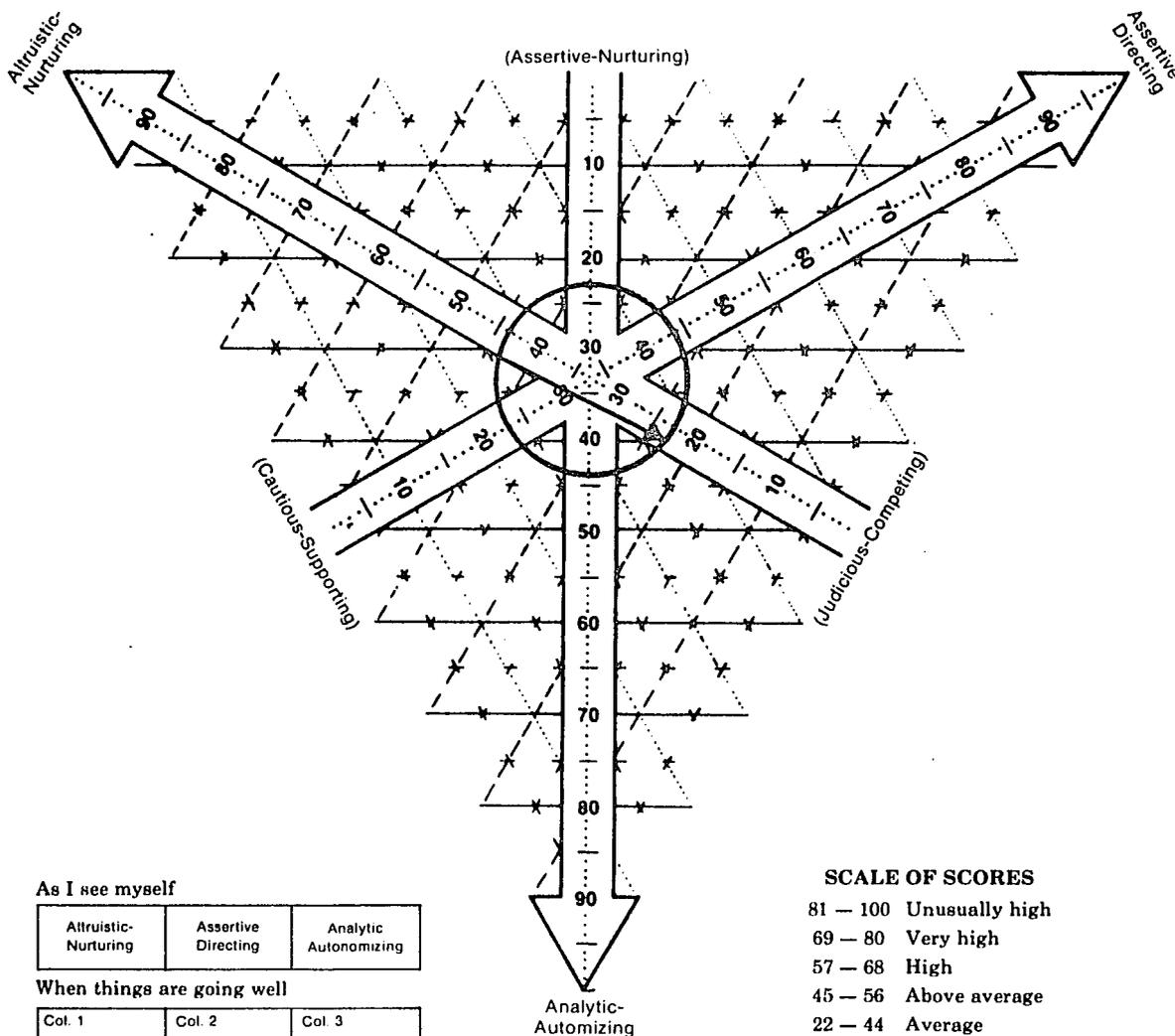
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
50	29	21	26	29	45

INTERPRETATION OF DIFFERENCES

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

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ B _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

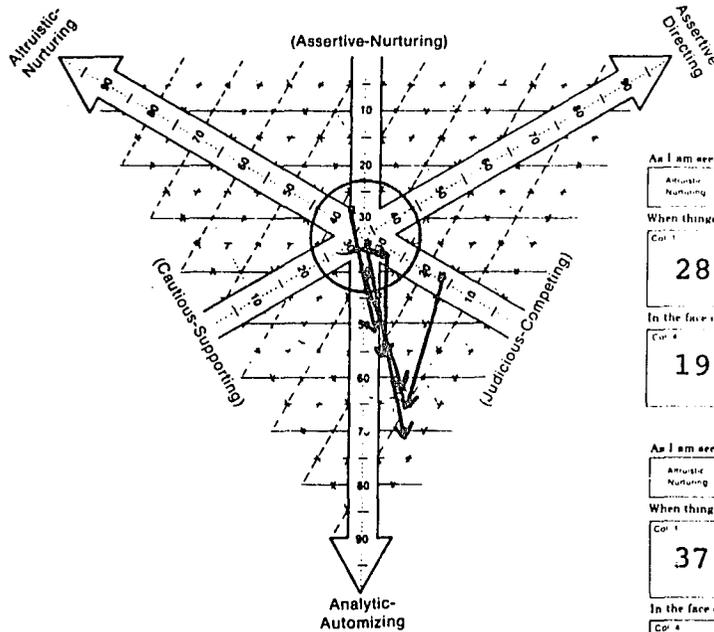
When things are going well

Col. 1	Col. 2	Col. 3
43	25	32

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
23	35	42

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
28	35	37
Col 4	Col 5	Col 6
19	25	56

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
37	34	29
Col 4	Col 5	Col 6
24	26	50

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
42	29	29

When things are going well

Col 1	Col 2	Col 3
42	29	29

In the face of conflict/opposition

Col 4	Col 5	Col 6
13	23	64

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
17	42	41

When things are going well

Col 1	Col 2	Col 3
17	42	41

In the face of conflict/opposition

Col 4	Col 5	Col 6
10	25	65

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
31	34	35

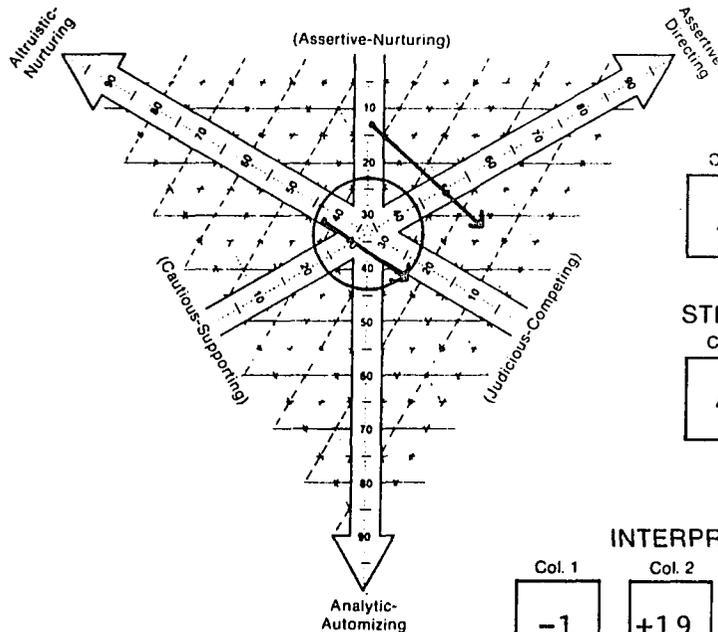
When things are going well

Col 1	Col 2	Col 3
31	34	35

In the face of conflict/opposition

Col 4	Col 5	Col 6
7	23	70

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
42	44	14	16	52	32

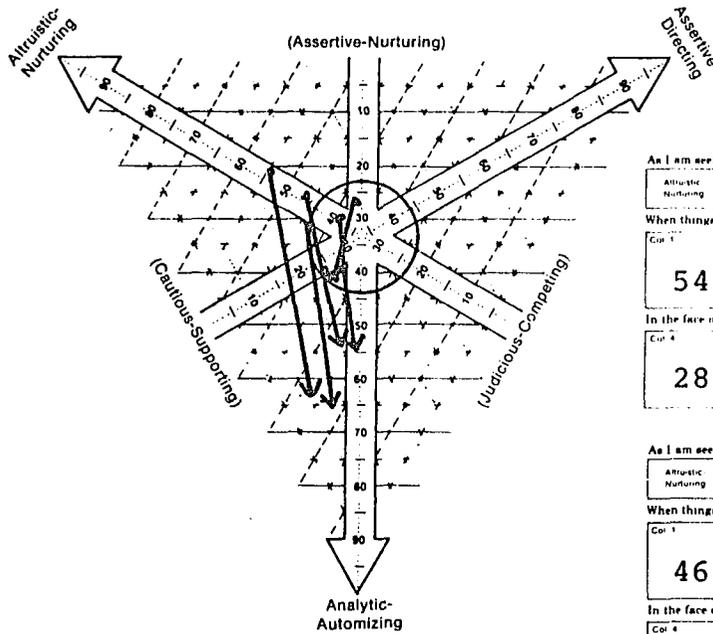
STRENGTH DEPLOYMENT INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
43	25	32	23	35	42

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-1	+19	-18	-7	+17	-10
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by:

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

When things are going well

Col 1	Col 2	Col 3
44	24	32

In the face of conflict/opposition

Col 4	Col 5	Col 6
23	12	65

As I am seen by:

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

When things are going well

Col 1	Col 2	Col 3
54	20	26

In the face of conflict/opposition

Col 4	Col 5	Col 6
28	9	63

As I am seen by:

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

When things are going well

Col 1	Col 2	Col 3
37	35	28

In the face of conflict/opposition

Col 4	Col 5	Col 6
35	24	41

As I am seen by:

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

When things are going well

Col 1	Col 2	Col 3
46	27	27

In the face of conflict/opposition

Col 4	Col 5	Col 6
26	20	54

As I am seen by:

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

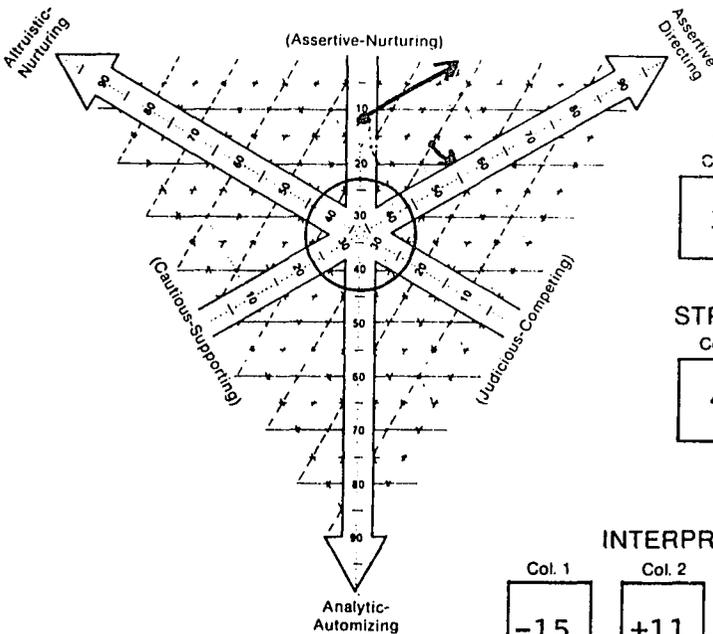
When things are going well

Col 1	Col 2	Col 3
37	33	30

In the face of conflict/opposition

Col 4	Col 5	Col 6
24	27	49

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
30	54	16	26	56	18

STRENGTH DEPLOYMENT INVENTORY

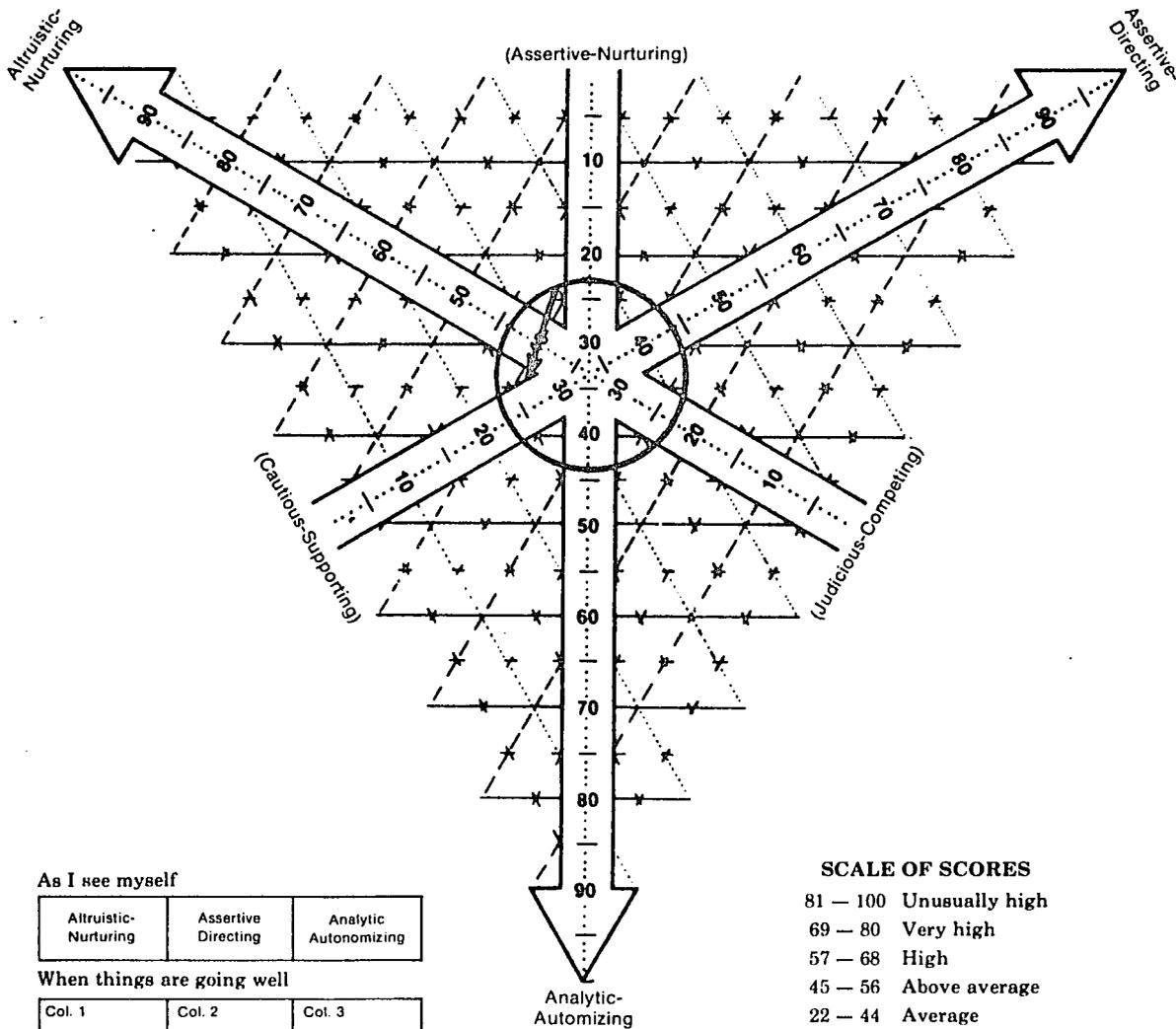
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
45	42	12	33	63	4

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-15	+11	+4	-7	-7	+14
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ D _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
42	34	24

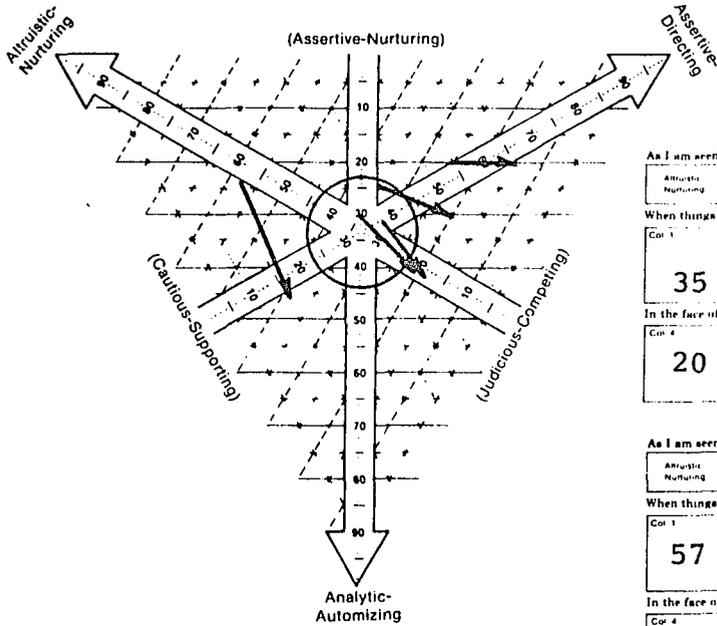
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
37	28	35

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



As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
33	36	31

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
20	39	41

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
36	35	29

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
23	36	41

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
24	57	19

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
15	65	20

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
35	39	26

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
20	49	31

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
----------------------	---------------------	---------------------

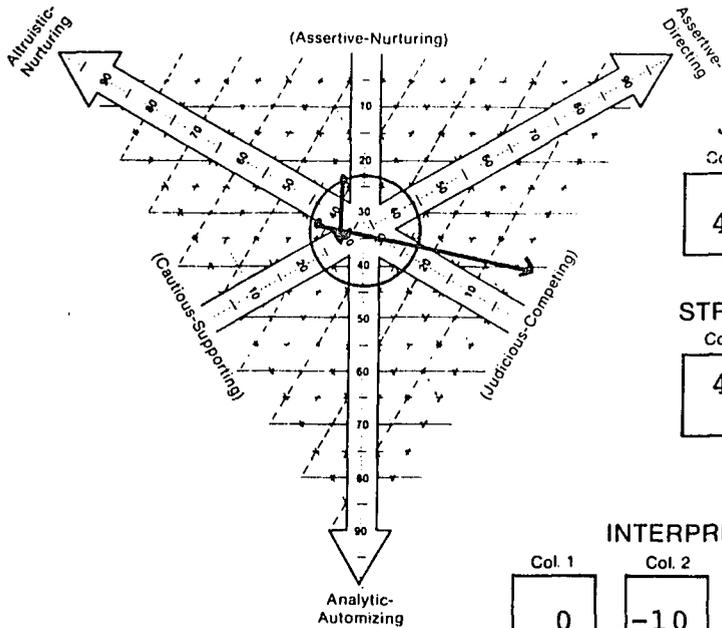
When things are going well

Col. 1	Col. 2	Col. 3
57	17	26

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
39	15	46

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
42	24	34	4	56	40

STRENGTH DEPLOYMENT INVENTORY

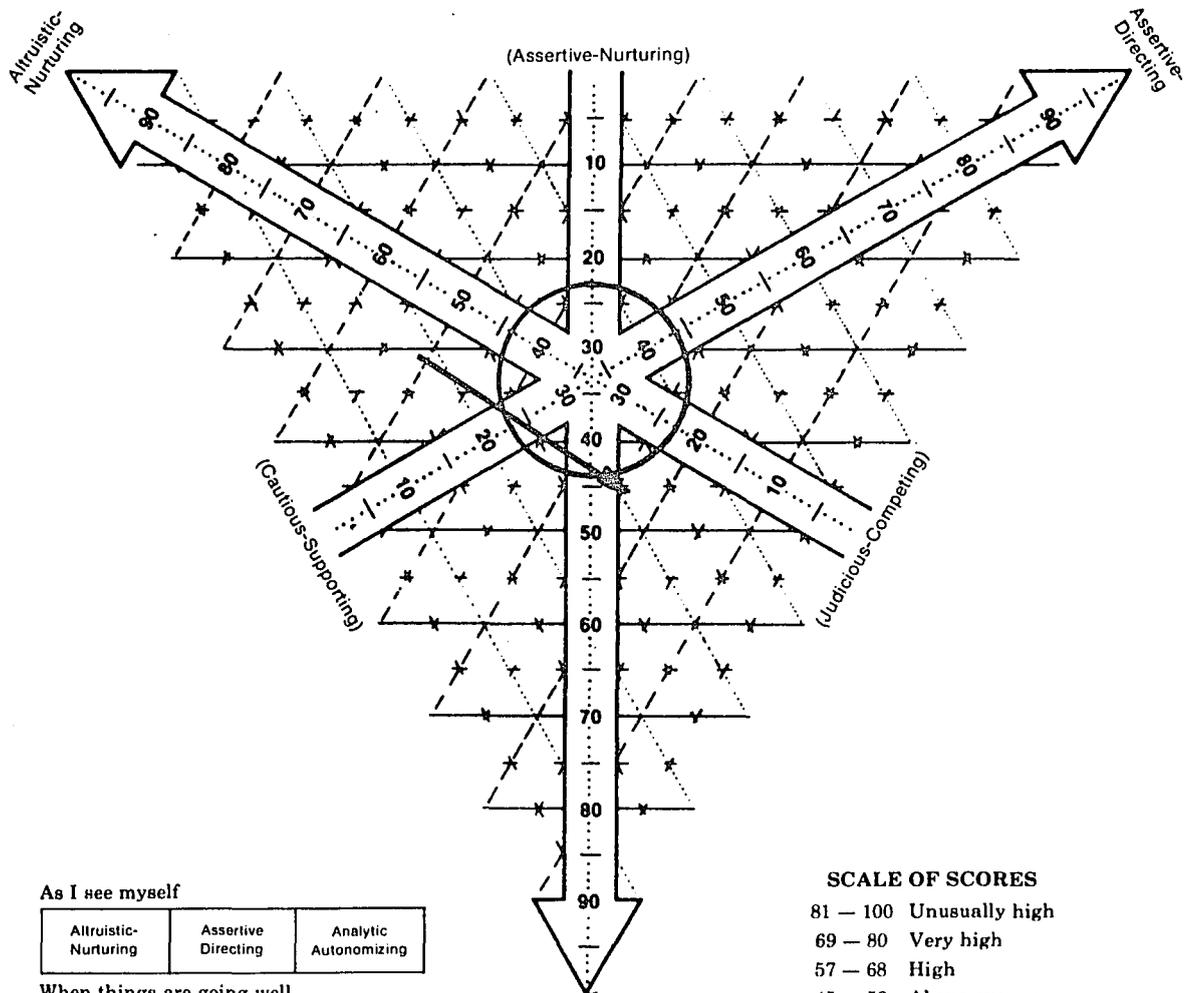
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
42	34	24	37	28	35

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
0	-10	+10	-33	+28	+5
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ E _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
53	15	32

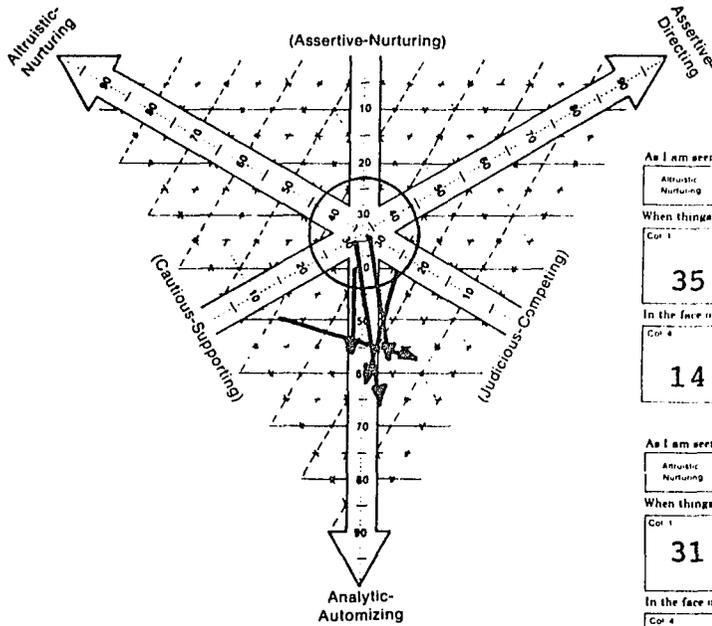
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
26	29	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

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col 1	Col 2	Col 3
37	13	50

In the face of conflict/opposition

Col 4	Col 5	Col 6
14	34	52

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col 1	Col 2	Col 3
35	31	34

In the face of conflict/opposition

Col 4	Col 5	Col 6
14	20	66

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col 1	Col 2	Col 3
25	34	41

In the face of conflict/opposition

Col 4	Col 5	Col 6
19	19	62

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col 1	Col 2	Col 3
31	28	41

In the face of conflict/opposition

Col 4	Col 5	Col 6
26	20	54

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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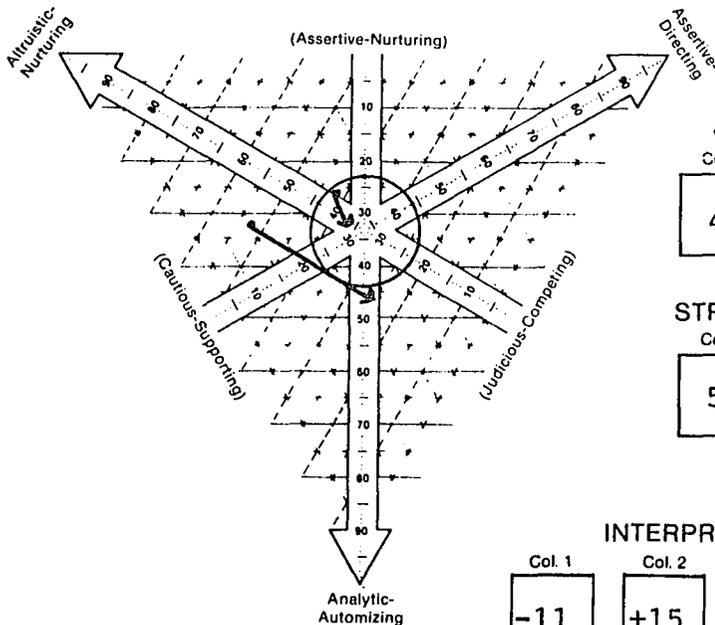
When things are going well

Col 1	Col 2	Col 3
33	30	37

In the face of conflict/opposition

Col 4	Col 5	Col 6
18	26	56

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
42	30	28	36	32	32

STRENGTH DEPLOYMENT INVENTORY

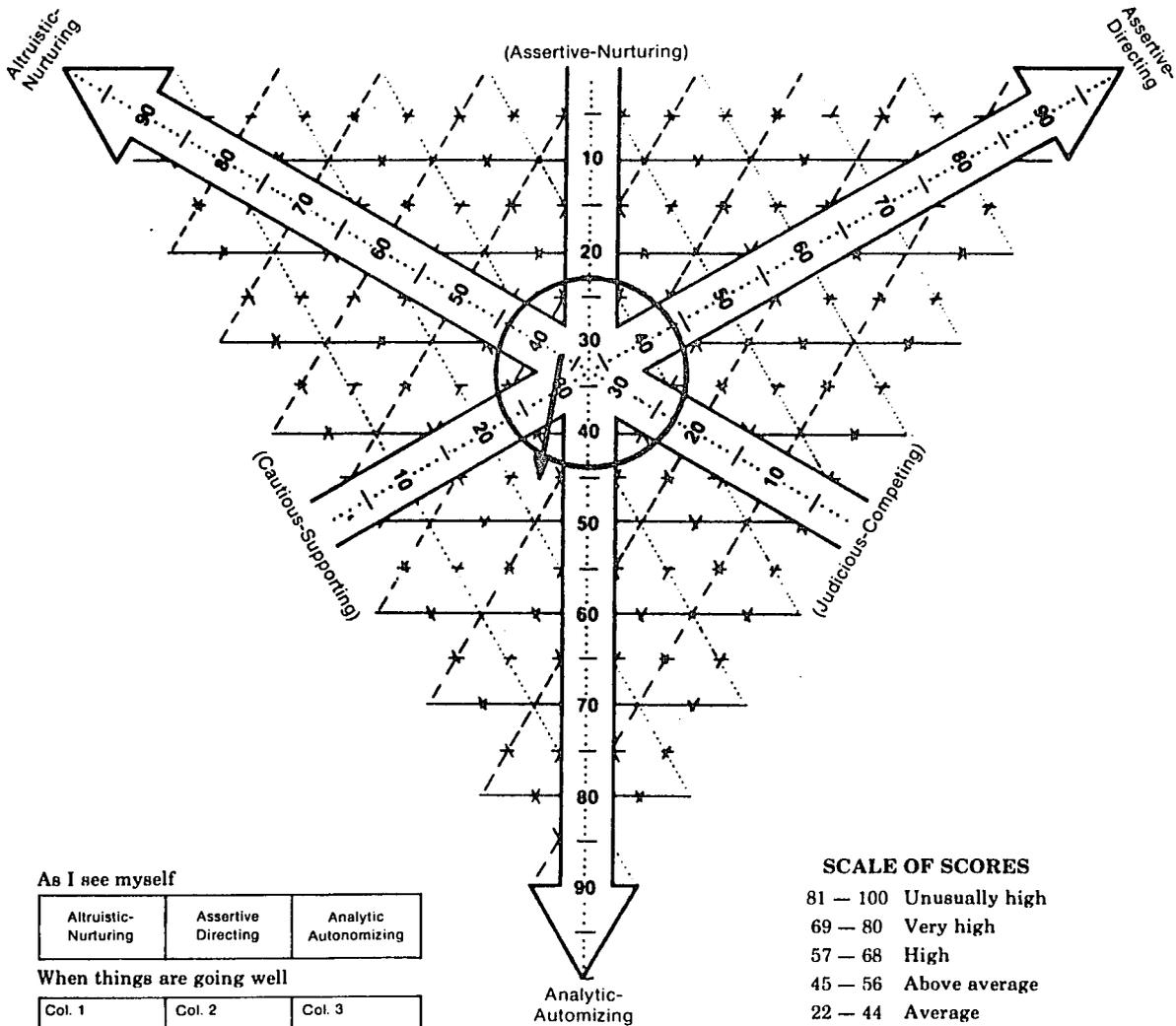
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
53	15	32	26	29	45

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-11	+15	-4	+10	+3	-13
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ F _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
37	31	32

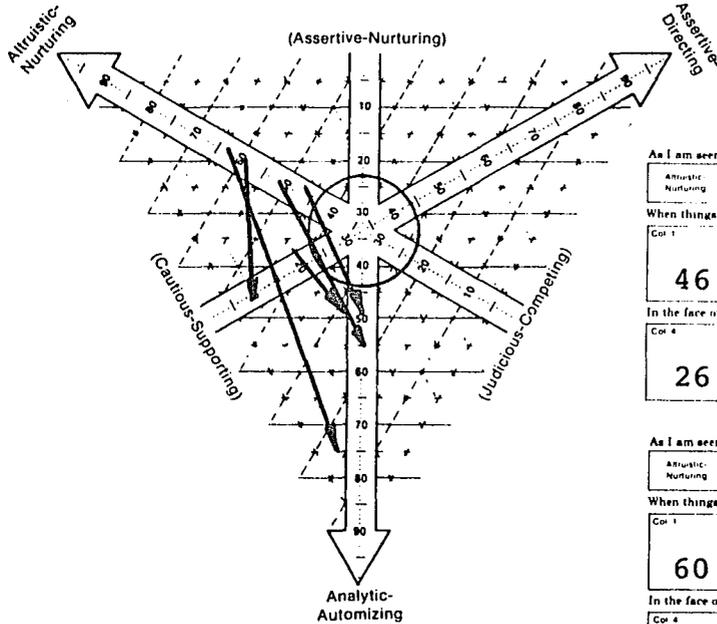
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
33	23	44

SCALE OF SCORES

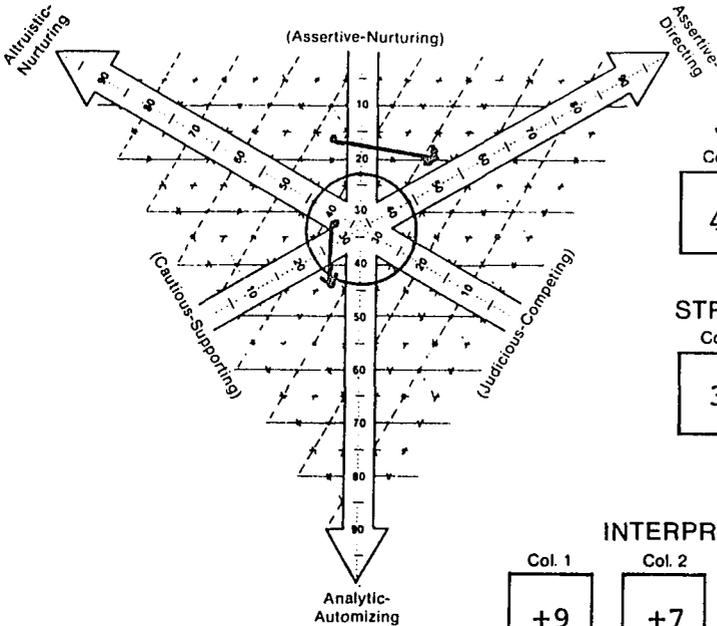
- 81 – 100 Unusually high
- 69 – 80 Very high
- 57 – 68 High
- 45 – 56 Above average
- 22 – 44 Average
- 10 – 21 Low
- 0 – 9 Very low

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by		
Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
When things are going well		
Col 1	Col 2	Col 3
62	20	17
In the face of conflict/opposition		
Col 4	Col 5	Col 6
18	10	72
As I am seen by		
Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
When things are going well		
Col 1	Col 2	Col 3
46	29	25
In the face of conflict/opposition		
Col 4	Col 5	Col 6
26	25	49
As I am seen by		
Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
When things are going well		
Col 1	Col 2	Col 3
60	20	20
In the face of conflict/opposition		
Col 4	Col 5	Col 6
45	10	45
As I am seen by		
Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
When things are going well		
Col 1	Col 2	Col 3
52	25	23
In the face of conflict/opposition		
Col 4	Col 5	Col 6
24	23	53
As I am seen by		
Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
When things are going well		
Col 1	Col 2	Col 3
43	20	37
In the face of conflict/opposition		
Col 4	Col 5	Col 6
27	25	48

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY					
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
46	38	16	28	54	18

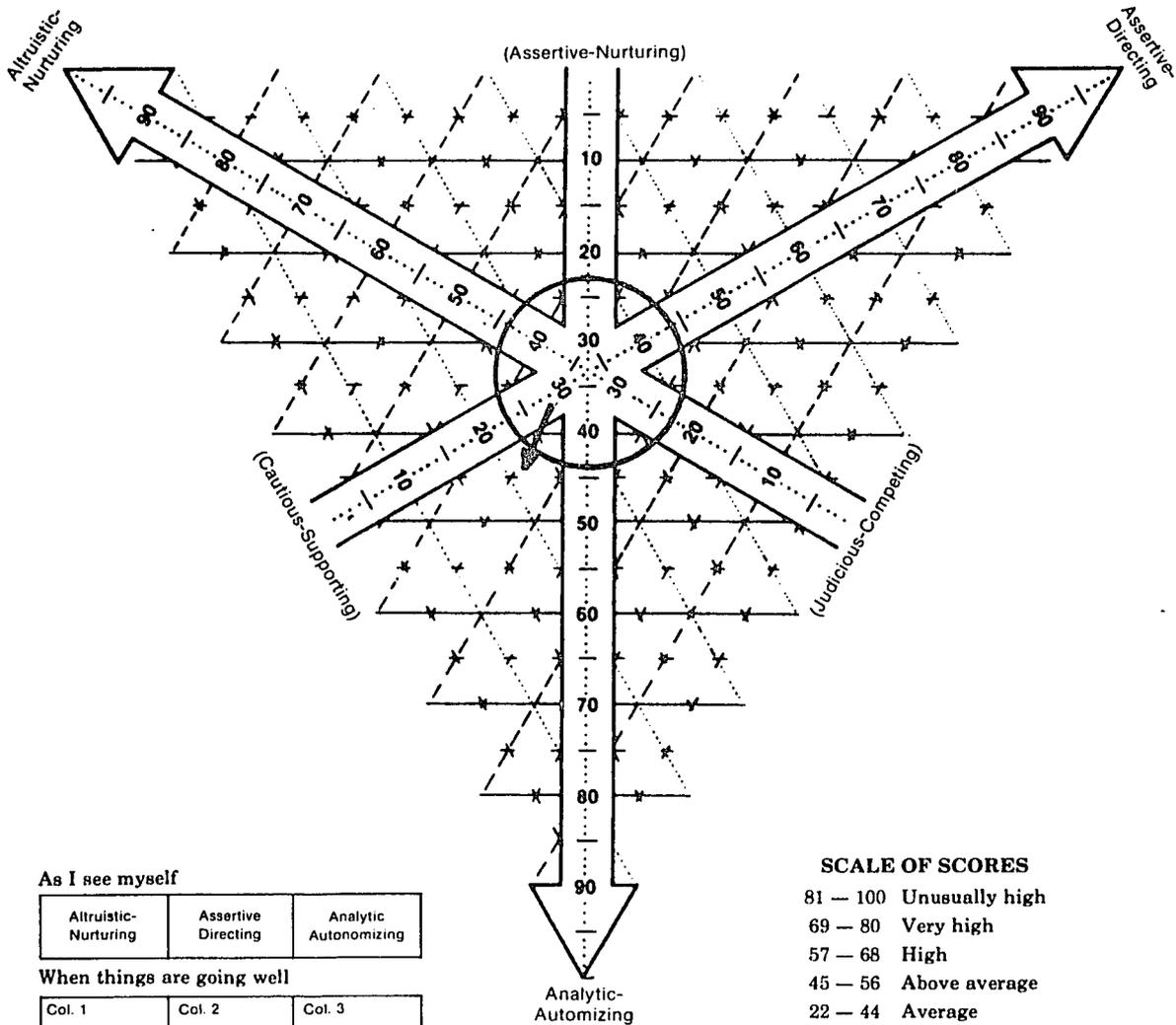
STRENGTH DEPLOYMENT INVENTORY					
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
37	31	32	33	23	44

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
+9	+7	-16	-5	+31	-26
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ G _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
35	28	37

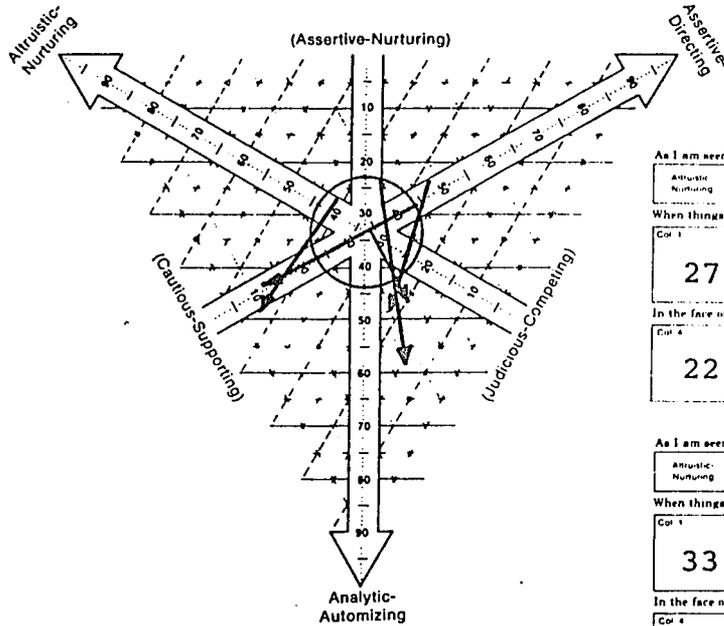
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
34	22	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

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by

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

When things are going well

Col 1	Col 2	Col 3
27	48	25

In the face of conflict/opposition

Col 4	Col 5	Col 6
22	30	48

As I am seen by

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

When things are going well

Col 1	Col 2	Col 3
33	35	32

In the face of conflict/opposition

Col 4	Col 5	Col 6
20	31	49

As I am seen by:

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

When things are going well

Col 1	Col 2	Col 3
27	45	28

In the face of conflict/opposition

Col 4	Col 5	Col 6
45	11	44

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing
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When things are going well

Col 1	Col 2	Col 3
42	31	27

In the face of conflict/opposition

Col 4	Col 5	Col 6
44	8	48

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing
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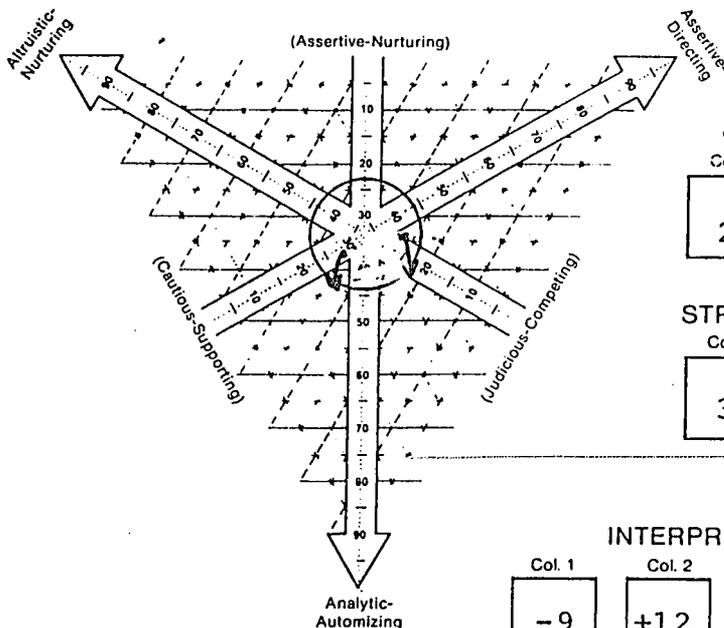
When things are going well

Col 1	Col 2	Col 3
35	41	24

In the face of conflict/opposition

Col 4	Col 5	Col 6
15	28	47

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
26	40	34	22	38	40

STRENGTH DEPLOYMENT INVENTORY

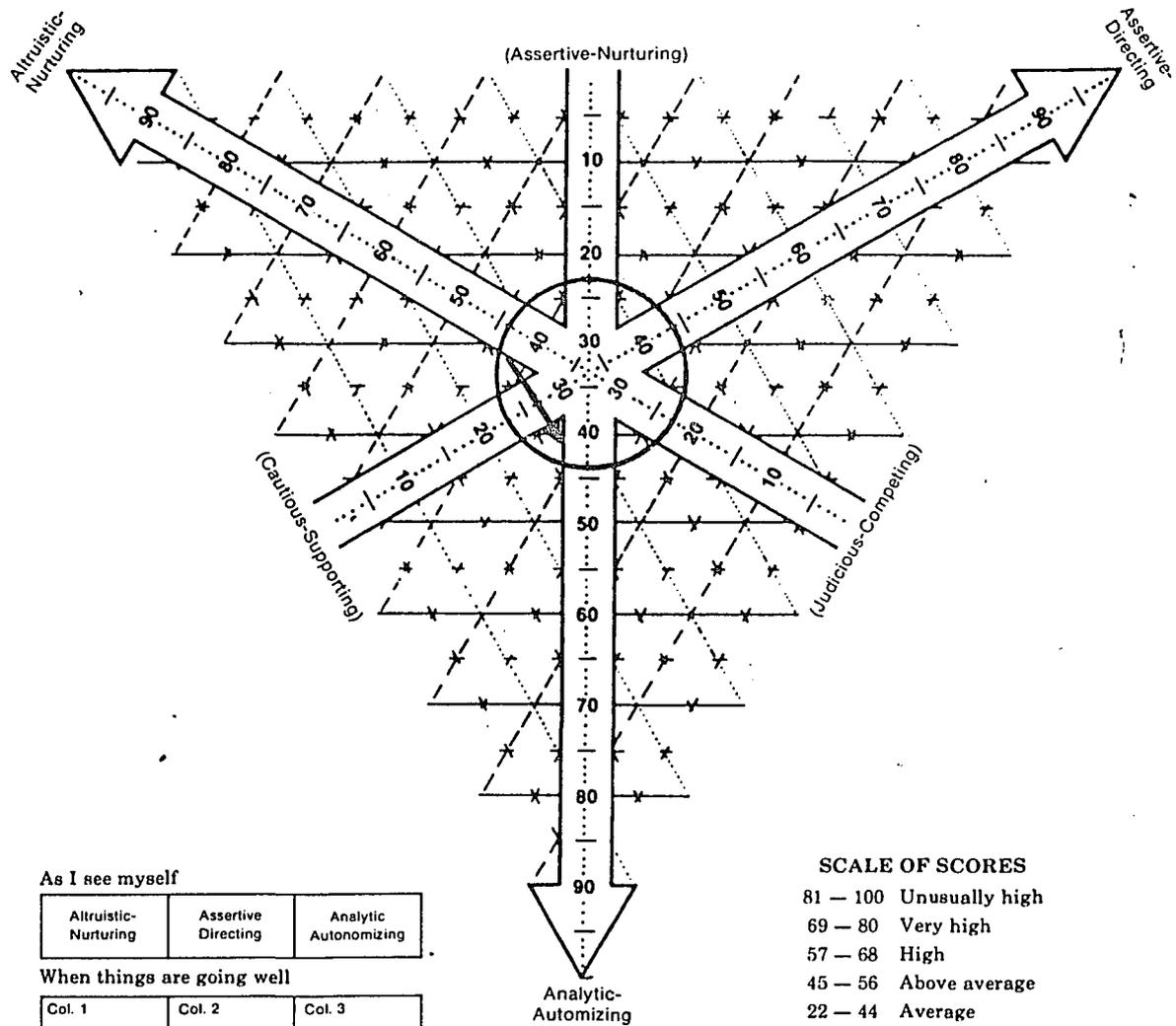
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
35	28	37	34	22	44

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-9	+12	-3	-12	+16	-4
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ H _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
43	26	31

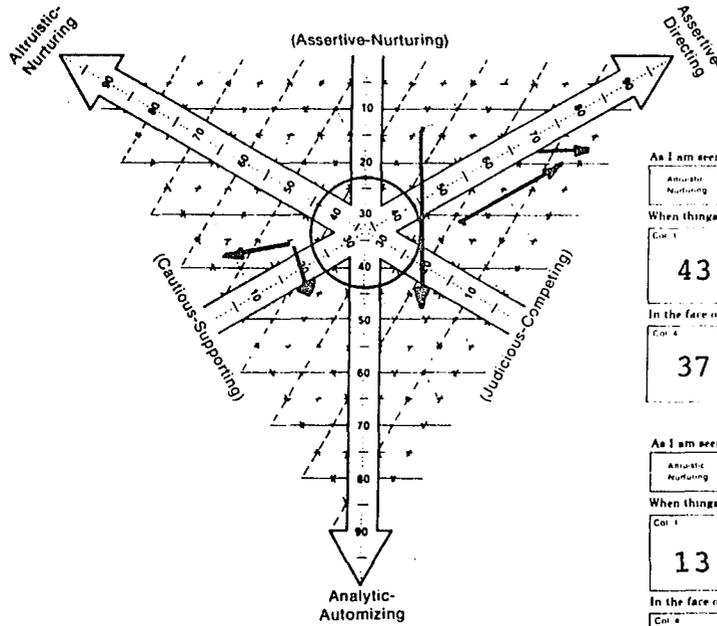
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
33	27	40

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



As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
----------------------	---------------------	---------------------

When things are going well

Col 1	Col 2	Col 3
33	53	14

In the face of conflict/opposition

Col 4	Col 5	Col 6
19	36	45

As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
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When things are going well

Col 1	Col 2	Col 3
43	20	37

In the face of conflict/opposition

Col 4	Col 5	Col 6
37	20	43

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
----------------------	---------------------	---------------------

When things are going well

Col 1	Col 2	Col 3
44	19	37

In the face of conflict/opposition

Col 4	Col 5	Col 6
52	10	38

As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
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When things are going well

Col 1	Col 2	Col 3
13	69	18

In the face of conflict/opposition

Col 4	Col 5	Col 6
6	77	17

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
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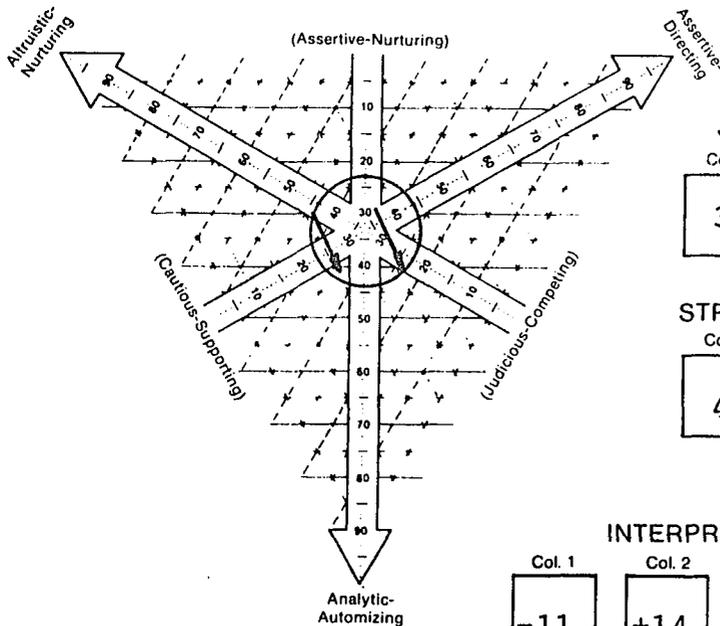
When things are going well

Col 1	Col 2	Col 3
18	52	30

In the face of conflict/opposition

Col 4	Col 5	Col 6
10	70	20

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
32	40	28	24	38	38

STRENGTH DEPLOYMENT INVENTORY

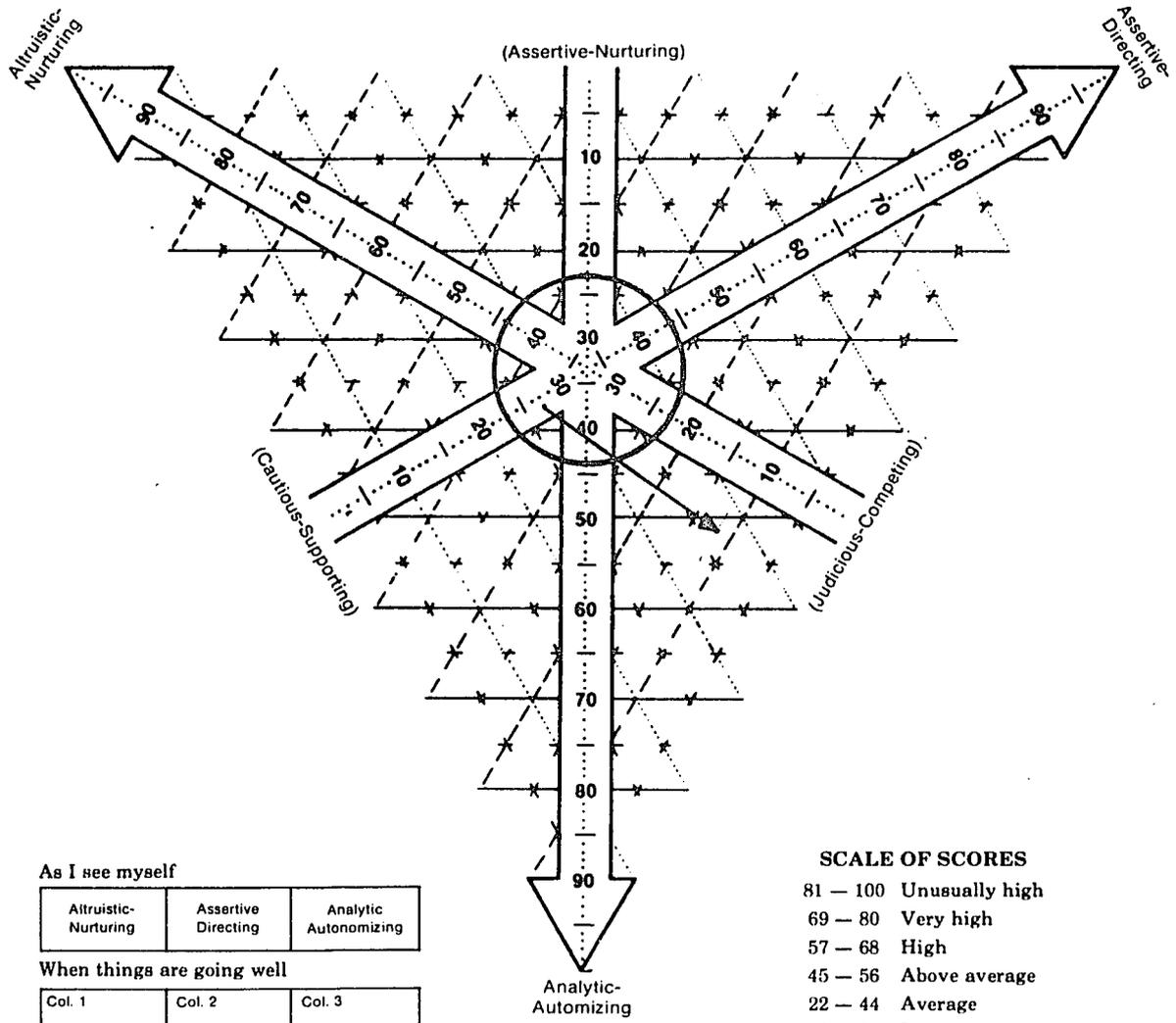
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
43	26	31	33	27	40

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-11	+14	-3	-9	+11	-2
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ I _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
36	27	37

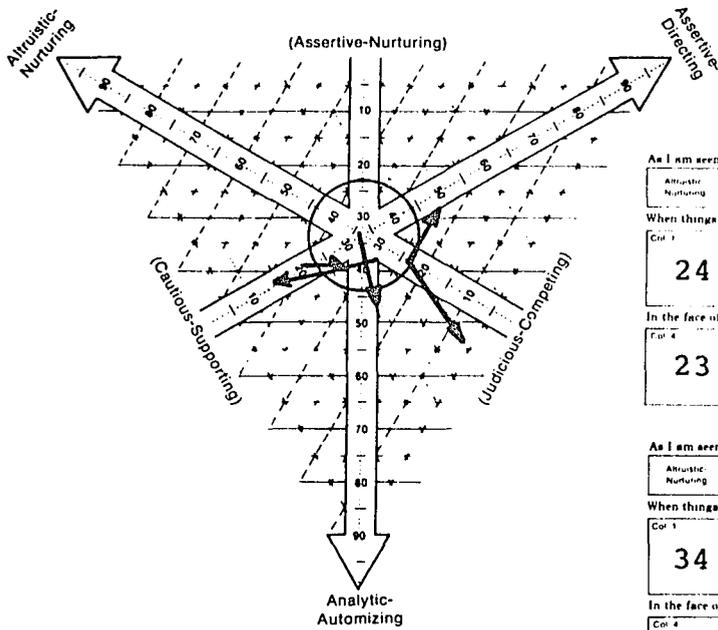
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
12	37	51

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



As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3
24	39	37

When things are going well

Col 1	Col 2	Col 3
23	48	29

In the face of conflict/opposition

As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3
34	33	33

When things are going well

Col 1	Col 2	Col 3
25	28	47

In the face of conflict/opposition

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3
39	23	38

When things are going well

Col 1	Col 2	Col 3
33	28	39

In the face of conflict/opposition

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3
23	39	38

When things are going well

Col 1	Col 2	Col 3
7	41	52

In the face of conflict/opposition

As I am seen by:

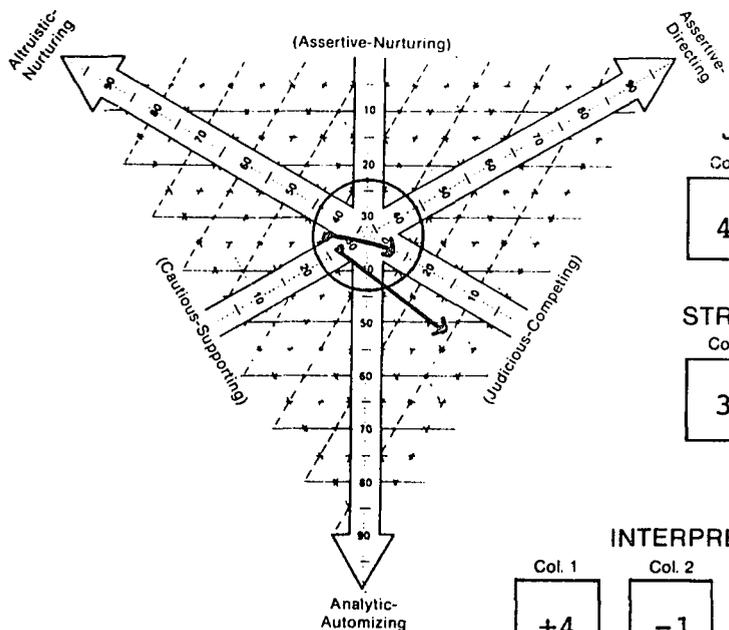
Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3
28	33	39

When things are going well

Col 1	Col 2	Col 3
42	16	42

In the face of conflict/opposition

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
40	26	34	28	36	36

STRENGTH DEPLOYMENT INVENTORY

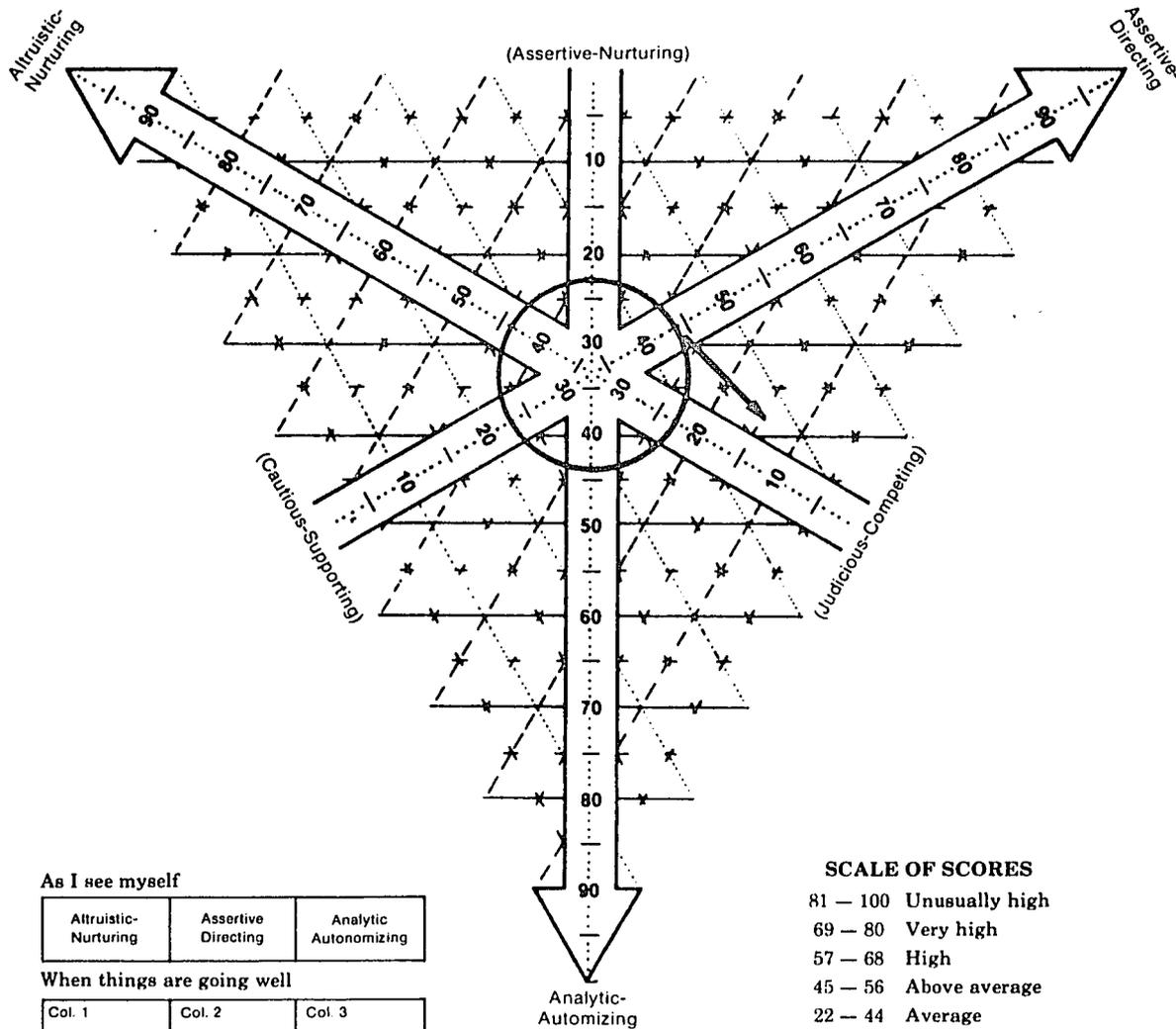
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
36	27	37	12	37	51

INTERPRETATION OF DIFFERENCES

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

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ J _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
28	48	30

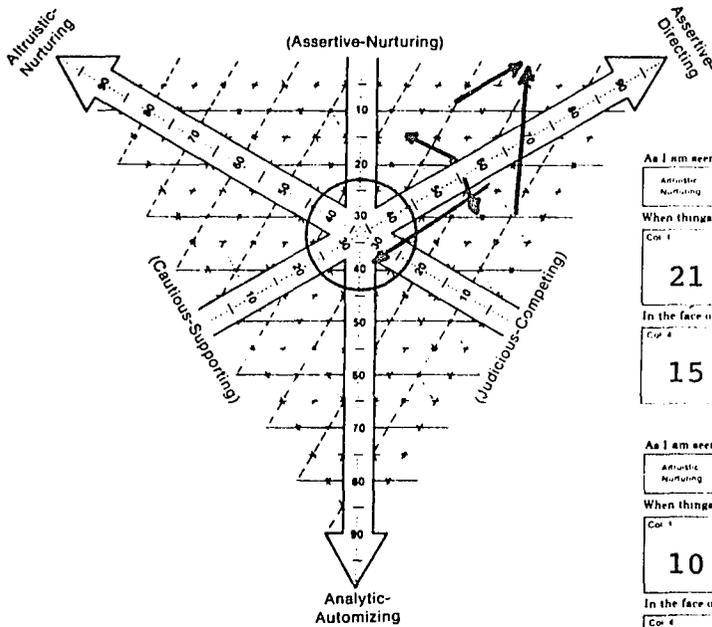
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
17	47	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

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col 1	Col 2	Col 3
16	59	25

In the face of conflict/opposition

Col 4	Col 5	Col 6
25	37	38

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col 1	Col 2	Col 3
21	53	26

In the face of conflict/opposition

Col 4	Col 5	Col 6
15	50	35

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col 1	Col 2	Col 3
11	59	30

In the face of conflict/opposition

Col 4	Col 5	Col 6
0	75	25

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col 1	Col 2	Col 3
10	61	29

In the face of conflict/opposition

Col 4	Col 5	Col 6
0	78	22

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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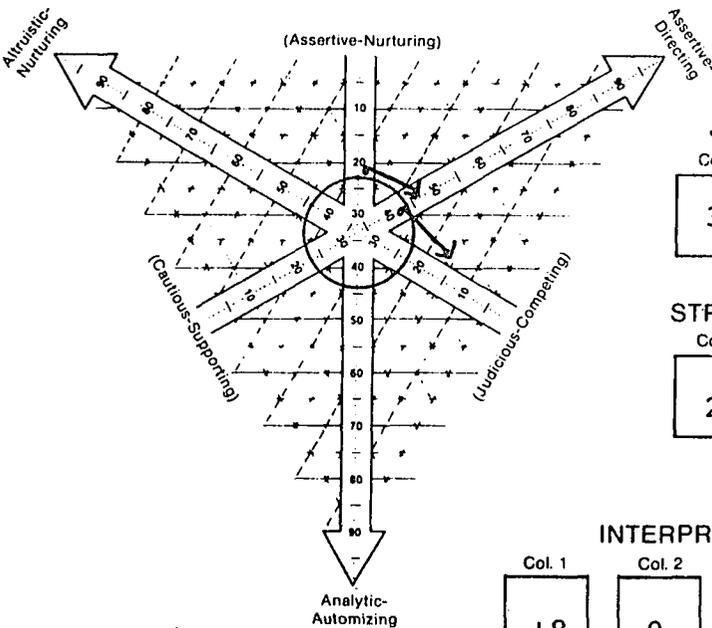
When things are going well

Col 1	Col 2	Col 3
21	55	24

In the face of conflict/opposition

Col 4	Col 5	Col 6
18	54	28

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
36	42	22	26	48	26

STRENGTH DEPLOYMENT INVENTORY

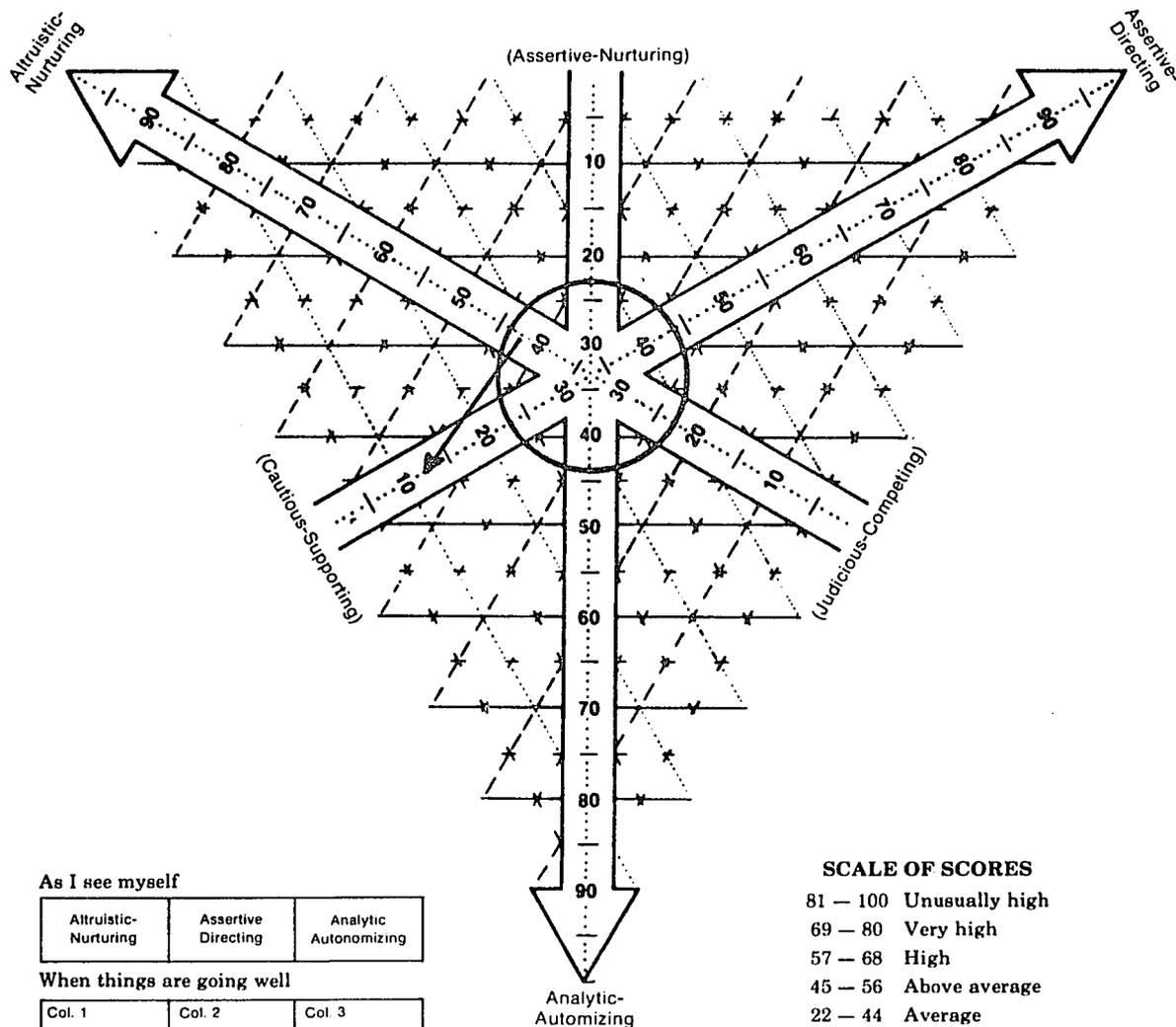
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
28	42	30	17	47	36

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
+8	0	-8	+9	+1	-10
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ K _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
42	26	32

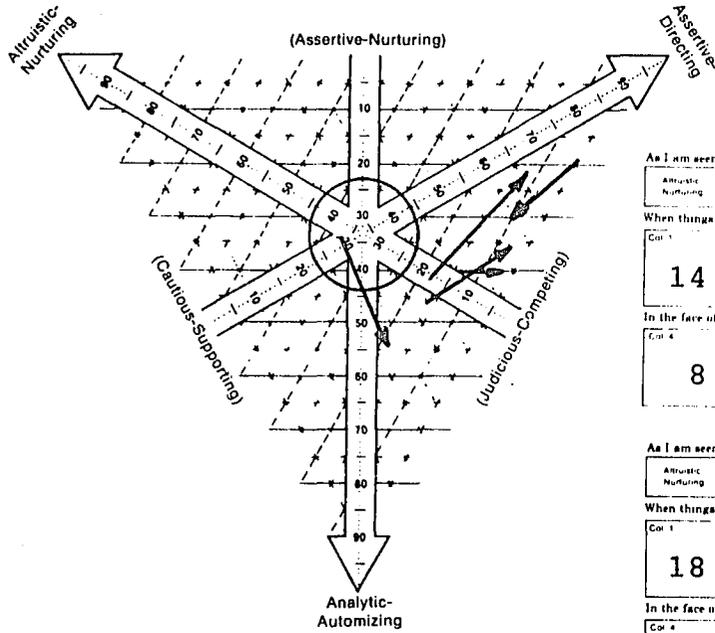
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
46	11	43

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



As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
17	41	42

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
13	64	23

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
14	46	40

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
8	52	40

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
18	37	45

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
11	53	36

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
6	76	18

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
10	60	30

As I am seen by:

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
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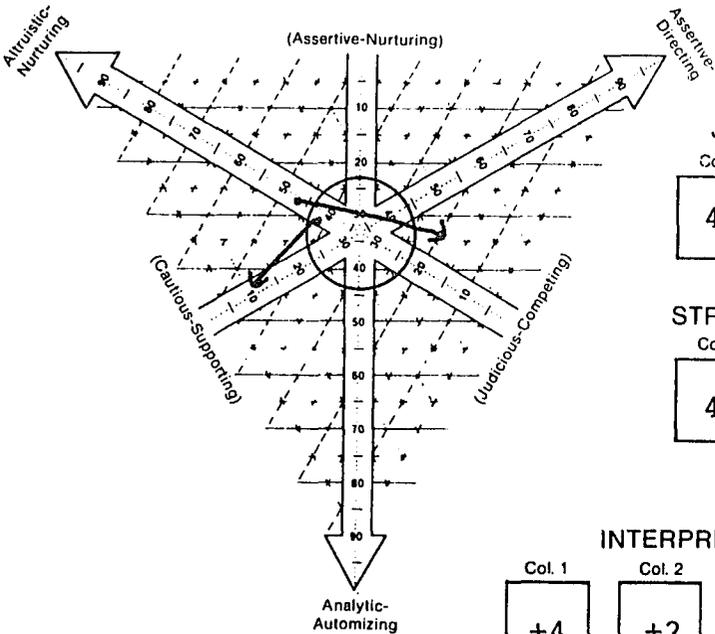
When things are going well

Col. 1	Col. 2	Col. 3
38	28	34

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
18	28	54

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
46	28	26	20	46	34

STRENGTH DEPLOYMENT INVENTORY

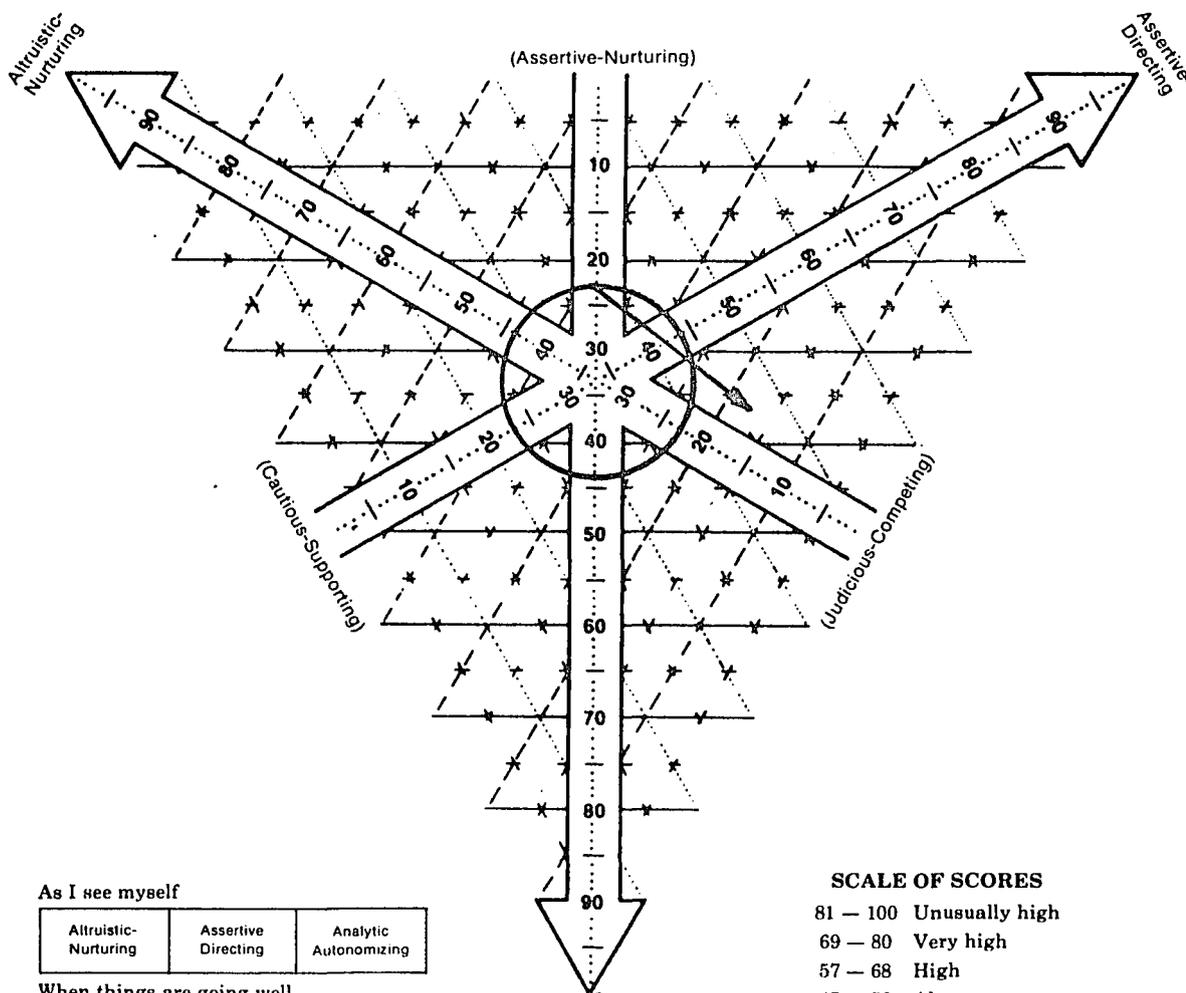
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
42	26	32	46	11	43

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
+4	+2	-6	-26	+35	-9
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ L _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
36	41	23

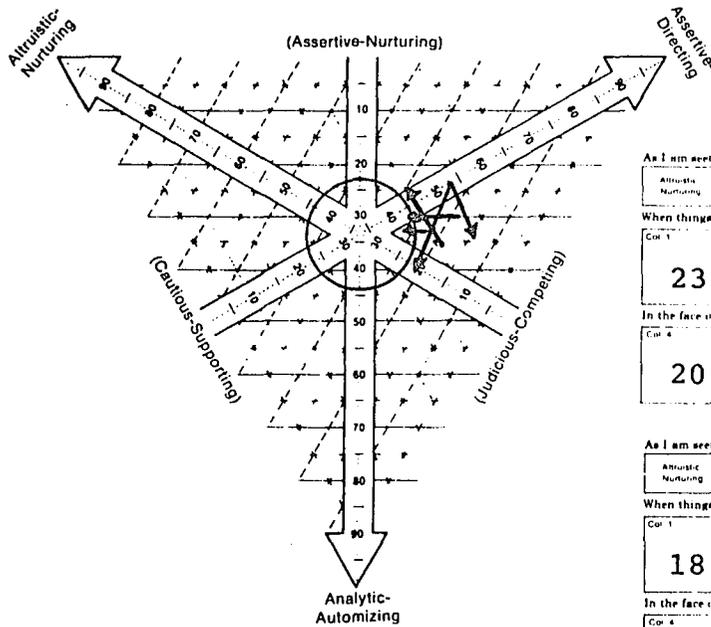
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
19	46	35

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



As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col. 1	Col. 2	Col. 3

When things are going well

23	51	26
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In the face of conflict/opposition

20	39	41
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As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col. 1	Col. 2	Col. 3

When things are going well

18	52	30
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In the face of conflict/opposition

29	47	24
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As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col. 1	Col. 2	Col. 3

When things are going well

25	53	22
----	----	----

In the face of conflict/opposition

17	51	32
----	----	----

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col. 1	Col. 2	Col. 3

When things are going well

19	45	36
----	----	----

In the face of conflict/opposition

25	41	34
----	----	----

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col. 1	Col. 2	Col. 3

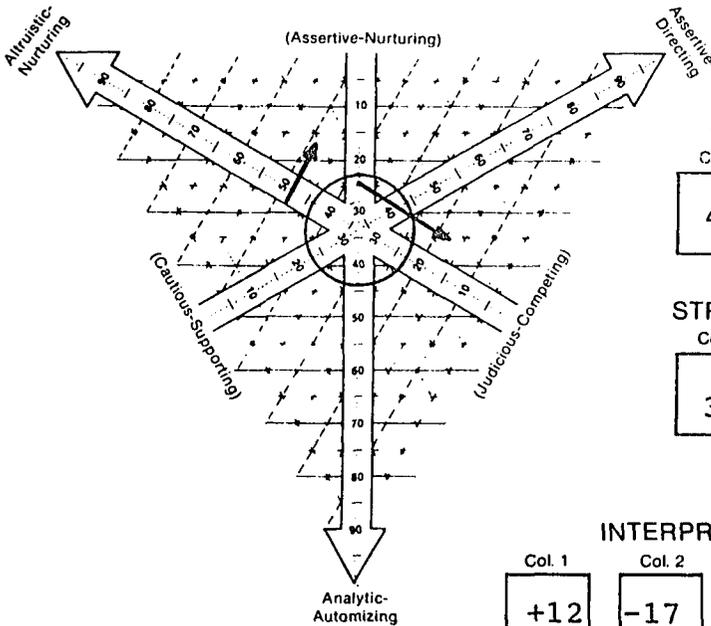
When things are going well

20	50	30
----	----	----

In the face of conflict/opposition

25	43	32
----	----	----

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
48	24	28	48	34	18

STRENGTH DEPLOYMENT INVENTORY

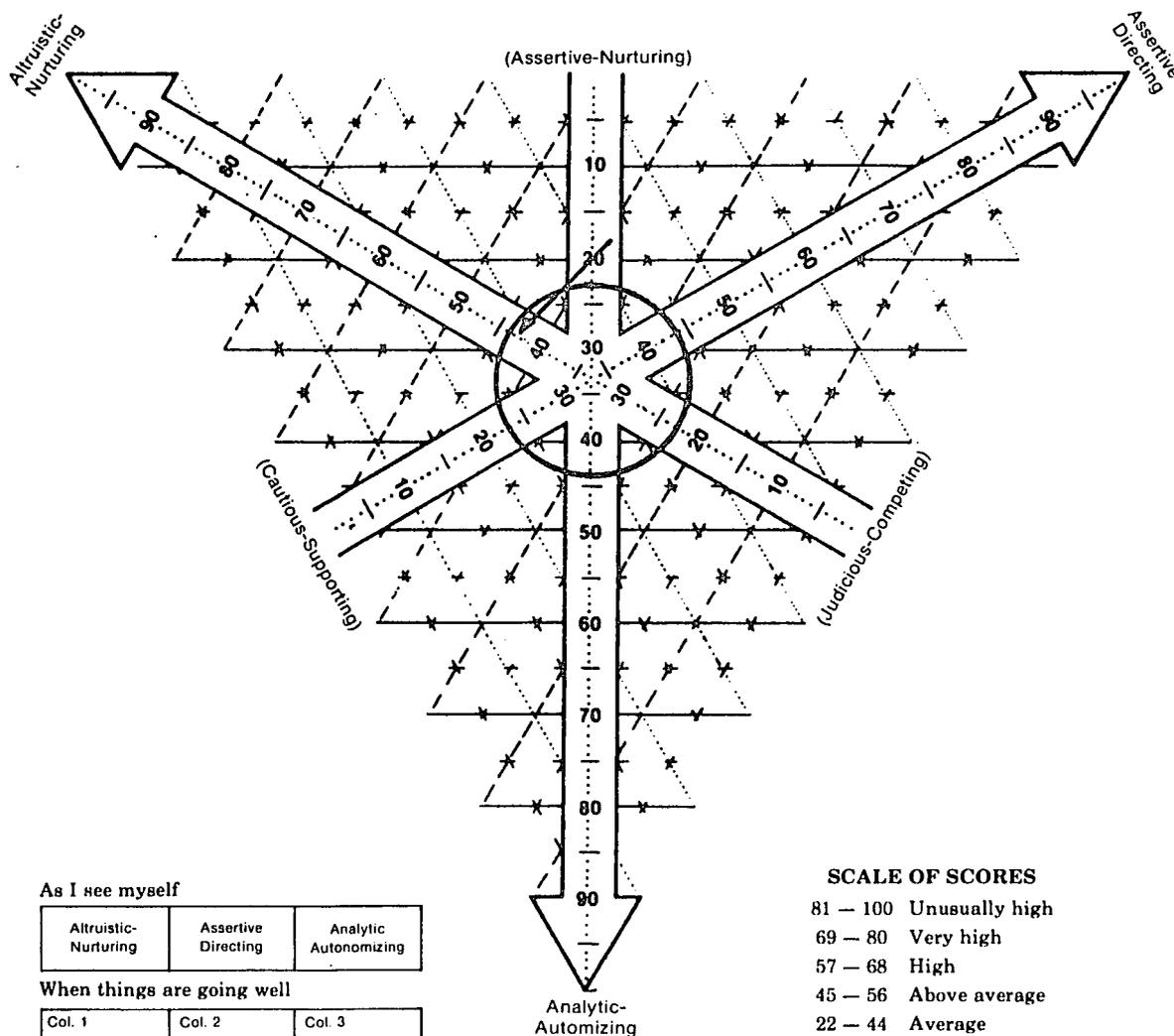
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
36	41	23	19	46	35

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
+12	-17	+5	+29	-12	-17
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ M _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
41	41	18

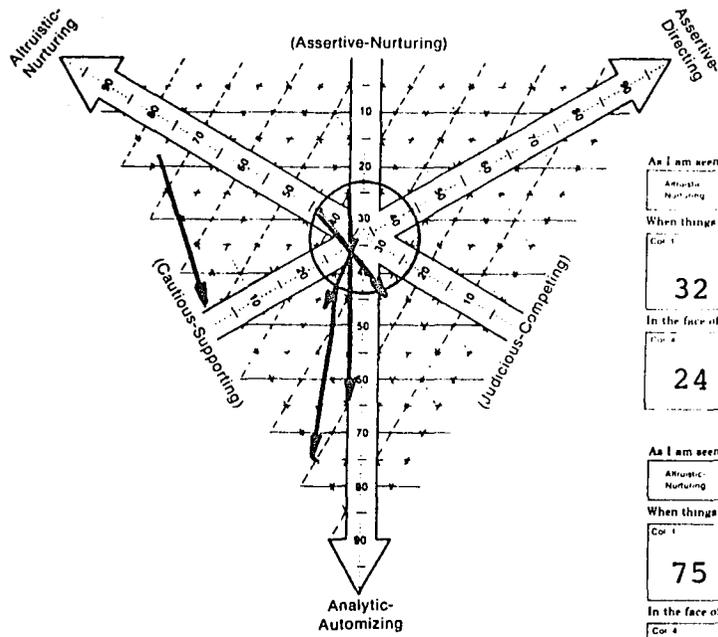
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
43	29	28

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



As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3

When things are going well

32	25	43
----	----	----

In the face of conflict/opposition

24	1	75
----	---	----

As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3

When things are going well

75	7	18
----	---	----

In the face of conflict/opposition

55	0	45
----	---	----

As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3

When things are going well

37	37	26
----	----	----

In the face of conflict/opposition

21	15	64
----	----	----

As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3

When things are going well

30	37	33
----	----	----

In the face of conflict/opposition

31	23	46
----	----	----

As I am seen by

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
Col 1	Col 2	Col 3

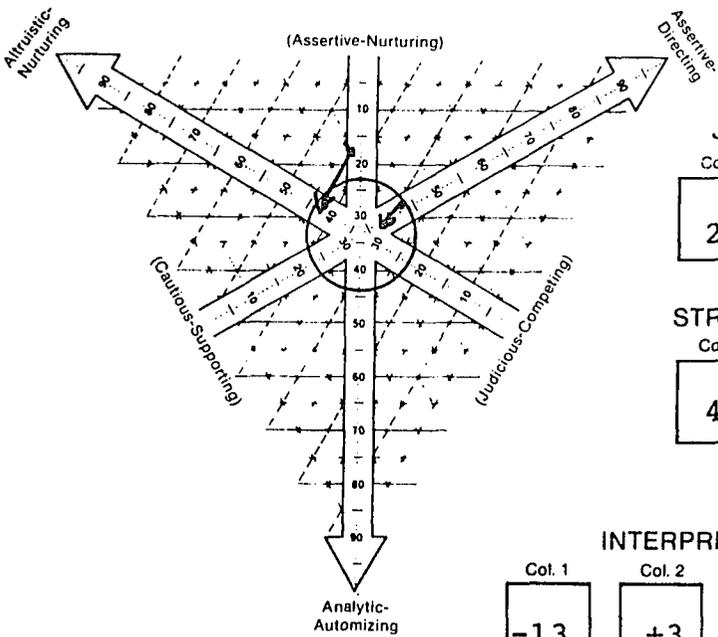
When things are going well

44	28	28
----	----	----

In the face of conflict/opposition

30	25	45
----	----	----

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
28	44	28	30	38	32

STRENGTH DEPLOYMENT INVENTORY

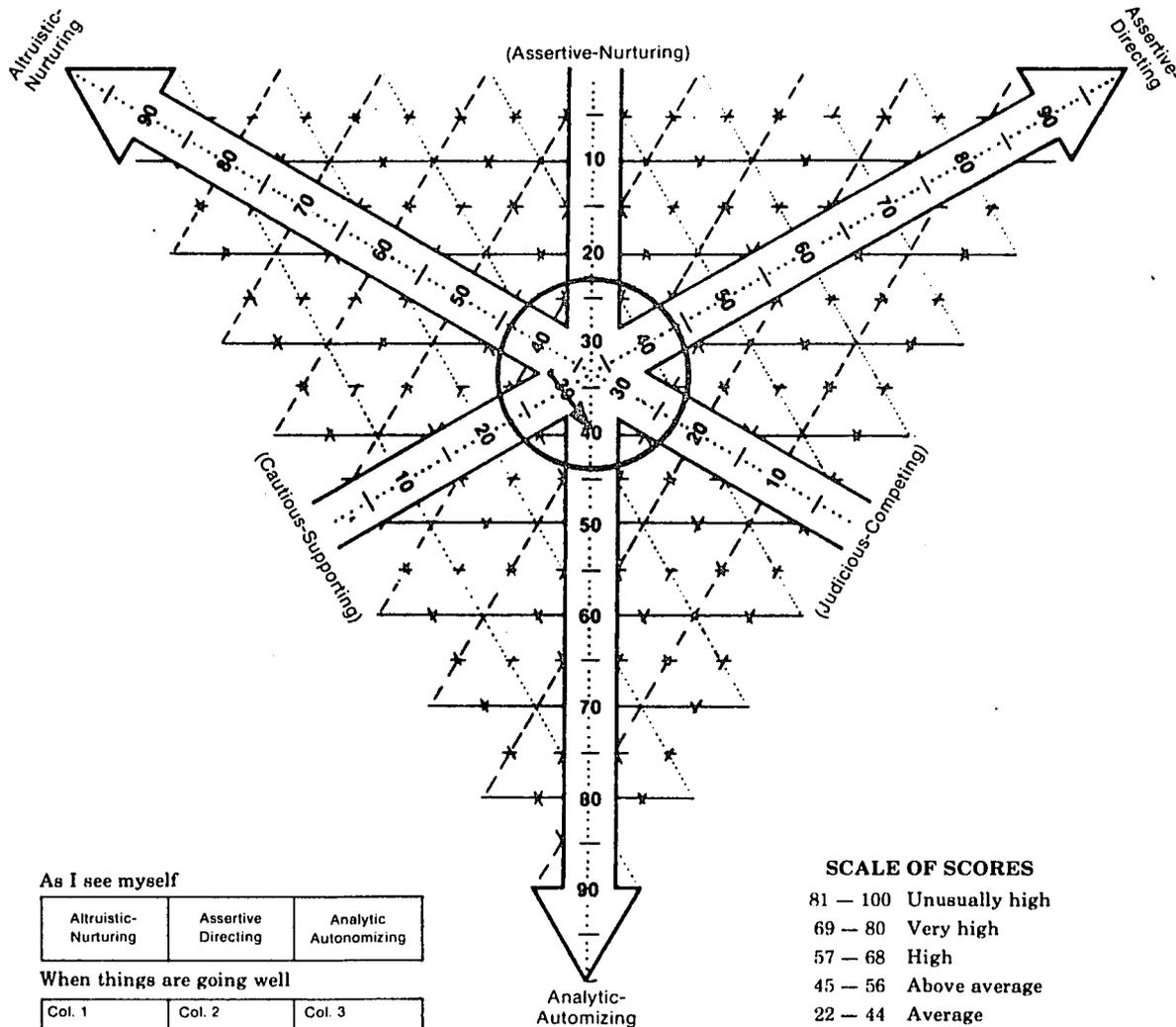
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
41	41	18	43	29	28

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-13	+3	+10	-13	+9	+4
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ N _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
37	29	34

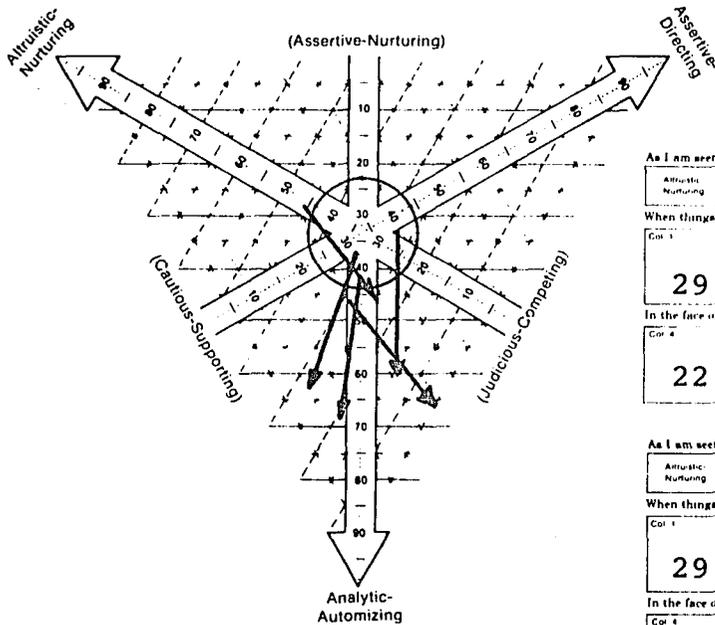
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
33	28	39

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



As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
29	28	43
When things are going well		
Col 4	Col 5	Col 6
22	12	66

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
29	25	46
When things are going well		
Col 4	Col 5	Col 6
10	27	63

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
45	25	30
When things are going well		
Col 4	Col 5	Col 6
26	28	46

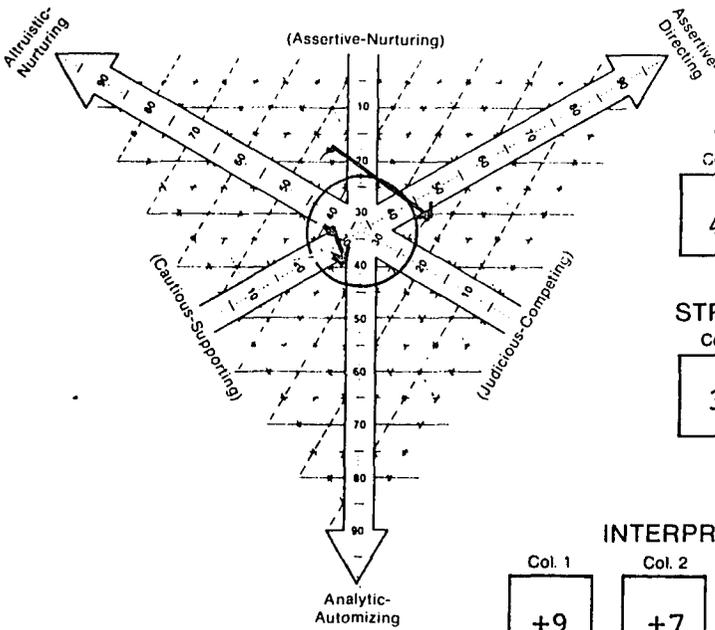
As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
32	29	39
When things are going well		
Col 4	Col 5	Col 6
27	11	62

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
27	40	33
When things are going well		
Col 4	Col 5	Col 6
16	25	59

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
46	36	18	24	46	30

STRENGTH DEPLOYMENT INVENTORY

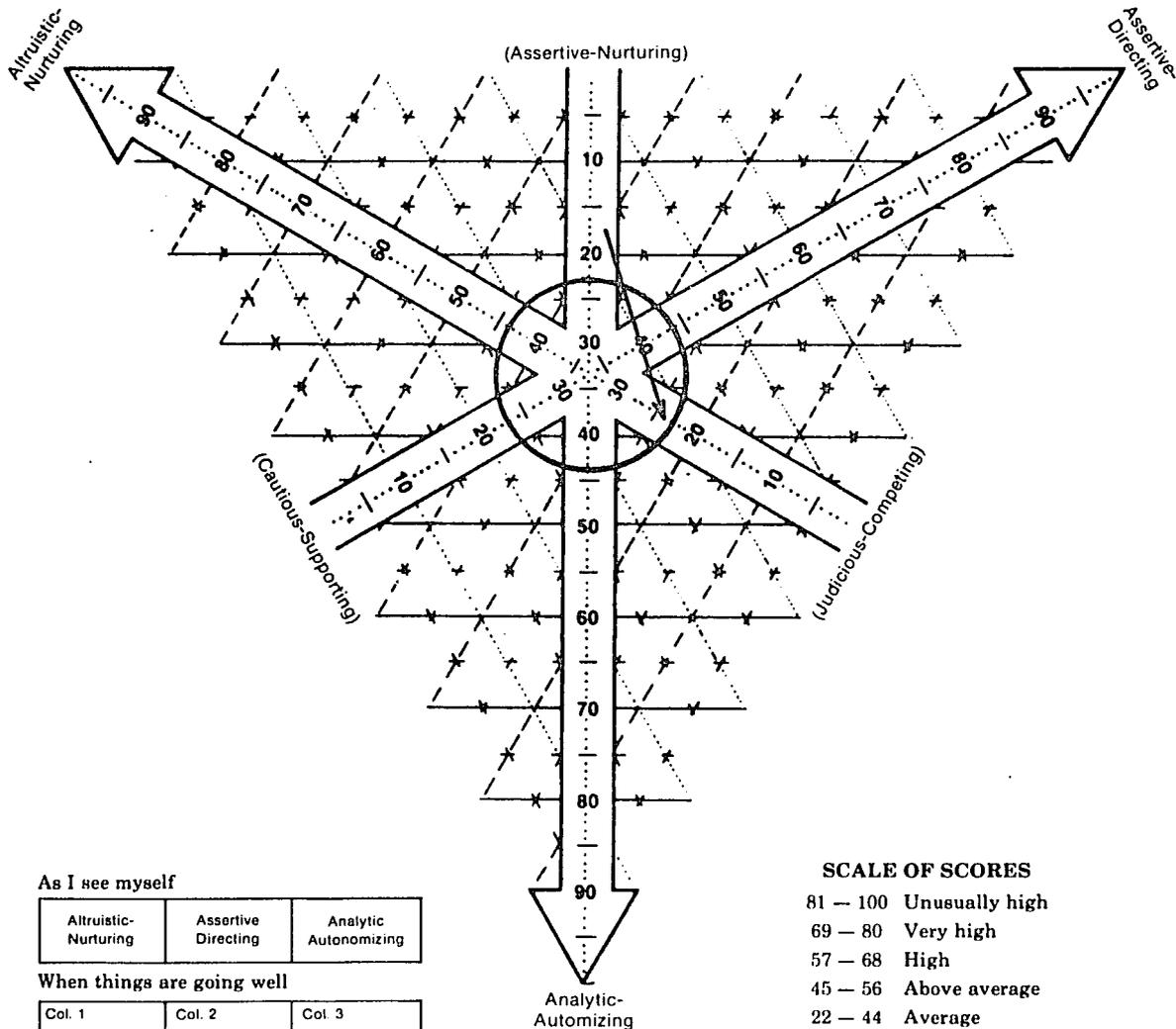
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
37	29	34	33	28	39

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
+9	+7	-16	-9	+18	-9
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ 0 _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
41	42	17

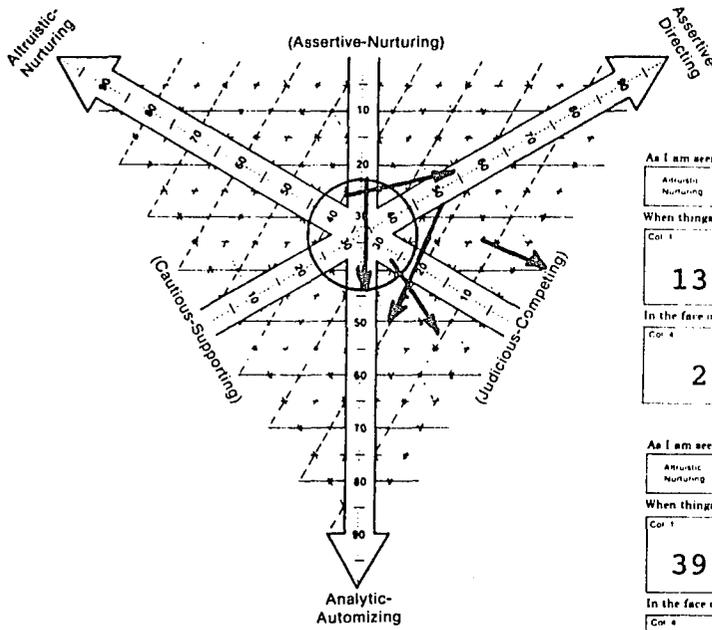
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
25	38	37

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



As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing
Col 1	Col 2	Col 3
13	54	33

When things are going well

Col 1	Col 2	Col 3
2	59	39

In the face of conflict/opposition

Col 4	Col 5	Col 6
39	35	26

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing
Col 1	Col 2	Col 3
25	52	23

When things are going well

Col 1	Col 2	Col 3
2	59	39

In the face of conflict/opposition

Col 4	Col 5	Col 6
39	35	26

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing
Col 1	Col 2	Col 3
37	40	23

When things are going well

Col 1	Col 2	Col 3
28	29	43

In the face of conflict/opposition

Col 4	Col 5	Col 6
12	38	50

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing
Col 1	Col 2	Col 3
24	47	29

When things are going well

Col 1	Col 2	Col 3
26	36	38

In the face of conflict/opposition

Col 4	Col 5	Col 6
19	32	49

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Autonomizing
Col 1	Col 2	Col 3
24	47	29

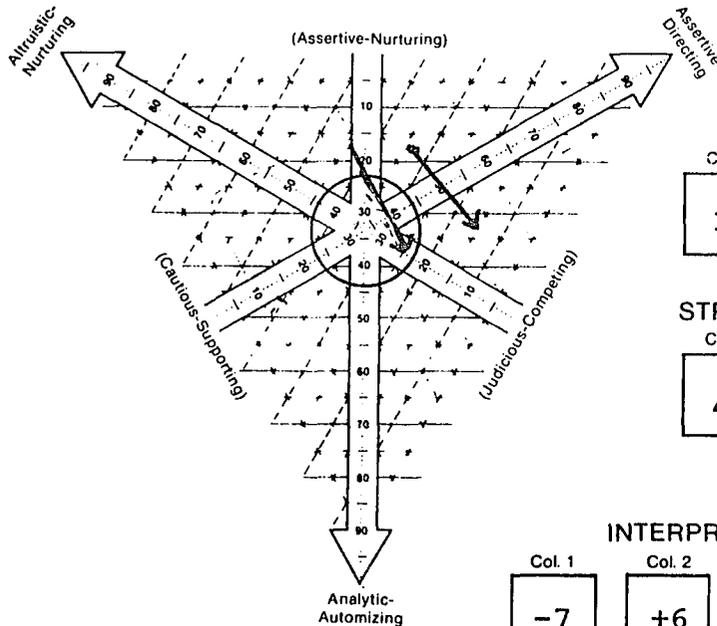
When things are going well

Col 1	Col 2	Col 3
26	36	38

In the face of conflict/opposition

Col 4	Col 5	Col 6
19	32	49

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
34	48	18	16	52	32

STRENGTH DEPLOYMENT INVENTORY

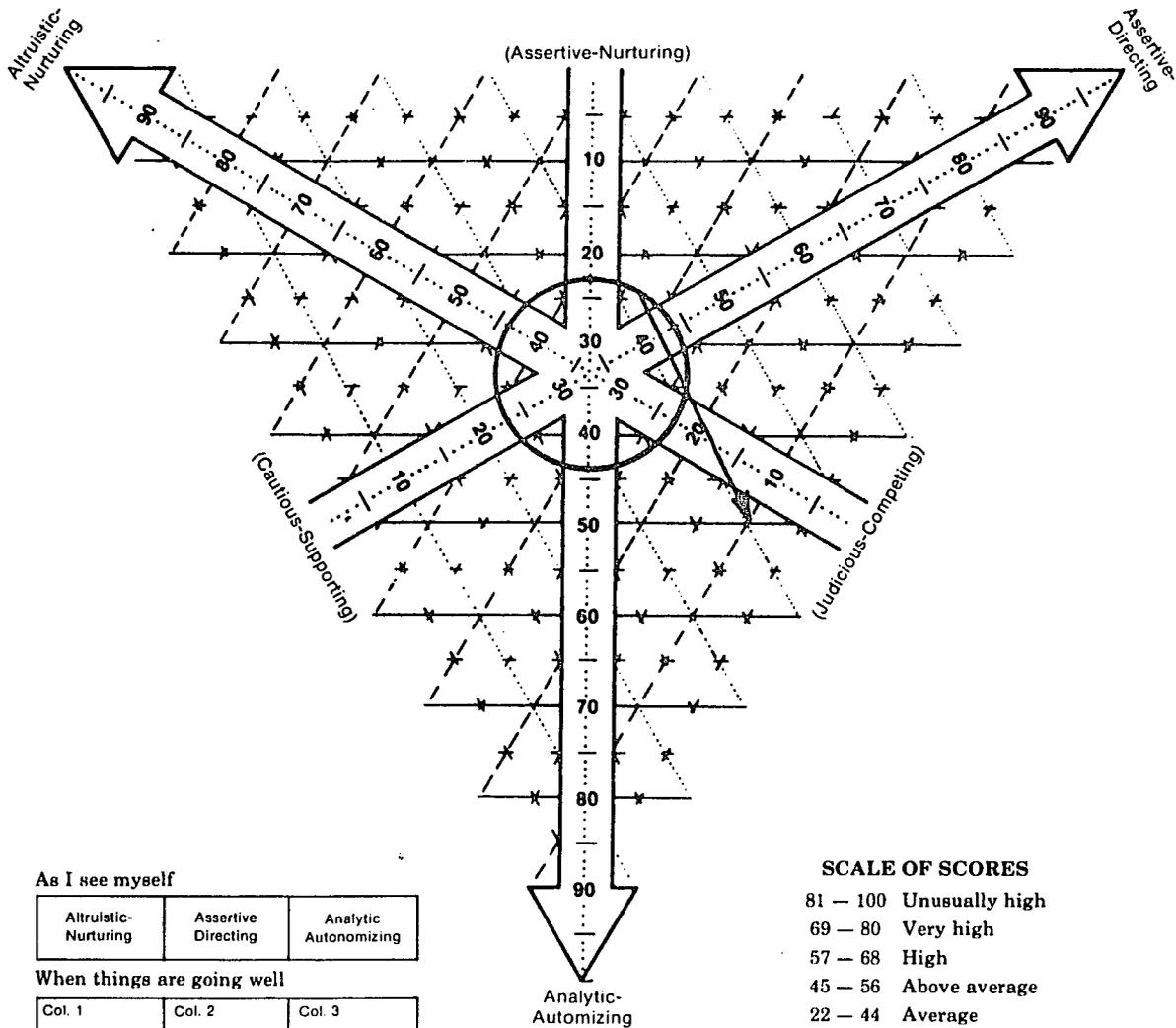
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
41	42	17	25	38	37

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-7	+6	+1	-9	+14	-5
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ P _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
33	43	24

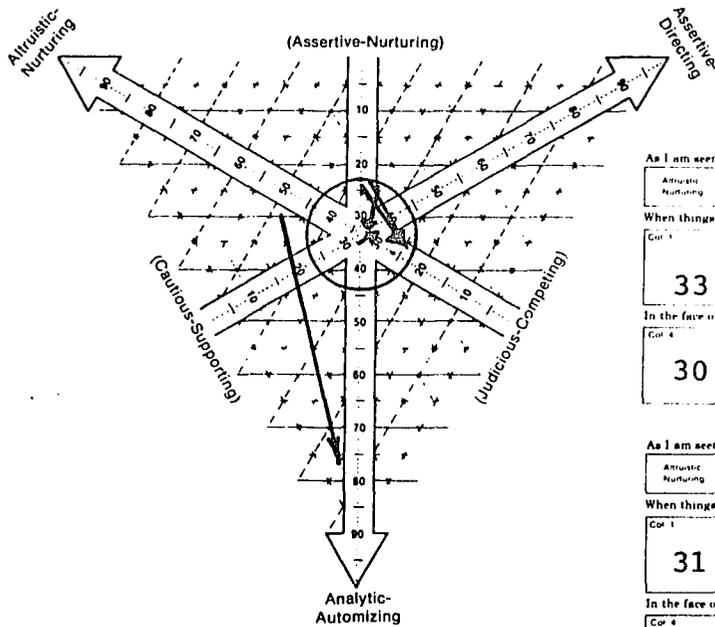
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
9	41	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

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
33	42	25
When things are going well		
Col 4	Col 5	Col 6
30	37	33

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
31	38	31
When things are going well		
Col 4	Col 5	Col 6
30	35	35

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
32	41	27
When things are going well		
Col 4	Col 5	Col 6
27	38	35

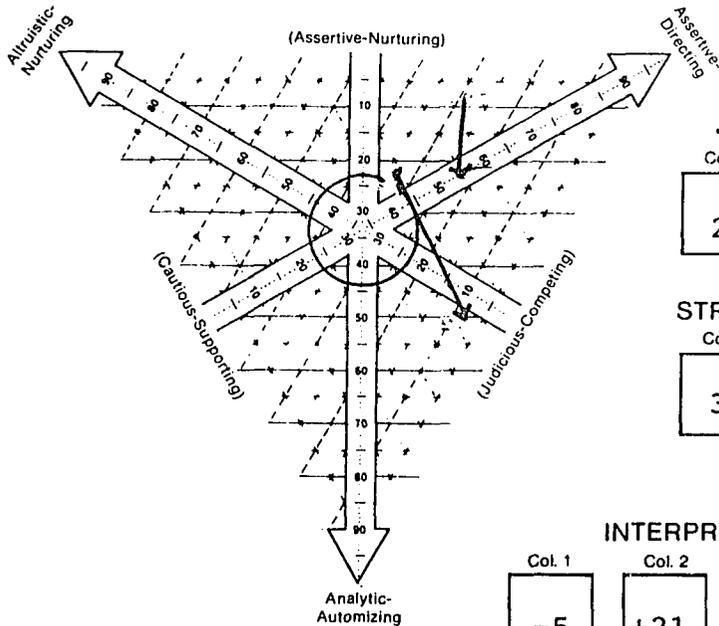
As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
34	40	26
When things are going well		
Col 4	Col 5	Col 6
26	38	36

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
49	21	30
When things are going well		
Col 4	Col 5	Col 6
23	9	68

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
28	64	8	22	56	22

STRENGTH DEPLOYMENT INVENTORY

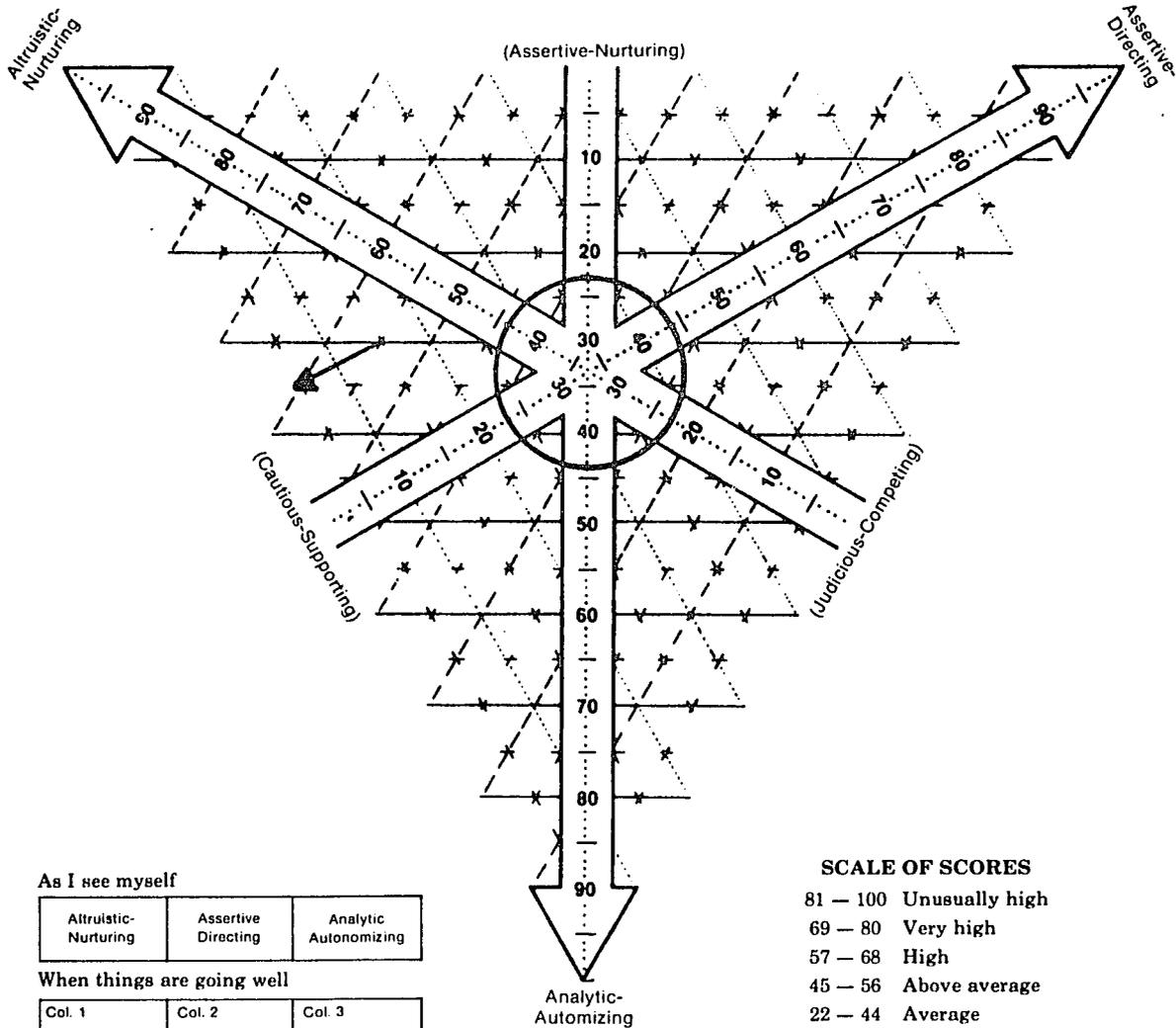
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
33	43	24	9	41	50

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-5	+21	-16	+13	+15	-28
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ Q _____



As I see myself

Altruistic-Nurturing	Assertive Directing	Analytic Automizing
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When things are going well

Col. 1	Col. 2	Col. 3
55	15	30

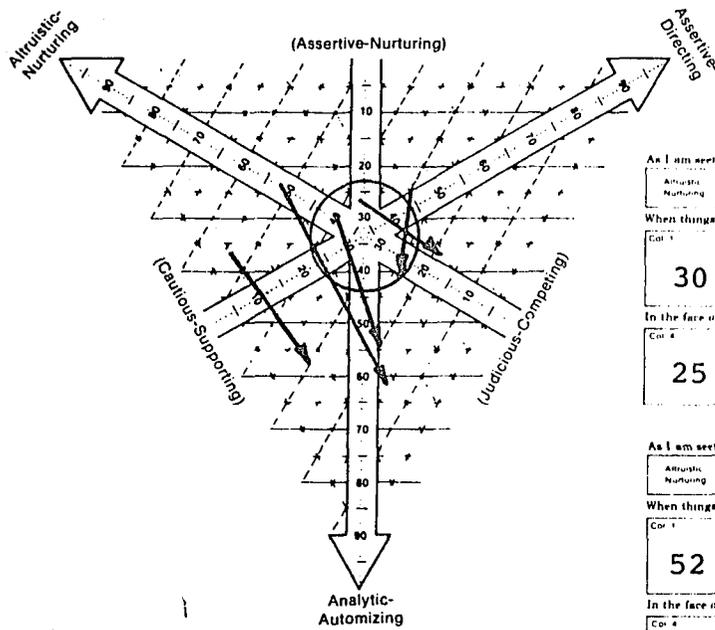
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
60	6	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

STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION



As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
38	31	31

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
20	25	55

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
30	45	25

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
25	36	37

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
36	38	26

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
18	45	37

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
52	23	25

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
19	20	61

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
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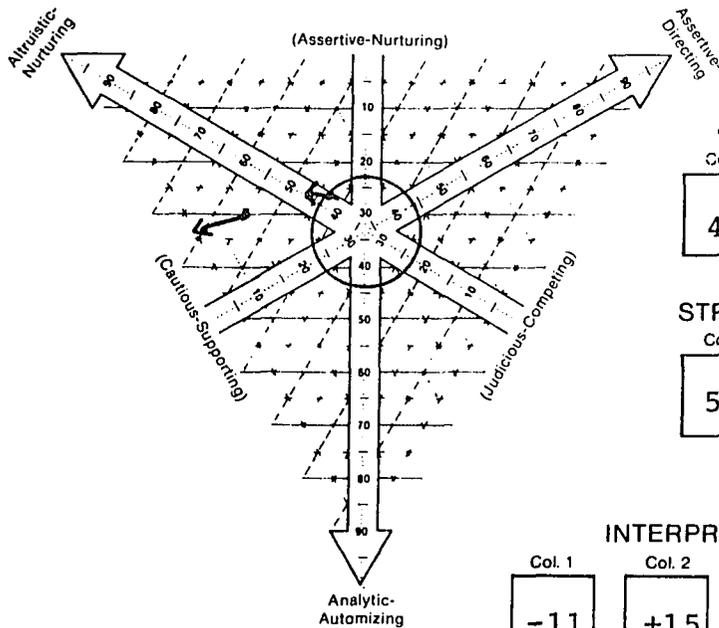
When things are going well

Col. 1	Col. 2	Col. 3
55	10	35

In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
33	14	53

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
44	30	26	46	28	26

STRENGTH DEPLOYMENT INVENTORY

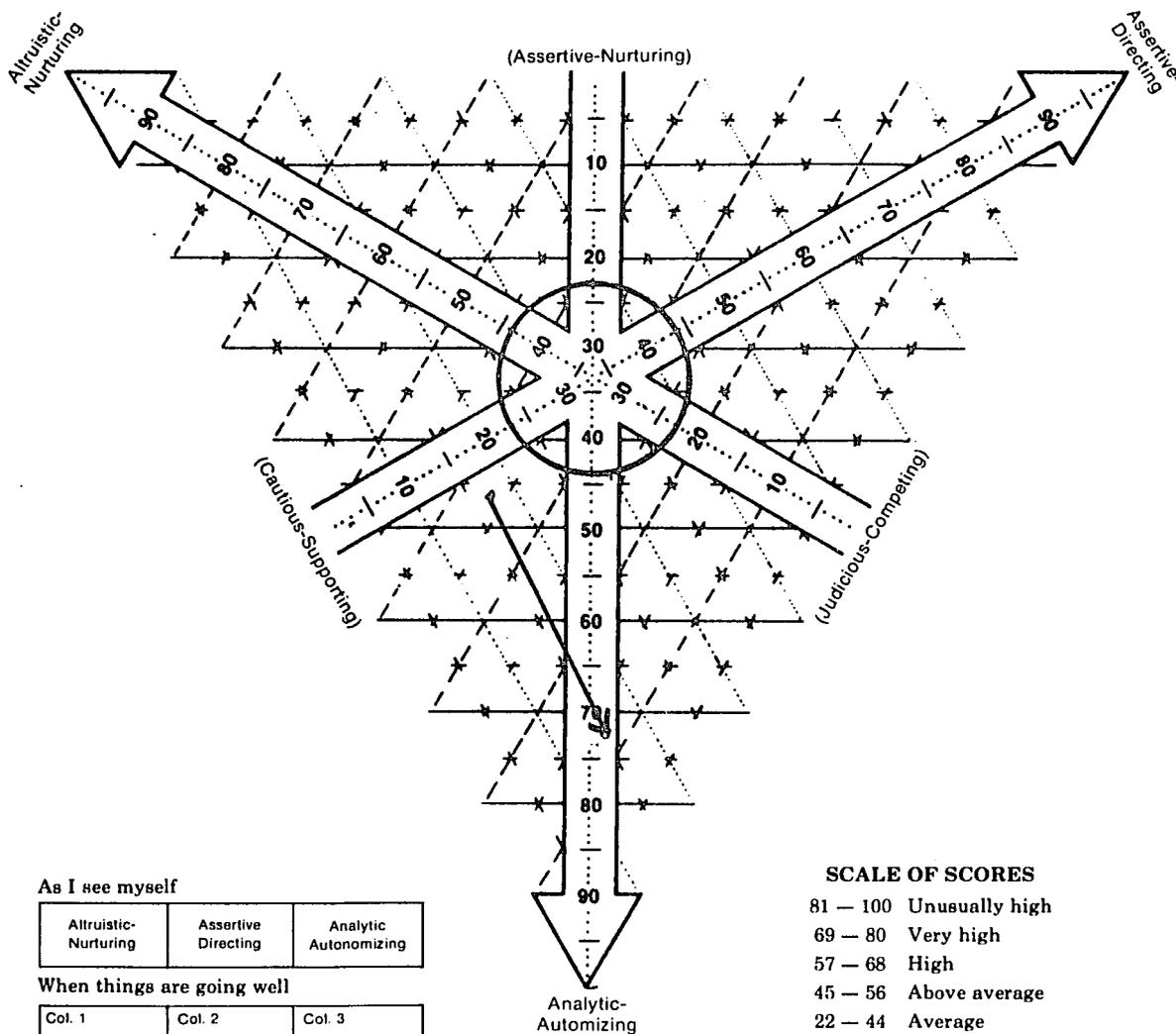
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
55	15	30	60	6	34

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
-11	+15	-4	-14	+22	-8
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

STRENGTH DEPLOYMENT INVENTORY

PRINCIPAL _____ R _____



As I see myself

Altruistic-Nurturing	Assertive-Directing	Analytic-Automizing
----------------------	---------------------	---------------------

When things are going well

Col. 1	Col. 2	Col. 3
36	17	47

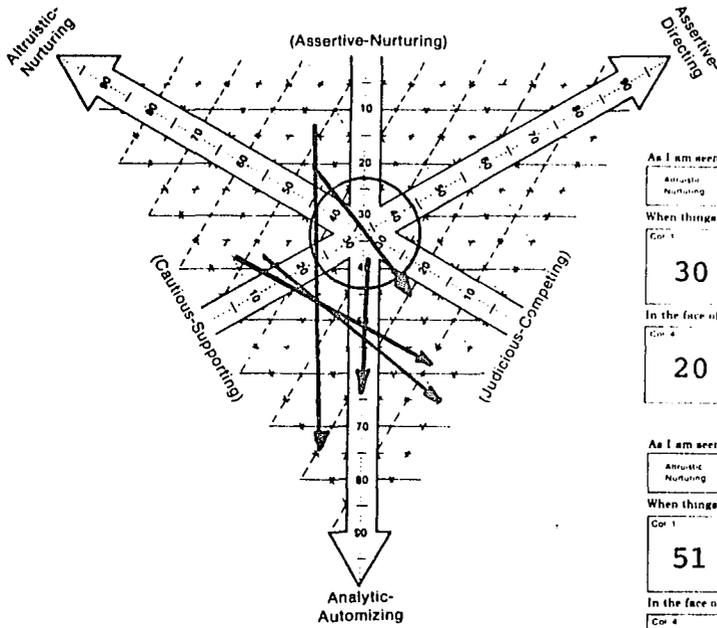
In the face of conflict/opposition

Col. 4	Col. 5	Col. 6
14	14	72

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



As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
30	32	38
When things are going well		
Col 4	Col 5	Col 6
20	20	60
In the face of conflict/opposition		

As I am seen by

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
51	34	15
When things are going well		
Col 4	Col 5	Col 6
20	5	75
In the face of conflict/opposition		

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
47	31	22
When things are going well		
Col 4	Col 5	Col 6
22	35	43
In the face of conflict/opposition		

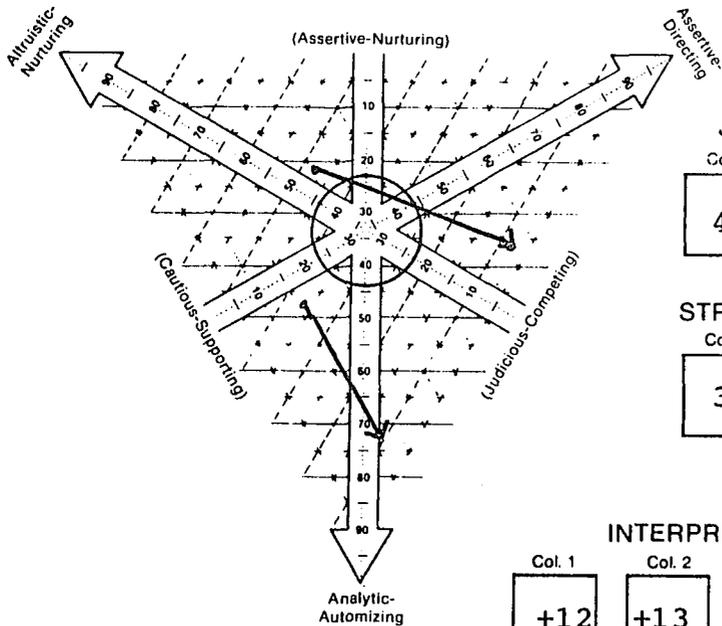
As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
52	11	37
When things are going well		
Col 4	Col 5	Col 6
12	31	57
In the face of conflict/opposition		

As I am seen by:

Altruistic Nurturing	Assertive Directing	Analytic Automizing
Col 1	Col 2	Col 3
47	16	37
When things are going well		
Col 4	Col 5	Col 6
9	29	62
In the face of conflict/opposition		

JOB INTERACTIONS INVENTORY



JOB INTERACTIONS INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
48	30	22	8	56	36

STRENGTH DEPLOYMENT INVENTORY

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
36	17	47	14	14	72

INTERPRETATION OF DIFFERENCES

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
+12	+13	-25	-6	+42	-36
Nurturance of others	Assertion of Self	Self-direction	Concern for Harmony	Concern for Production	Concern for Orderliness

Findings

Principal "A" scores above average on the Altruistic Nurturing scale when conditions are favorable. However, under less favorable circumstances he falls slightly above average on the Analytic Autonomizing scale. Thus, when things are going well, he is open and responsive to the needs of others. Conversely, when all is not well he is most concerned with order, maintenance, and getting the job done. Likewise, the majority of his teachers place him on the same negative category, but closer to the Hub in positive situations. Obviously, Principal "A" accurately perceives his leadership style. This is further confirmed by contrasting Principal "A's" Strength Deployment Inventory measurement with his response on the Job Interaction Inventory. His behavior and his expectations of his job requirements are well within the compatible range.

Flexibility in behavior with the goal of achieving unity and coherence in group goals is most important to Principal "B", regardless of the situation. His teachers agree with this perception when conditions are favorable. However, they perceive his style as high on the Analytic Autonomizing scale, thus more employment of self-reliance, when all is not well. This lack of agreement is also reflected in the lack of congruence in Principal

"B's" perceived style on the Strength Deployment Inventory and his responses on the Job Interaction Inventory. There is significant conflict concerning 1) assertion of self, 2) self direction, and 3) concern for production.

Principal "C" scores slightly above average on the Assertive Nurturing scale when all is going well and quite high on the Assertive Directing scale when all is not going well. In fact, his teachers perceive his concern for task accomplishment and strong leadership as Analytic Autonomizing where their principal would rather "go-it-alone" instead of being a team player. His Job Interactions Inventory reveals a high discrepancy in 1) nurturance of others and 2) concern for orderliness.

Principal "D" also falls within the Hub, Flexible Cohering, regardless of the situation. The majority of his teachers tend to agree that he is a flexible, adaptable team member whenever conditions are favorable. But they perceive his behavior as more Assertive Directive when conditions are unfavorable. When more direction and control are needed he is clearly able to provide leadership. Interestingly, the contrast revealed in his perception of his leadership style and in what he thinks is required in his job is radical (-33, +28) in 1) concern for harmony and in 2) concern for production.

A vivid contrast in situational leadership style is evident in Principal "E's" profile. Under favorable circumstances he ranks above average on Altruistic Nurturing; under unfavorable circumstances he scores above average on the Analytical Autonomizing scale. His teachers wholeheartedly concur that under adverse conditions their principal takes the helm, is self-reliant, and self-dependent. When conditions are positive, the teachers view Principal "E" in the Hub area, in which his major goal is achieving unity and coherence in group undertakings. This discrepancy is reiterated in Principal "E's" differentiation of scores in 1) concern for orderliness and in 2) assertion of self.

While Principal "F" sees his leadership style as Flexible Cohering, his five teachers, without exception, place him above average on Altruistic Nurturing when circumstances are positive and equally high on Analytic Autonomizing when circumstances are negative. Thus, human relationship orientation is employed in positive situations, and definite task orientation is employed in more negative situations. Principal "F" shows marked differentiation between the Strength Deployment Inventory and the Job Interactions Inventory on his 1) concern for production, 2) concern for orderliness, and 3) self-direction.

Principals "G," "H," "I," "J," "K," "L," "N," and "P" perceive their leadership style in positive circumstances to be Flexible Cohering. They view themselves as team players whose major concern is the welfare of the group and membership in the group. They value open-mindedness, flexibility, and are very adaptable to change. The teachers' feedback scores agree for Principals "G," "I," "N," and "P." However, teachers of "H," "J," "K," and "L" view their principals as more task-oriented, Assertive Directive, whose major concern is organizing and directing all resources toward a common goal.

In negative situations, Principals "G," "H," and "N" once again place themselves in, or near, the Hub or Flexible Cohering mode. Yet, teachers of Principals "G" and "N" rate them above average on the Analytic Autonomizing scale, while "H's" teachers' scores are widely varied. The teachers of "G," "H," and "N" appear to view their principals' styles as more directive and authoritative. Principals "J" and "L" rate themselves as Assertive Directive. Their teachers concur; each identified a dominant leadership style of Assertive Directive.

Principals "I" and "P," in unfavorable situations, perceive their leadership style to reflect a blend of

motivational patterns. Their Judicious Competing blend has as its more distinguishing quality the employment of strategies in dealing with others which uses one's head to win. This strategy is a blend of Analytic Autonomizing and Assertive Directing: to outwit the opposition within the limits of the rules. Principal "I's" teachers agree by giving him highest scores in Analytic Autonomizing and Assertive Directing. Only one of Principal "P's" teachers rated him high in Analytic Autonomizing, while the other four perceive his leadership style as Flexible Cohering. Cautious Supporting is the blend of motivational pattern perceived by Principal "K." This blend of Altruistic Nurturing and Analytic Autonomizing is characterized by using one's head to be of help to others; thus, this style responds to the needs of others in a controlled manner while maintaining self-reliance and self-sufficiency. On the contrary, the majority of "K's" teachers perceive his style to be Assertive Directing.

A lack of congruence between the perception of style on the Strength Deployment Inventory and interpretation of job requirements on the Job Interactions Inventory is particularly apparent in Principal "K's" concern for harmony and concern for production (-26, +35). There are also lesser degrees of compatibility in Principals "P's,"

"L's," and "H's" assertion of self; "P's" and "N's" self-direction; "L's," "I's," and "G's" concern for harmony; and "P's," "N's," and "G's" concern for production. Principal "P" also shows a difference of -28 in concern for orderliness.

Principals "M" and "O" perceive their leadership style in positive situations to be Assertive Nurturing, a blend of Assertive Directing and Altruistic Nurturing. The most distinguishable characteristic of this style is active and assertive promotion of the welfare of others in a leadership role. To compete and win for the sake of others is a primary concern. Four of Principal "M's" teachers perceive his style to be Flexible Cohering, while one teacher rated him very high in Altruistic Nurturing. Principal "O's" teachers perceive his motivational pattern to be Flexible Cohering or Assertive Directive. However, when there is conflict, Principal "M" scores himself in the Altruistic Nurturing pattern, while his teachers plot him in the Cautious Supporting or Analytic Autonomizing mode. Principal "O" retreats to the Hub in negative circumstances, while his teachers view him as more directive. Both "M" and "O" demonstrate a fair degree of compatibility between behavior and expectations of job requirements.

In favorable situations Principal "R's" motivational pattern is the blend termed Cautious Supporting. The

most distinguishing quality of this pattern is achieved through responding to the needs of others in a controlled and orderly manner while maintaining self-reliance and self-sufficiency. This leadership style is a combination of Altruistic Nurturing and Analytic Autonomizing. The basic value of this mix is to use one's head to be of help to others. When circumstances are negative, Principal "R" scores very high on the Analytic Autonomizing scale. His teachers agree that in unfavorable conditions their principal is objective, thorough, and serves as one's own judge and jury. However, in more favorable circumstances, Principal "R's" teachers perceive his style to be open and protective, or Altruistic Nurturing. Three areas demonstrate a significant lack of congruence in Principal "R's" leadership style and his expectations of what his job requires: 1) self-direction (-25), 2) concern for production (+42), and 3) concern for orderliness.

Finally, when the situation is favorable, Principal "Q" received the highest score on the Altruistic Nurturing scale. His motivational pattern, Cautious Supporting, in a less favorable situation is closely aligned with this. His teachers tend to agree with his interpretation in favorable circumstances, but the majority place him on the Analytic Autonomizing scale

when dealing with a negative situation. There is a noticeable lack of compatibility in leadership behavior and perceived job requirements in the area of concern for production.

Conclusions

There are clearly threads of commonalities evident throughout the principals' profiles of leadership style. Since each of the principals studied has been identified as a successful leader, these findings appear to be significant in the following areas:

- When circumstances are favorable, the principals do employ a variety of styles; yet all behave in a more human relationship orientation.
- When circumstances are unfavorable, the principals also employ a variety of styles; yet all behave in a more task-oriented mode.
- The principals' employment of style is clearly situational.
- The teachers' perceptions of their principal's leadership style tend to be more closely aligned when things are going well.
- Although they are successful, most of the principals do indicate some incongruence in their perception of their leadership style and in their expectation of job requirements.

When all is going well, eleven of the eighteen principals studied indicate that their leadership style will fall in the Hub or Flexible Cohering pattern. They enjoy performing as team players, are open-minded and flexible, and strongly emphasize and demonstrate pride in group

membership. The second greatest number in the group, four principals, score above average in the Altruistic Nurturing pattern. They too are most concerned with promoting the growth and welfare of others. Overall, among the eighteen principals, four different styles are employed. Thus, a variety of leadership styles appears to be successful; yet all the principals' patterns fall into a human relationship orientation. None score above average in the Assertive Directing nor the Analytic Autonomizing patterns.

In situations where things are going wrong or where there is conflict, again the greatest number, but only eight out of eighteen principals, score in the Hub or Flexible Cohering pattern. This flexibility of behavior may well indicate the principals' awareness of what his teachers want and what will be awarding and appealing to them. Thus, through relating to them in a more adaptive manner, he is able to achieve unity and coherence in group goals and undertakings. All other patterns employed by the remaining ten principals fall into the more task-oriented mode. Four score highest in the Analytic Autonomizing scale. Here, in more unfavorable circumstances, the principal becomes more self-reliant, more objective, and less emotional. Things must be properly sorted out and thought through logically. Goals

must be achieved and maintained. Two principals each score in the Assertive Directing, the Judicious Competing, and the Cautions Supporting patterns. None score above average in the Altruistic Nurturing pattern.

This diversity in style employed by successful principals, according to favorable or unfavorable context, clearly reveals the importance of situational leadership.

The teachers' perceptions of their principals' leadership style tend to be more compatible when each is considering the positive situation. Nine of the eighteen sets of teachers agree with their principal's interpretation of style, Hub or Flexible Cohering, when circumstances are favorable. Conversely, the perceptions are much less compatible in unfavorable or negative situations. Only one of the eighteen sets of teachers places his principal in the Hub area, while all other teachers indicate that in less favorable circumstances their principal's leadership style is more directive. Ten sets of the eighteen place their principal in the Analytic Autonomizing pattern, two sets give highest scores in the Assertive Directive, and all other scores range from Hub to Analytic Autonomizing, with no conclusive agreement among the five teachers. Again, situational leadership is employed by the principal, but his teachers' perceptions differ from his when he becomes more directive.

Finally, although successful, most of the eighteen principals studied do indicate some incongruence in their perceptions of their leadership styles and in their expectations of their job requirements. Only two of the principals show less than a difference of plus or minus eleven in at least one of the areas of concern. According to the Job Interactions Inventory analysis and interpretation, a score of eleven or more indicates some incompatibility. Among the greatest concerns, as demonstrated by a high differentiation in scores between the Strength Deployment Inventory and the Job Interactions Inventory are:

- assertion of self (eight principals)
- concern for harmony (eight principals)
- concern for production (eleven principals).
- concern for orderliness (eight principals).

Seven of the eight principals who scored eleven points or more on assertion of self scored positively. This indicates that their job clearly requires more assertion of self than they feel most comfortable in providing. One of the eight scored -17, which indicates that his job requires less assertion of self than he feels comfortable providing. Three of the eight principals, scoring eleven points or more on concern for harmony, registered positive scores. Their incongruence is characterized by a sense

that their job requires an earlier expression of concern for harmony than they feel most comfortable in providing. Conversely, the other five principals scored negatively, thus implying that their job requires a more delayed expression of concern for harmony than they feel comfortable providing. The most significant lack of compatibility between Strength Development scores and Job Interactions scores for each principal is in concern for production. Eleven principals show scores of eleven or higher, and ten of these are positive scores. The implication here is that the job seems clearly to require an earlier expression of concern for production than the principals usually feel most comfortable in providing. Also, seven of the eight principals whose scores are eleven or above on concern for orderliness register negative scores. This clearly indicates that, for these particular principals, their job requires a more delayed expression of concern for orderliness than they feel most comfortable in providing.

CHAPTER 5
CONCLUSIONS

Introduction

Excellent schools are run by excellent leaders, and a single school or an entire school district cannot achieve excellence without excellent people in positions to carry out the work of the school. The successful school research points again and again to the primacy of the principal's role in the creation of an outstanding school.

Successful leaders in excellent organizations focus on certain basic goals. That leadership is what gives the school its vision and its ability to translate that vision into reality. Inspired leadership creates a nourishing culture in which the goals of all who are involved are closely aligned. There is a sense of bonding, trust, shared values, energy and enthusiasm, and commitment among students, teachers, and principal.

There is a continuous quest for a clearer understanding of what makes a successful principal. According to an analysis of research presented in this study, there is no one best leadership style. The key to successful leadership appears to be the matching of

particular styles of leadership to unique situational context. The successful principal blends the individual character of his school, the developmental needs of his students, and the positive or negative connotations of a particular situation to determine his mode of motivational pattern.

The comprehensive summaries of recent studies regarding successful leadership styles and behavior and an analysis of eighteen principals' leadership styles as measured by Porter's Strength Deployment Inventory, Strength Deployment Inventory: Feedback Edition, and the Job Interactions Inventory, may assist school officials in identifying and in training potentially excellent school principals.

Summary

The introductory material in Chapter 1 poses the challenge of determining what leaders must do to be successful and how they provide this leadership. One of the major objectives of research on the leadership role of the principal is to identify the specific kinds and combinations of behaviors which are employed by excellent leaders.

Chapter 2, "Review of Related Literature," summarizes selected key studies of successful leadership.

First, an examination of leadership style reveals that the means by which leaders convey and shape meaning vary enormously. However, despite this variation, every successful leader is aware that an organization is based on a set of shared values, vision, and goals. Second, an analysis of force, or means available to administrators to bring about or preserve changes, magnifies the significance of symbolic and cultural leadership. Successful schools have strong cultures aligned with a vision of excellence in schooling. Third, specific performance behaviors of excellent school leaders revolve around the establishment of a climate in which exemplary instruction can occur. Finally, a survey of uniquely successful middle schools describes principals who passionately share the vision of what school should be like for their particular age group. Thus, they bind philosophy to goals, goals to programs, and programs to practices.

Several questions are formulated 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 eighteen successful principals' leadership profiles. These profiles examine the principal's perceptions and his teachers' perceptions of his leadership style. An interpretation of each style provides keys to specific performance behaviors.

The first question listed in Chapter 1 is: What leadership characteristics do successful school principals possess?

The literature confirms that there is no one best style of leadership. However, many studies have confirmed that successful leaders do demonstrate common essential qualities of leadership in their work. They will not demonstrate these qualities through identical day-to-day behavior; yet all are committed to developing a supportive environment. First, successful leaders have clear, informed visions of what they want their organization to become--visions that focus on students and their needs. Next, they are able to translate these visions into goals for their schools and expectations for the teachers, students, and administrators. Then they establish school climates, or cultures, that support progress toward these goals and expectations. They continuously monitor progress. And they intervene in a supportive or corrective manner, when this seems necessary. The successful school leader practices high visibility. He is proactive, energetic, dynamic, resourceful, adaptable, flexible, and competent. Excellent leaders in excellent schools are able to articulate their passionate beliefs and to instill a sense of commitment and trust. Their decisions are made for reasons of principle. They

are culture builders who are able to bond and nurture an organization's vision and to translate that vision into reality.

The second question posed in the introductory chapter is: What specific styles of leadership do successful school principals employ?

A review of the literature reveals that despite the variations in style, every successful leader is clear about where he wants to go and how he wants to get there. By promoting confidence and enthusiasm, he induces commitment that transforms purpose into action. Shirley Hord's group terms this the initiator style. The initiator does not wait for things to happen; he makes them happen. He is adamant but not unkind. He solicits input from staff and then makes decisions in terms of school goals.

Leadership involves accomplishing goals with and through people. Therefore, a leader must be concerned about tasks and human relationships. Leaders whose behavior is authoritarian tend to be task-oriented and use their power to influence their followers. Leaders whose behavior is democratic tend to be group-oriented and thus give their followers considerable freedom in their work. Researchers agree that concern with task and human relationships is necessary for successful survival

of an organization. Warren Bennis called these leaders "revisionists." They are concerned with productivity, but not to the exclusion of human elements. Andrew Halpin stressed that high scores on goal achievement and group maintenance characterize desirable leader behavior. Rensis Likert agrees; leaders with the best records of performance focus their primary attention on the human aspects of their subordinates' problems and on endeavoring to build work groups with high performance goals.

Results obtained from the administration of the Strength Deployment Inventory show that the eighteen successful principals who were surveyed do employ a variety of styles. The greatest number, eleven principals, score highest in the Flexible-Cohering motivational pattern. This indicates that they see themselves as team players who highly value the welfare of the group and membership in the group. They are open-minded and like to be known as flexible. Achieving unity and coherence in group goals is of prime importance to them.

The two other most prominent styles are the Altruistic Nurturing, when circumstances are favorable, and Analytic Autonomizing, when circumstances are unfavorable. The Altruistic Nurturing motivational pattern has as its most distinguishing quality a basic concern

for the protection, growth and general welfare of others, with little regard for material reward in return. On the opposite end of the continuum is the Analytic Autonomizing motivational pattern, which has as its most distinguishing quality 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 are achieved and maintained.

The teachers' perceptions which were gleaned from their responses on the Strength Deployment Inventory: Feedback Edition retain the same orientation as that of their principals in most instances. The predominant style indicated, when things are going well, is Flexible Cohering. However, more teachers place their principals in the Altruistic Nurturing pattern than did their principals. While the majority (eight principals) of the principals perceive themselves in the Flexible Cohering mode, even when the situation is unfavorable, their teachers overwhelmingly perceive them in the Analytic Autonomizing pattern in less favorable circumstances. The other prominent pattern practiced by principals, as perceived by their teachers, is the Assertive Directing motivational pattern. Thus, the teachers interpret their principals' leadership styles, in times of conflict, to be more directive and more task-oriented.

Much of the literature, including the Hersey-Blanchard model, 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 how the leader perceives his own behavior, which Hersey-Blanchard defines as "self-perception," rather than style. Thus, the teachers' perceptions of their principal's leadership style may be more accurate than that of the principal's own assessment.

The third question listed in Chapter 1 is: How do successful school principals adapt different leadership styles to respond to special situations and organizational constraints?

The role of the principal in the school must be viewed in terms of the many factors that affect it. There is no ideal style of leader behavior that can apply in all leadership situations. The concept of adaptive leader behavior, or the most desirable style for a particular situation, suggests that a number of leader behavior styles may be effective or ineffective, depending on the important elements of the situation.

Fred Fiedler concludes that task-oriented leaders tend to perform best in group situations that are either very favorable or very unfavorable to the leader.

Conversely, relationship-oriented leaders tend to perform best in situations that are intermediate in favorableness. Paul Hersey and Kenneth Blanchard, along with William Reddin, concur that the difference between the effective and ineffective styles of leadership behavior is often not the actual behavior of the leader, but the appropriateness of this behavior to the environment in which it is used.

An examination of the eighteen principals' Strength Deployment Inventory profile, along with that of their teachers, as illustrated in the Strength Deployment Inventory: Feedback Edition, clearly illustrates employment of situational leadership styles. When all is going well, the majority of the principals, eleven of the eighteen, indicate that their leadership style is Flexible Cohering. They strongly emphasize pride in group membership. Overall, among the eighteen principals, four different styles are employed. Thus, a variety of leadership styles appears to be successful; yet all the principals' patterns fall into a human relationship orientation. Four score above average in the Altruistic Nurturing mode. None score above average in the Assertive Directing nor the Analytic Autonomizing pattern.

On the other hand, when things are going wrong or where there is conflict, eight of the eighteen principals

perceive their leadership style in the Flexible Cohering pattern. All other patterns perceived by the remaining ten principals fall into the more task-oriented mode. Four score highest in the Analytic Autonomizing scale. None score above average in Altruistic Nurturing.

This diversity in style, according to favorable or unfavorable context, clearly reveals the successful principals' employment of situational leadership.

The teachers' perceptions of their principals' leadership style tend to be more compatible when each is considering the positive situation. Yet their perceptions are much less compatible in unfavorable situations. Only one of the eighteen sets of teachers places his principal in the Flexible Cohering pattern. All others indicate that in less favorable circumstances their principal's leadership style is more directive. Ten sets of teachers, in fact, place their principal in the Analytic Autonomizing pattern. Again, situational leadership is perceived to be employed by the principal, but his teachers' perceptions differ from his when he becomes more directive.

The fourth question is: What specific performance behaviors do successful school principals enact?

Again, not all successful principals will demonstrate identical day-to-day performance behaviors. However, all will exemplify common qualities of

excellence in leadership in their work. Their behavior is based on that which each seeks to accomplish for his school.

The successful principal believes that the majority of teachers are wholesomely motivated, capable, and have an abiding concern for youngsters. He believes teachers are responsible for developing the best possible instructional program, and he establishes expectations consistent with this view. The outstanding principal serves as the initiator; he defines the school's mission. Referring often to school goals, in both formal and informal contexts, the principal communicates their importance through daily decision-making. He sets high standards and performance levels for all and establishes the instructional program as first priority. Being a visionary, he may sacrifice short term feelings of staff if doing a task now is necessary for the success of longer term goals. He establishes, clarifies, and models norms for the school. He is the director of the change process; he delegates, but closely monitors and communicates directly with teachers in the classroom. Respect for district rules is important to the successful principal, but his behavior is primarily determined by what he believes is required for maximum school effectiveness.

The outstanding principal is highly visible. He gives careful attention to detail and is actively and

personally involved in schoolwide activities.

Collaborative planning with staff and participation in staff development are common elements in his schedule. He supports teachers' needs and decisions with direct action. He is competent; he is the expert, the norm setter, and the legitimate authority.

Maintenance and nurturance of school climate is promoted through direct principal involvement. The successful principal clearly articulates academic goals. He knows the curriculum and is competent in effective instructional practices. Frequent and close supervision and evaluation of instruction is a routine component of his schedule. His school offers incentives and rewards for academic excellence. Protection of instructional time, promotion of instructional improvement, and emphasis on professional growth and staff development are of primary importance.

The successful principal is highly predictable, since his daily behavior is closely tied to long term goals. He is acutely aware of the significance of situational leadership. He is curious about what others think, is open-minded and adaptable, and open and responsive to the needs of others. Yet when circumstances dictate, he is decisive, directive, and self-reliant.

Finally, the fifth question addressed in Chapter 1

is: What unique leadership role is employed by the successful middle school principal?

The eighteen principals surveyed in this study have all been identified as successful middle school principals. Therefore, one can assume that the data concerning characteristics, leadership style, and performance behaviors gleaned from the study aptly describe the leadership role of the successful middle school principal. Furthermore, a review of the literature emphasizes the uniqueness of the middle school principal's leadership role.

The most striking feature of the successful middle school, according to Joan Lipsitz, is its willingness and ability to adapt all school practices to individual differences in intellectual, biological, and social maturation of its students. The individual most responsible for accomplishing this awesome task is the principal. The successful middle school principal derives his authority from his acknowledged competence as an instructional leader. He is an ideologue who has a vision for this unique age group. He realizes that school success for the young adolescent encompasses attitudinal and behavioral outcomes as well as teachable skills. The successful middle school principal can be found in diverse contexts, yet all share and realize similar

goals. He knows, above all, that people perform best when they feel special, when they belong, and when they experience success.

Thus, the principal in an excellent middle school builds a nourishing climate in which he binds people to a vision, to each other, and to their task.

Conclusion

There is no ideal style of leader behavior that can apply in all leadership situations. The concept of adaptive leader behavior, or the most desirable style for a particular circumstance, suggests that a number of leader behavior styles may be successful or unsuccessful, depending on the important elements of the situation. However, based on an analysis of the data gathered from eighteen successful principals and from a review of the literature, the following general conclusions can be made concerning the leadership style of the successful middle school principal.

1. Leadership is what gives an organization its vision and its ability to translate that vision into reality.
2. Successful leadership hinges on the principal's capacity to connect routine activities to his overarching perspective of the context of his school and his staff's aspirations for their organization.

3. The most commonly employed style of leadership among successful principals is Flexible-Cohering--characterized by concern for the welfare of the group, membership in the group, and flexibility of behavior to the end of achieving unity and coherence in group goals.
4. Successful principals employ a variety of leadership styles, yet
 - a. styles are relationship-oriented when things are going well
 - b. styles are task-oriented when things are not going well or when there is conflict.
5. Teachers' perceptions more closely align with their successful principal's perception of his leadership style when things are going well. The teachers' perceptions are more task-oriented when things are not going well or when there is conflict.
6. There are incongruities in the successful principals' perceptions of their leadership styles and in their expectations of what their job requires.
7. The successful middle school principal recognizes the unique needs of the young adolescent and is competent in creating a nourishing climate in which academic excellence, social, physical, and emotional maturation can flourish.

8. Vision, courage, intelligence, wisdom, integrity, trust, and abundant energy are all vital characteristics of a successful leader in any institution.

Recommendations for Further Study

It is evident from a review of the literature that the task of identifying and implementing leadership styles of excellent principals is crucial to overall school growth and improvement. Research reveals that strong leadership is a primary correlate in outstanding schools. Therefore, it is valuable to carefully examine the manner in which principals of successful schools provide leadership. This study has presented a summary of current related literature and has examined the leadership styles of eighteen successful middle school principals. However, there is a need for further study; therefore, the following recommendations are made:

1. The Strength Deployment Inventory battery was administered only to middle school principals. Administration of this same battery to selected successful elementary and high school principals would further determine whether the data gleaned from this study are uniquely characteristic of successful middle school principals.
2. A series of portraits of principals selected from the eighteen surveyed in this study, their school

- environment, and their staff would serve as a qualitative validation of the objective data collected in this study.
3. Since only North Carolina middle school principals were surveyed, a nationwide survey of selected middle school principals would serve a useful purpose.
 4. The criteria for "successful" middle school principals were subjectively determined by the middle school authorities who nominated the principals studied. A more objective definition, based on the characteristics discussed in this study, would further validate the collected data.
 5. No regard was given to socio-economic status in selection of the eighteen middle school principals. In further study, careful attention to an equal distribution of socio-economic status among selected schools would enhance collected data.
 6. No regard was given to geographical distribution of selected schools in this study. A more careful geographical distribution among selected schools in further study would support previously collected data.
 7. The research design used in this study could be duplicated with the administration of a different battery of leadership style inventories.

8. Allan Vann's doctoral dissertation addresses the significance of the principal's perception of the importance of the function of curriculum development to central office superiors. Further study of successful principals' leadership styles might focus on the relationship between the perceived instructional model of central office superiors and the consequent demonstrated role of the principal.

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McDowell County Schools
320 South Main Street
Marion, North Carolina 28752
October 28, 1986

Ms. Joyce S. Westbrook
Catawba Middle School
Box 448
Catawba, NC 28609

Dear Ms. Westbrook:

I would like to ask your help in gathering what, I feel, will be some very significant information. Since your school has been designated as one of the exemplary middle schools in North Carolina, I hope to include responses from you and your teachers as a part of my data collection.

I am currently a doctoral candidate at the University of North Carolina at Greensboro. The topic of my dissertation is "The Principal's Leadership Style in an Effective Middle or Junior High School." I plan to assemble data from principals and selected faculty members from twenty-five schools, all of which have been identified as exemplary middle schools by the North Carolina Department of Public Instruction, the North Carolina League of Middle Schools, the Principals' Assessment Center, professors of education at local universities, or other middle school principals.

You will find enclosed a copy of the Strength Deployment Inventory, which I would like for you to complete. Also enclosed are five copies of the Strength Deployment Inventory, Feedback Edition, which I would like for five members of your faculty to complete. A third single copy, the Job Interactions Inventory, should also be completed by you. Of course, all of this information will be totally confidential, and no names or locations will be cited.

Please complete the material and return it to me, in the enclosed envelope, by November 15. Your cooperation will be most appreciated. If I can answer any concerns you may have, please feel free to call me collect at 704/652-4535 (McDowell County Board of Education) or 704/684-7599 (home).

I will be most happy to share with you the summative results of this survey and its significance in helping to determine the principal's role in an effective middle school.

Sincerely,

Peggy H. Sams

Enclosure