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Perceptions and expectations of the leadership behavior of selected superintendents and their administrative teams in five midwestern states

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Perceptions and expectations of the leadership behavior
of selected superintendents and their administrative
teams in five midwestern states

by

Clark Abel Stevens

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY

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CHAPTER I. INTRODUCTION

In no other country does one find the role of education as it is experienced in the United States. From its inception, the importance of public education has been comprehensive. As Theodore Reller states in Griffiths (16, p. v):

Expectations regarding education have been high. The public school has served as an instrument of social mobility.... It has been a major builder of society. Approximately a century ago when the nation entered a period of rapid economic expansion, the public schools also were caught in a wave of change and rapid growth. As society re-defined its goals, the public school system found it necessary to do so also.

The United States' system has always been one of local control, and it became apparent early in the history of the local school systems that there was a need for the superintendency, which is unique in the world. However, from the beginning the superintendency has been a position of continuous change, of struggle with basic issues of authority and responsibility, and of dealing with problems ranging from trivial to critical. The rate of change is becoming even more rapid as the superintendent struggles with the problems of today and tomorrow. The American Association of School Administrators clearly summarizes the basic issue: (2, p. 12):

Knowledge and thought, the stuff of education, have emerged today as basic--if not the basic--forces of civilization. More than ever, schooling means the opportunity to mold one's future and to influence the world. The schools' role in social change and the

impact of social change on the schools are so deep that educational leadership must be involved in areas other than school policy. It must be involved in the development of policies affecting the life of the total society, both in the community and beyond. Consequently, educational leadership is more difficult than ever before and more central in the total community leadership. The problems faced by the superintendent are virtually all-embracing.

A critical factor in the hierarchy of school organizations is the diversity of people employed. Thus the superintendent's job becomes one of coordination, of maintaining a balance between the accomplishment of organizational goals and the fulfillment of individual needs. The need for competent leadership is obvious; the chief executive officer of a school district is the superintendent of schools. He is the educational leader and policy implementor for the school board.

The complexity of modern school systems dictates that superintendents manage their districts as efficiently and economically as possible. Therefore, they need to enlist competent professionals to assist them in this monumental task. One such approach to the problem of school organization is through the administrative team concept.

Administrative team members are professionals working collectively under the leadership of the superintendent of schools to achieve the objectives for which their schools were established. The combined talents of a tightly knit group of professional administrators can be utilized to deal

with the administrative and educational problems facing contemporary school districts. When viewing public school administration today it is necessary to envision the administrators as a team of highly specialized professionals working closely together to provide for the smooth and efficient operation of school districts.

The team approach would provide not only a climate for closer working relationships between administrators, but also an internal structure for insuring participation in administrative decision-making. It may also directly relate to the technical proficiency with which the superintendent structures a process which will insure adequate communication among all members of his administrative team.

Several administrative organizations have described the team approach. One such definition states that:

An administrative team represents a means of establishing smooth lines of organization and communication, common agreements, and definite patterns of mutuality among administrators and the board of education as they unite to provide effective educational programs for the community (33, p. 3).

At this point the line and staff responsibility of the members of the administrative team should be evident. The school board sets policy; the superintendent, as the chief executive officer, carries out and enforces the policies of the board of education. He, in turn, recommends the appointment of other administrative personnel to help him manage

the district (33). They may include elementary, middle and secondary principals, assistant principals, supervisors, assistant superintendents, etc. Each of these administrators is delegated certain areas of responsibility and each must carry out the responsibilities of his assignment effectively in order to have a strong administrative team (23).

The Problem

It is the contention of the writer that many of the administrative problems facing superintendents today lie in their failure to define accurately the respective roles of the administrative team members in the educational process and to let them know what is expected of them. The result is educational confusion, lack of mutual trust, poor administration, ineffective educational leadership and discontented administrative team members.

In addition, as several authors have pointed out, a variety of pressures including taxpayers revolts, teacher militancy, and unification make it essential that superintendents and their administrative teams examine their roles and working relationships carefully. It is conceivable that from a study of this type, new approaches designed to improve the administration of schools may be recommended for implementation. The real test of a superintendent's leadership may well be in his ability to direct the other members of

his administrative team in an efficient manner to accomplish the objectives of his school district with optimal satisfaction for all concerned.

Specifically it was the purpose of this investigation to examine the administrative team members' expressed perceptions and expectations of the leader behavior of successful superintendents in selected school districts along with the successful superintendents' self perceptions and self expectations to determine the differences, if any. It would appear that a successful superintendent and his administrative team's leadership behavior characteristics are dependent, in part at least, on each team member's perceptions and expectations as to the roles of one another.

Another primary purpose of this study was to examine the extent of agreement between the administrative team members' perceptions and expectations of their superintendent's leadership behavior; and the self perceptions and self expectations held by the superintendents for their own leadership behavior. Hopefully, this procedure will enable the writer to examine those leadership behavior characteristics possessed by "successful superintendents" which contribute to a closer working relationship between superintendents and their administrative team members.

Objectives of the Study

This study attempted to: (1) identify and describe leadership behavior patterns of successful superintendents and their administrative teams; (2) determine the relationship between the superintendent's self perceptions of how he thinks he "actually" behaves and the administrative team members' perceptions of how they think their respective superintendents "actually" behave; (3) determine the corresponding relationship between the superintendent's self expectations concerning how he should "ideally" behave as a leader and the expectations held by the administrative teams for their superintendents' behavior; (4) determine the extent of congruence between successful superintendents' and their administrative teams' perceptions for the purpose of defining the types and degrees of leadership behavior characteristics displayed by these superintendents; (5) determine if the superintendents' and their administrative teams' patterns of leader behavior differ from one dimension of leadership to another.

Procedures

The design of this study was to analyze the leadership behavior patterns of selected successful superintendents and their administrative teams in the states of Illinois, Iowa,

Minnesota, Missouri, and Wisconsin. Superintendents in each of these states who had been in their present positions for at least three years and had a minimum enrollment of 5,000 students in their schools were identified.

This procedure was followed in order to limit the study to a group whose members hold more responsible positions in school administration. Likewise, tenure is generally accepted as another criterion for success. For this reason only superintendents who had been in their present positions for a minimum of three years were considered. These two definitions provide two criteria for success, namely, the ability to secure and hold a superintendency in a large district. Neither criteria measures leadership behavior characteristics, which this study will attempt to do.

A list of superintendents meeting the two above criteria was sent to the following knowledgeable in each state for ranking: (1) State Superintendent of Public Instruction; (2) Head of the Department of Education at the state university; (3) Executive Secretary of the state superintendents' organization; and (4) Executive Secretary of the state school boards' association.

These knowledgeable were informed that the superintendents were selected on the basis of the above two criteria. From the roster of qualifying superintendents provided by the writer, the knowledgeable were asked to list the top ten

so-called "successful" or "good" superintendents. The ten selections of each of the four knowledgeable were compared to determine the five most "successful" superintendents in each state based on the opinions of the panel of judges.

Having been identified as being "successful" or "good", the selected superintendents in each state and four members of their administrative teams were asked to respond to the Real and Ideal forms of the Leader Behavior Description Questionnaire (LBDQ) (18). The LBDQ is a forty-item forced-response instrument that was developed in leadership studies at Ohio State University. It has been widely used in leadership studies in the military service, industry and education. The LBDQ yields scores on two dimensions of leadership behavior, Initiating Structure and Consideration.

Initiating Structure refers to the leader's perceived behavior which attempts to describe the structure of the formal relationships within the organization. An example of this is when the leader defines his own role and lets followers know what he expects from them. Consideration refers to those behaviors engaged in by the leader which cause others to perceive him as being friendly and interested in the personal welfare and contributions of others.

Superintendents and administrative team members were asked to respond to the LBDQ-Ideal form which indicated how they believed the leaders (successful superintendents)

should "Ideally" behave. These two groups were then asked to respond to the LBDQ-Real form as to how they believed the leaders (successful superintendents) "actually" behave. "Ideal" and "Real" mean scores were then compiled for the two dimensions of Initiating Structure and Consideration. The relationship, if any, between "Real" and "Ideal" scores of the dimension were then determined. This knowledge of the superintendents' "Real" and "Ideal" leadership behavior enabled the writer to examine the perceptual relationships which existed between administrative team members and successful superintendents. Respondents were asked to provide additional background and organizational data to determine the mean for (1) years of administrative experience, (2) years in present position, (3) size of school district, and (4) age.

Hypotheses to be Tested

The following major null hypotheses were tested:

1. There is no significant difference between successful superintendents' self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their group mean scores on the Consideration Dimension of the LBDQ.
2. There is no significant difference between successful superintendents' self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their group mean scores on the Initiating Structure Dimension of the LBDQ.

3. There is no significant difference between successful superintendents' self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their average group mean scores on the Consideration and Initiating Structure Dimensions of the LBDQ.
4. There is no significant difference between successful superintendents' self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their group mean scores on the Consideration Dimension of the LBDQ.
5. There is no significant difference between successful superintendents' self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their group mean scores on the Initiating Structure Dimension of the LBDQ.
6. There is no significant difference between successful superintendents' self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their average group mean scores on the Consideration and Initiating Structure Dimensions of the LBDQ.

Descriptive statistics were used to compare differences among individual districts. Individual mean scores of the participating superintendents and their respective administrative teams were examined to determine if congruence exists between how the administrative teams believe their respective superintendents "actually" behave as a leader and how they believe he should "ideally" behave as a leader. Also, studies were made to determine individually if the superintendent's description of his own leadership behavior agrees with the descriptions of his behavior provided by his administrative

team members.

Definition of Terms

The following operational definitions of terms were used for the purposes of this study:

1. The Superintendent is the chief administrative officer employed by the board of directors of a local school district.
2. The Administrative Team Members: The top four subordinate administrators working in the respective school districts under the superintendent's supervision.
3. Perceptions of behavior: The actual (Real) leadership activities of superintendents and staff as described by themselves.
4. Expectations of behavior: The desired (Ideal) leadership activities as described by the superintendent and his staff.
5. Leadership Behavior Description Questionnaire: An instrument developed by the Personnel Research Board of Ohio State University to measure leadership behavior. This will be referred to in the remainder of the study as the LBDQ.
LBDQ "Real": The questionnaire used to describe perceptions (Real) of leadership behavior.

LBDQ "Ideal": The questionnaire used to describe expectations (Ideal) of leadership behavior.

6. "Consideration (18) refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of his staff."
7. "Initiating Structure (18) refers to the leader's behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure."
8. Congruence refers to degrees of likenesses or similarities of agreement as to perceptions and expectations between and/or among individuals or groups (there is no intent to imply perfect or total likeness as in a mathematical sense).

Delimitations of the Study

The study explored only two dimensions of leadership behavior, Initiating Structure and Consideration. While research has shown that these two factors comprise the major part of measurable leadership behavior, there are other aspects which this study did not investigate.

Dimensions of leadership behavior only were investigated. Personality and situational traits sometimes related to leadership were not considered. Conclusions were based upon data obtained from selected superintendents, who have been in their present positions for at least three years, and who were in districts with a minimum of 5,000 student enrollment. A panel of knowledgeable indicated that the selected respondents were so called "successful" or "good" superintendents but no attempt was made in this study to determine whether or not effective leadership was actually being exercised by them. The only aspect investigated was limited to how they behaved on the two dimensions of Initiating Structure and Consideration. Finally, this study was limited to respondents in five selected schools districts each in the five states of Illinois, Iowa, Minnesota, Missouri and Wisconsin.

Organization of the Study

This study was organized into five chapters: (1) The first chapter presented a background of the problem studied, a statement of the problem, objectives of the study, procedures, definitions of terms and delimitations. Chapter II was a review of related literature and research, and examined recent literature and research related to leadership

behavior as it pertains to school administration. Methods and Procedures utilized in this study were discussed in Chapter III. This chapter was organized to summarize the procedures used to collect and analyze the data. Chapter IV presented the findings of the data obtained. Chapter V included a summary of the study, conclusions and recommendations for further study.

CHAPTER II. REVIEW OF LITERATURE AND
RELATED RESEARCH

The literature concerning leadership behavior as related to school superintendents encompasses a voluminous amount of material. Because of the quantity, it was necessary to limit the examination to the literature in selected areas. This review of literature and related research is, therefore, organized into three major divisions: (1) leadership behavior, (2) the school superintendent and (3) a survey and summary of research related to this study.

Leadership Behavior

Historical approaches to leadership

The oldest concept of leadership is that attributed to the nobility. Leadership was determined by birth, with the noble class inheriting leadership roles and accompanying responsibilities. The ruling classes assumed the responsibility for protecting the uneducated people of the lower classes. Only the members of the aristocracy had the time and wealth to become educated and subsequently had the right to lead. The leadership effectiveness of the ruling class varied from one leader to another with authority vested in the status position and not the person (29, p. 10).

A second historical example is cited to better understand present day stereotypes of leadership behavior. The charismatic

leader was one whose power originated through personal dynamism, fervor or magnetism that set him apart from ordinary mortals and was the embodiment of personal rather than status authority and leadership (29). Historically, this type of leader held a military regal or church position.

During the industrial revolution these authoritarian examples of leadership gave way to the cult of economic efficiency and "survival of the fittest" as espoused by Darwin. The rational model of leadership evolved which maintained that any organization was composed of a number of rational functions. As stated by Lane, Corwin, and Monahan (28, p. 6):

These functions are usually considered synonymous with leadership, and thus administrative leadership is conceived as something to be superimposed upon the organization in such a way that organizational goals are effectively pursued.

From the rational model, the philosophy of "scientific management" was credited to Frederick W. Taylor and dealt "not so much with the management of men but rather with the efficiency of men" (28). His theories assumed that men were inherently lazy and would work as little as employers would tolerate. In practice, Taylor's ideas led to time-and-motion studies, rigid discipline on the job, concentration on the tasks to be performed with minimal interpersonal contacts between workers, and strict application of incentive pay systems (35, p. 6). Workers saw Taylor as "being concerned with the mechanical aspects of production to the complete

exclusion of the individual human aspects" (29, p. 9).

At this point, education and business apparently discovered that they had much in common. Rising from the "cult of efficiency" espoused by scientific management came profound changes in the management, purposes and curricula of the school:

A literature on school administration was being written. The words "efficient" and "businesslike" appeared frequently in the literature. The dynamic, bustling, aggressive administrator was confident that he could use the proven methods of business and industry to solve all of the important problems (28, p. 12).

And,

Nothing does quite succeed like success; a few shrewd and opportunistic young schoolmen quickly absorbed the lessons of scientific management and began to emphasize the more thrift-oriented aspects of efficiency with regard to the maintenance and operation of public schools.... Since about 1920, the relationship between public school administration and American business practices has become well-established and seldom questioned.... But though it is true to say that the commitment to efficiency as advocated by Taylor's disciples has now generally eroded away, its legacy for schools and other public agencies has continued to be a strong faith in thrifty administration (28, p. 14).

While Taylor's ideas were having enormous impact in the United States, a French industrial executive, Henri Fayol (10, p. 14), was developing management theory focused on the manager rather than the worker and emphasizing the common elements of the processes of administration in different organizations. As early as 1916, Fayol wrote that administrative ability "can and should be acquired in the same way as

technical ability, first in school, later in the workshop." Fayol emphasized flexibility and a sense of proportion for managers where Taylor stressed uniform, emphatic application of principles.

Max Weber cited in Lane, Corwin and Monahan (28, p. 7) was one who accepted the rational model theory and varied the operational characteristics, resulting in Weber's Bureaucratic Model. Weber based his theory on two premises: rationality in human behavior is most desirable; bureaucracy is the best means for achieving such rationality. Weber saw the bureaucracy as impersonal with a minimum of irrational personal and emotional factors, leaving bureaucratic personnel free to work with a minimum of friction or confusion. While "bureaucracy" today has an undesirable connotation, the basic tenets are and were valid (28, p. 8).

By the end of the 1930's, human relations had become the key words of American leadership theory, based on the assumption that man is a social animal who needs to belong to and identify with a group, and that motivation comes from peer influences and the need for sociability and acceptance. The human relations concepts of organization stem from four discoveries generally credited to Elton Mayo and his associates and the famous "Hawthorne" experiments (29, p. 16):

1. The "output" of a worker is determined more by his social capacity than by his physical capacity.

2. Money is only one motivation for working in an organization.

3. Highly specialized division of labor is not the most likely way of maximizing efficiency of an organization.

4. Individual workers react to the organization not as individuals but as members of groups.

Derived from this was democratic administration, a concept particularly appealing to school administrators, since it appeared to "provide solutions to the role conflicts apparent in the teacher-turned-administrator conflict" (28, p. 18). Furthermore, it was conveniently consistent with the traditional view of the school as the epitome of democracy. Progressive education was one outgrowth of the early stages of human relations, which severely modified Taylor's position by directing attention to the psychological and social aspects of organization.

The emergence of behavioral theory was made possible by three developments during the 1940's (35, p. 11):

1. Specialized knowledge of human behavior acquired over the years.
2. Research methods for studying human behavior.
3. Theoretical concepts as to what to look for in organizational behavior.

Representative concepts of behavioral theory include role, reference groups, and leader behavior (35, p. 28). These concepts will be examined in a later section of this review.

Defining leadership

Early attempts to describe leadership concentrated on isolating particular traits that seemed to assure some measure of success. Many studies attempted to develop scientific measures of lists of personality traits. Stogdill (45, pp. 35-71) reviewed 124 of these studies designed to determine leadership traits and concluded that a combination of traits did not make a person a leader:

It becomes clear that an adequate analysis of leadership involves not only a study of leaders, but also of situations.... Leadership is a relation that exists between persons in a social situation, and persons who are leaders in one situation may not necessarily be leaders in other situations (45, p. 65).

Marshall (29, p. 15) summarized the difficulty of the trait approach:

A person's honesty, integrity, loyalty, perseverance, astuteness, etc., etc., are much too subjective and relative to be meaningful criteria.

Rather than conclude that leadership must therefore be incidental, haphazard, and unpredictable, Stogdill (45, p. 65) asserts:

The very studies which provide the strongest evidence for the situational nature of leadership also supply the strongest evidence indicating that leadership patterns as well as non-leadership patterns of behavior are persistent and relatively stable.

As defined by Marshall (29, p. 14), "leadership is perceived as intended influence." The quality of leadership then depends on "the quality and quantity of interaction that exists among the four basic components: the leader, the goals of the organization, the goals of the group members, and the goals of society" (29).

Griffiths and Davies (15, p. 1) concurred, defining leadership as "the potential social influence of one part of the group over another." Leadership is then a function of role and interpersonal relations.

Stogdill (44, p. 41) defined leadership as "the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement."

Three conditions are necessary for leadership: A group, a common task (or goal-oriented activities) and differentiation of responsibility. Stogdill (45, p. 66) also observed:

Leadership is not a matter of passive status, or of the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through to completion.

Halpin's (19, p. 3) definition of leadership has particular significance for this study. He described the leader as

the individual in a given office, a position of apparently high influence potential, but also emphasized that leadership is "a complex social phenomenon that cannot be treated meaningfully when conceived as an isolated trait or entity viewed apart from related situational factors."

Booth (46, p. v) also asserted that "leadership is regarded as a relationship between persons rather than as a characteristic of the isolated individual."

With the trait approach to leadership apparently invalid, Marshall (29, p. 15) summarizes the next approach taken by researchers:

The refutation of traits as valid or even meaningful criteria for identifying successful and potentially successful leaders forced investigators to look at the behavior of leaders in actual situations. At first this proved more exasperating than illuminating. The more successful leaders behaved differently in different groups and even in different situations involving the same groups. Finally, however, the deduction was made that leadership behavior is situationally determined.

With leadership behavior rather than leadership the concept being studied, leadership behavior is then defined as follows:

The word behavior is used to mean total, perceivable expression, verbal and nonverbal, in the general context indicated: leadership behavior, teacher behavior, student behavior, and so on (29, p. 18).

Theoretically there are many factors that need to be considered in the study of leadership behavior. According to Marshall, "the primary consideration should be given to the

motives which underlie a person's desire to be a leader or his present leadership behavior.... A person's motives for becoming a leader, formal or informal, can affect his attitudes and behavior toward those for whom he works and is responsible for" (29, p. 15).

Two basic approaches are that of leadership as an attribute of the individual and that of leadership as an attribute of the organization. Most recent research has concentrated on the importance of both the environmental setting as well as the personal performance of the administrator. For example, Shartle (42, p. 73) suggested that the following should all be considered:

1. Individual behavior acts of the administrator.
2. Organizational behavior, which included events occurring within the organization.
3. Interaction of the individual, the organization, and environmental events.

Gibb (11, p. 74) in denouncing the personal trait approach to the study of leadership, stated that:

1. Leadership is always relative to the situation.
2. Leadership flourishes only in a problem situation; and the nature of the leadership role is determined by the goal of the group.
3. Leadership is a source of mutual stimulation, a social interactional phenomenon.

From the situational nature of leadership behavior and from other research, Marshall (29, p. 15) concluded that:

1. The concept of leaders being born, not made, has to be discarded. It is disconcerting to meet school administrators and teachers who assert that their behaviors cannot be changed when they are assumed to be in the business of changing student behavior.
2. The social and psychological needs of the leader and of group members are powerful influences in determining the behavior of both.
3. Communication skills are essential tools for the leader and group members alike in understanding the needs, values, attitudes, feelings, and perceptions, as well as ideas, of those people who constitute the group.
4. The attainment of objectives in each situation requires two kinds of behavior, that relating to accomplishment of task, and that relating to group building and maintenance.
5. The quality of leadership is measured by the appropriateness of the behavior of a leader in the situations in which he finds himself. Leader behavior is only effective to the extent that it is accepted by group members as being relevant to the goals and issues at hand.

The Ohio State leadership studies

The instrument used in this study is among those developed at Ohio State University in the Bureau of Business Research. Using an integrated battery of research procedures developed for studies in naval leadership, the procedures were then adapted for comparison of leaders in industry, government, and education. The resulting procedures were based on the following assumptions (46, p. 4):

1. The methods developed are tools, not remedies. Their purpose is only to give information.

2. The collection of data is quantitative rather than qualitative.
3. In order to conserve the time of the subjects of the research, a lower reliability than is necessary for the useful prediction of behavior of individuals was accepted.
4. No norms are available. The results of the research have shown that the practical significance of a given score may differ from one situation to another.
5. The description of behavior and the evaluation of behavior are not identical processes.

Among the procedures developed was the Leader Behavior Description Questionnaire, designed to "describe behavior objectively in terms of its frequency of occurrence" (46, p. 54).

An attempt was made to develop items representing ten independent dimensions of observable behavior, but the items were found to be rather highly intercorrelated. In one of the first studies using the items developed, Hemphill and Coons (22, pp. 6-38) intercorrelated and used factor analysis of group mean scores to obtain three orthogonal factors: maintenance of membership character, objective attainment behavior, and group interaction facilitation behavior.

Halpin and Winer (21, pp. 39-51) revised the original instrument and, using air force crews, found four orthogonal factors: consideration, initiating structure, production emphasis, and sensitivity (social awareness). Further research caused production emphasis and sensitivity to be eliminated

as accounting for too little common variance. The result was the two-dimension instrument--Consideration and Initiating Structure in interaction.

Numerous studies have since used the Leader Behavior Description Questionnaire. Some of the more recent will be summarized in the related research section of this review. Among the early studies, Halpin (17, pp. 85-86) surveyed superintendents' leader behavior as reported by school boards, teaching staffs, and the superintendent himself to determine the relationships between perceptions and expectations. The groups tended to agree among themselves in their perceptions of superintendent behavior, but were in disagreement with each other. However, the three groups did agree that the ideal superintendent is one who receives high scores on both the Initiating Structure and Consideration dimensions of the instrument. Other studies have confirmed this conclusion, among them Hemphill (22, pp. 39-51) in a study of departmental administrators in liberal arts college, and Lipham, who used the LBDQ as a screen for observing the behavior of superintendents.

Halpin (20, p. 3) later surveyed the results of research which had used the Leader Behavior Description Questionnaire as a descriptive instrument, and concluded:

1. The evidence indicates that Initiating Structure and Consideration are fundamental dimensions of leader behavior, and that the Leader Behavior Description Questionnaire provides a practical and useful technique for measuring the behavior of leaders on these two dimensions....
2. Effective leader behavior is associated with high performance on both dimensions....
3. There is, however, some tendency for superiors and subordinates to evaluate oppositely the contributions of the leader behavior dimensions to the effectiveness of leadership....
4. Changes in the attitudes of group members toward each other, and group characteristics such as harmony, intimacy, and procedural clarity, are significantly associated with the leadership style of the leader. High Initiating Structure combined with high Consideration is associated with favorable group attitudes and with favorable changes in group attitude....
5. There is only a slight positive relationship between the way leaders believe they should behave and the way in which their group members describe them as behaving....
6. The institutional setting within which the leader operates influences his leadership style....

Halpin concluded from his survey of studies using the Leadership Behavior Description Questionnaire that an effective leader can Initiate Structure and maintain Consideration.

Other leadership behavior studies

Concurrently with the Ohio State Personnel studies, the University of Michigan was doing similar research. This program developed two dimensions of leadership: employee orientation and product orientation, which correspond to

Initiating Structure and Consideration, i.e., person orientation vs. organization orientation. Later work resulted in a four-dimensional scheme: (1) differentiation of supervisory role, (2) closeness of supervision, (3) employee orientation, and (4) group relationships. the former two resemble Initiating Structure, the latter two, Consideration (36, pp. 318-354).

The University of Florida was also engaged in research concerning Leadership Behavior. Approximately a dozen dissertations were completed in an effort to identify effective leadership behavior. An instrument was then developed based on the results of the research to test the hypothesis that Florida principals would have different operating patterns. No significant relationship was found between the criterion of democratic leadership behavior and such factors as age, training, and experience. A significant relationship was found between frequency of democratic practices, and human relations, program development, and parent feeling toward the school (36).

Other researchers have used different approaches from those already discussed. Brown (5, p. 72) used a later version of the Ohio State research, the LBDQ-12, to survey teachers regarding their principals' leadership behavior. He found two basic dimensions which he called person-oriented leadership

and system-oriented leadership, and concluded that effectiveness seemed highly related to a strong rating on either factor.

Farris and Lim (8, pp. 490-497) began with the previously established conclusion that leadership behavior affects the performance of subordinates, and examined the possibility that the performance of subordinates can also affect leadership. They looked at four aspects of leadership behavior: support, interaction facilitation, goal emphasis, and work facilitation. It was predicted that each of those four leadership factors, which had been found to be positively correlated with different measures of performance, would be caused by performance. Two hundred persons participated in the study as members of 50 four-man groups role playing Maier's Change of Work Procedure case. They concluded:

1. Past performance affects most aspects of leader behavior, especially support, interaction facilitation, and group emphasis.
2. High past performance and the resulting leader behavior are associated with greater subordinate influence in decision-making, greater group cohesiveness, and higher satisfaction.
3. No clear relationship was found between past performances, associated leader behavior, and estimates of subsequent changes in group performance.

It was not possible, however, to determine the processes through which past performance affects leadership.

The School Superintendent

American education existed for almost two hundred years with no position corresponding to the superintendent, even though many school districts had large enrollments (16, p. 2). Apparently this was due to a strong anti-executive attitude among the colonists. Schools were administered by the existing governmental bodies, with the first official supervising body being the appointed board of education. By the beginning of the nineteenth century, however, many of these boards were seeking professional leadership and guidance (12, pp. 8-9):

1. The members of boards of education were engaged in business pursuits and could not spare time from their enterprises.
2. The growth in the complexity and intensity of the problems of administration and supervising had rendered the solution of the problems beyond the capabilities of lay boards of education.

At first the same system of lay administration but with improved efficiency was attempted. These efforts proved ineffective, so boards of education started hiring superintendents. Apparently the first superintendent was appointed in Buffalo, New York, in 1837. By 1890 most cities had a superintendent, by act of the city council, through state legislation, or even without having the specific power to create such a position (16, p. 9). These duties were primarily in instruction, with very few in financial administration. For example, in Washington D.C., (2, p. 9).

The superintendent was to care for everything to do with selecting books, maps, apparatus, improvements in school houses, furniture, methods of instruction (exhibiting the best modes), encouraging attendance of teachers and pupils, stimulating students to be more diligent, lecturing to pupils on moral and scientific subjects, and exciting a deeper interest in the cause of education in the minds of parents and citizens.

Griffiths (16, p. 2) divides the historical development of the superintendent into three stages:

1. 1837-1910. The superintendent was essentially instruction-oriented.
2. 1910-1945. The superintendent was essentially a businessman more interested in the budget than in instruction.
3. 1945- . The superintendent is viewed as a professional school administrator.

During the first stage the dominant image of the superintendent was that of a philosopher-educator who engaged in philosophical inquiry about the nature of man and the aims of education (4, p. 25). As the first stage ended, business ideology and the reform movement were focusing on the schools. By the end of the second stage, "efficiency" had become (and to some, notably Marshall (29, p. 10), remains so in too many districts today) the central goal. The platoon school and cost accounting replaced educational philosophy, and the "businessman superintendent" replaced the scholar.

By 1930, the businessman image reached its peak influence, and was reflected in the training programs offered which were "almost exclusively concerned with the routine, the technical,

and the business aspects of the position (16, p. 29). As the country entered the Great Depression, the democratic administration movement in business and then in education began to have its effect.

Griffiths (16, p. 31) sees the third period, dating from 1945, as one of transition, citing several national trends as factors in this change: the decrease in the number of school districts coupled with an increased demand for well-trained administrators, a re-examination of certification requirements, dissatisfaction with the graduate training programs, lack of research, and the increasing influence of professional organizations.

The superintendency today

According to Marshall (29, p. 11):

The problems of leadership remain very much at the same stage as they were 20 years ago. Most of the theories and research findings indicate what ought to be but give little direction or assistance in helping administrators behave in new ways.

The role that a superintendent plays has attracted much attention in recent years. Role theory has been extensively used in many kinds of organizations in an effort to understand and predict behavior. In assessing the school superintendent, role theory has particular significance. Marshall (29, p. 13) gives one possible reason for this situation:

Administrators and teachers are in similarly paradoxical situations. Both are taught how to perform the mechanics of their jobs and only taught about the psychological aspects.

Part of the problem is then "the disparities among what they want to do, what they are educated to do, and what they are forced to do" (29). There is therefore an internal conflict in expectations commonly called "role conflict."

Campbell, Cunningham, and McPhee summarize the situation (6, p. 209):

To the extent that the staff of the school organization and the board of education hold different expectations for the superintendent, it is clear that the superintendent is "caught in the middle."

Role conflict is defined by Seeman (40, p. 373) as "exposure of an individual in a given position to incompatible behavioral expectations." He asserts that administrators in institutional leadership positions are highly vulnerable to role conflict, and that it may be classified into one of four dimensions (40, p. 375):

1. Status dimension: the conflict between success and equality ideologies.
2. Authority dimension: the conflict between values and independence.
3. Institutional dimension: Universalist vs. particularist criteria for social action.
4. Means/end dimension: Conflict between emphasis on getting the job done as against emphasis on the process of achievement.

Seeman continued (40, p. 376):

And in a more empirical effort in our own major research organization, two major factors accounting for variation in the description of leader behavior have been isolated. The two factors are called "Initiating Structure" and "Consideration." They again suggest that one of the critical problems is that of resolving the conflict between being a leader in the achievement sense of the word (i.e., attaining, directing) and at the same time, maintaining an adequate process of achievement (i.e., sound interpersonal relations, good morale, and the like).

Seeman (40) sees three types of role conflict: (1)

Agreement by criterion groups on behaviors which are mutually difficult to achieve under the given institutional conditions, (2) disagreement within the criterion group regarding role definition, i.e., describe the "ideal" superintendent, and (3) disagreement between criterion groups regarding the nature of a given role, i.e., differing expectations regarding superintendents by teachers and by school boards.

Seeman's (39, pp. 42-44) research, conducted as part of the Ohio State Leadership Studies, attempted to answer the question: "Is there any connection between the school head's leadership style (the way he behaves as a school administrator) and what the official records say about his school system?" He distinguished between two criteria for judging the quality of leadership: (1) the judgment provided by people who work with the leader and (2) the objective data that should tell whether the leader is achieving the desired state of affairs. Seeman examined the latter criterion as evidenced by such measures as pupil-teacher ratios, per pupil cost, salary and

tax valuations, etc. Twenty-six superintendents were randomly selected from 102 "middle-sized" (employing a full-time non-teaching superintendent but without intermediate administrative personnel), and randomly selected teachers in each district were asked to respond to a series of scales designed to describe the leadership style of the superintendent as measured by four aspects of leadership style: Communication, Separatism, Change, and Domination. He concluded (39, p. 44):

1. Leadership style is not independent of these objective measures of school operation.
2. The correlations show a quite consistent pattern. For example, "those communities which have a favorable financial base and show a willingness to tax or indebt themselves, have leaders who are favorably described."
3. Role conflict was evident, especially in the salary data. Here the superintendent was expected to engage in two behaviors (leadership style and salary raises) which were to a large degree mutually exclusive.

Hull (24, p. 120) analyzed the causes of tension in the superintendents' role as stemming from our rapidly changing society, and listed six contributing factors: (1) urbanization, (2) modern technology and automation, (3) teacher militancy, (4) the Civil Rights movement, (5) influence of the federal government, and (6) the general public's increased interest in education. Since these factors all influence education, they also have their effect, direct or indirect, on the work of the superintendent.

A basic factor in preventing role conflict for the superintendent would be consensus on his functions and duties. It has been generally acknowledged that the legal definition of the superintendent is that of chief executive of the school board. The American Association of School Administrators maintains that:

The effective professional superintendent of schools confidently and courageously serves as advisor to the board, as chief administrator of the schools, as devoted leader of his educational association, and as staunch defender of the overriding rights of children to the best education possible (3, p. 12).

No longer is there universal agreement even with those ambiguous phrases. The American Association of School Administrators even hints that there may be some problems:

He is in a strategic, if trying, position, to help both boards of education and teachers, singly or in groups, as they work through their common problems (3, p. 15).

Recent writers have found the preceding opinions appallingly over-simplified. Wilson (51, p. 27), for example, groups a superintendent's problems into five major categories: (1) Superintendent's relations with the board, (2) Personnel management, (3) Public relations, (4) Curriculum content and organization, and (5) Finance, and concludes that the basic problem is that the superintendent has "been too zealous to take upon his own shoulders responsibilities of the board of education" (51). He continues: "The superintendent is

being forced into a new role--executive officer of the board, a position better suited to legal than administrative training" (51, p. 28).

Hull (24, p. 121) states that today's superintendent is burdened with the previously mentioned "businessman/efficiency" image and more:

Educational administration suffers severely from not knowing whether it should be a separate scientific body of knowledge, whether it is a part of the general field of administrative science, or whether it is expected to coordinate the contributions of all the behavioral and social sciences as they pertain to education. We need to decide what we are.

Even for the superintendent embracing the current theories of behavioral theory, of democratic administration, and of challenges to the schools today find all is not easy:

School superintendents today do not win distinction by giving clear and powerful expression to educational aims or by providing brilliant intellectual leadership in defining educational values. Leadership, rather, is recognized in the pursuit of traditional goals in more efficient and innovative ways, such as through team teaching, programmed instruction, and flexible scheduling. The administrator becomes noted for his excellence in manipulating educational means, not in clarifying or redefining educational ends. His social science orientation provides him with appropriate tools for experimenting with alternative means of pursuing traditional goals (4, p. 26).

Still concentrating on superintendent/board relations, Sexton analyzes the problem as one of lack of cross-sectional representation of the district on the school board. The board members are nearly always White Anglo-Saxon Protestant businessmen, pointing out that "The survival

changes of a society are largely a function of its ability to meet change" (41, p. 67), and that traditional school boards are unwilling to face the problems and change.

Urich and Shermis (50, pp. 294-297) assert that the traditional role of a "neutral" superintendent has fallen victim to teacher militancy, the superintendent has an inherently contradictory role if he attempts to be both the executive for the board and spokesman for the teachers. They argue that the superintendent should move back to being the board's man, with his function that of negotiator and chief executive officer. This, they insist, would lead to clearly defined roles for the board, the teachers, and the superintendent.

Miller (31, pp. 36-40) also sees an identity crisis in today's superintendent, also attributing it to the rapidly changing society. He does not comment on the superintendent's place in the organizational structure, but concentrates on the managerial qualities, especially increased sensitivity to human needs, as the prime requisites for success.

In another view of the superintendent's conflict, Svenson and Bryson (47, p. 86) see the problem again as one of defining the role clearly, in their opinion as a manager engaged almost exclusively in "long-range planning and in the study of decision alternatives which satisfy the demands to be placed now and in the future upon the school system."

More authors could be cited with still more analyses and solutions, but an underlying theme of all is first a clear definition of the superintendent's role. As Sexton (41, p. 67) states:

Daniel E. Griffiths found in 15 standard textbooks on school administration selected at random, not a single one devoted as much as a full chapter to organization, or the definition of duties, responsibilities, power and authority.

Some authors have challenged the need for the superintendent. Talbot (49, p. 84) denounced the urban superintendent as totally incapable of dealing with the problems of a city district. His suggestions may apply to all superintendents:

What is, however, sadly lacking is the kind of vigorous leadership that could convert ideas and money into solid, functioning programs. This cannot be done by professional edicts emanating from a lonely voice in the superintendent's office. It can only be done with men and women who can function as public entrepreneurs--leaders with the ingenuity, nerve, and energy so much more evident in other areas of national life than in public education.

Talbot (49, p. 86) maintains that only ten per cent of a superintendent's time is devoted to educational problems anyway, and that no one person can possibly be all that is expected: "a superb educator, a tireless administrator, and a political wheeler-dealer of the first order." He proposes:

A more realistic arrangement would be to create the post of executive director and fill it with a non-professional. Under him a variety of directors--chosen by the executive director and the school board--would deal with all phases of education. These posts could be filled by men now certified as superintendents (49).

He sees the key factor to the success of this arrangement as finding principals and other subordinates who are capable and trustworthy.

Rice (37, p. 12) disagreed vehemently with Talbot's analysis. Rice stated that Talbot ignores the role of the school board and the need for the professional educator's knowledge in dealing with all these allegedly non-educational tasks. He quotes an American Association of School Administrator's resolution:

Efforts to superimpose a pattern of staff relations from another segment of society, whether through legislative fiat or staff election, will do major harm both to the education of children and to the basic unity of the professional and should be resisted vigorously. We therefore support the concept that shared responsibility for policy development and program development is a professional concept requiring a uniquely professional approach (37).

Rice continues on the team management concept, emphasizing the function of the superintendent as coordinator of people.

Campbell (7, p. 50) also disagreed with Talbot, though he admits that "early experience as a teacher helped establish the role conflict experienced by this superintendent". He sees a need for clarification of the functions and of the role of the superintendent and asserts that "the superintendent who is dull, inflexible, and tradition-bound is obsolete" (7, p. 58) but that the position itself is not.

Superintendents are beginning to see themselves as

practicing a "more active, aggressive brand of leadership and a more dynamic approach to management" (1, p. 28). In a tabulation of 327 questionnaires returned by superintendents, Adams and Doherty concluded that (1, pp. 28-33):

1. The majority of superintendents see their function as (A) "to translate the community's educational desires and objectives into programs" (256 or 83.5% of respondents) as opposed to (B) "develop programs based on what the superintendent thinks is needed." (54 or 16.5 per cent of respondents).
2. While a new style of leadership may be emerging, it is by no means clearly defined.
3. Half of the superintendents under age 45 selected the more active "B" definition of their role, suggesting that an "age gap" may be developing.

Goslin (13, pp. 167-184) summarized the views of many writers when he explains the problem as one of redesigning the position from that appropriate to rural, agrarian, and small-town America, from policies of seniority and tenure, and suggests that the board delegate considerably more authority to the superintendent.

An emerging concept of dealing with the increasingly complex and diverse elements of an urban educational setting is systems theory, of which team management is a part. It assumes that (48, p. 27):

1. Men are complex and variable; their needs and motives change and interact in complex patterns.

2. Men are capable of learning new motives; therefore, motivation must be based on a complex interaction between their initial needs and their experiences in the organization.
3. Men have motives that will vary and depend on their perception of the situation.
4. Men can, however, be productively involved in the situation and in more than one way.

A management team is more than a committee:

Teams are composed of professional employees who are granted a social status that enables them to control methodology and output even when working within an organization (48, p. 32).

It is an organizational pattern in which administrators share power and responsibilities with each other and with subordinates. Power is not the same as authority, says Swift (48, p. 27): "Authority resides in offices, but power rests with those 'in the know.' In the school, the management team becomes appropriate if one concedes, as Swift does, that school administration is now acknowledged to be more a management task than a teaching task. The advantages of the management team theory in school administration are numerous.

The field is becoming more specialized, with growing levels of professional expertise and a realization of the need to understand complex organizational patterns. Also, the existence of permanent conflicts is becoming admissible--with the recognition of a need for more than a simple line and staff structure--teaming makes sense, considering the changing nature of society. Today, more and more power is based on control of information. One of the strengths of teaming stems from its sharing of information and, therefore, power (48).

Obviously, this delegation of power necessitates a clear

definition of roles and working relationships that the traditional authoritarian theories avoided.

Related Research

Until the 1930's and the work of Frederick Taylor, the evolution of administration had little effect on educational administration due primarily to the fact that "the teaching of educational administration was sequestered from the mainstream of scholarly thought and research in which the revolution was occurring (35, p. 15). Courses centered on "how-to-do-it" based on past experience of practicing administrators. However, from 1950, Owens has seen education "taking the lead in making new discoveries about administration through research (35, p. 22).

Research utilizing the Leader Behavior Description Questionnaire (LBDQ) in describing school administration has concentrated primarily on superintendents and their relations with the board, teachers, and principals, and on principals' behavior as described by teachers and superintendents.

In a survey of junior high school principals, Jacobs (26, pp. 13-17) used a forced-response type of questionnaire which was sent to 138 Michigan principals. The questionnaire determined curricular changes which occurred during the principal's tenure. The principals were then ranked from largest to smallest number of innovations. The eight schools reporting the

number of innovations and the eight schools reporting the fewest number of innovations were selected for the investigation of the leadership behavior of the principal. Using the LBDQ-Form 12, six teachers in each school described their principal. The high innovative principals received significantly higher ratings (.05 level of confidence or higher) on six of the 12 dimensions assessed by the LBDQ-12: Initiating Structure, Representation, Integration, Persuasion, and Consideration.

There were no significant differences in Leadership Behavior on the following six dimensions: Demand Reconciliation, Tolerance of Uncertainty, Tolerance of Freedom, Role Assumption, Production Emphasis and Superior Orientation. Jacobs concluded that the highly innovative principals displayed a different type of leadership behavior than the low innovative principals, and that the most productive principals were rated high on both Initiating Structure and Consideration, and especially high on Initiating Structure.

Roberts (38) examined the perceptions and expectations regarding leader behavior of elementary school principals of superintendents, principals, and teachers by administering the LBDQ to 24 elementary principals, and their respective superintendents and seven teachers. Among his conclusions were the following:

1. The teachers agreed on both dimensions of the "real" form. Their perceptions were significantly lower on both dimensions than the perceptions of the superintendent and significantly lower than the principal's perceptions of Consideration.
2. In general, the principal did not see himself on either dimension as did the superintendent and staff.
3. The staffs differed significantly from school to school in expectations of Consideration, but not in Initiating Structure.
4. The principal agreed with neither superintendent nor staff on the "ideal".
5. The perceived behavior differed from expected behavior as conceived by all three respondent groups (38).

Roberts also noted that low expectations were often associated with low perceptions, and that the higher the perceptions of the staff, the less difference there was between expected and perceived behavior. He concluded that high ratings on both dimensions of the LBDQ indicate the effective leader.

Fast (9) concentrated on the perceptions, expectations, and effectiveness of school superintendents by principals and board members. Noting that superintendents must balance professional norms, public wishes, and fiscal efficiency in maintaining a smoothly functioning organization, Fast recommended assessment of the situational factors and expectations of the community as an initial step in alleviating organizational friction and conflict. Fast used the LBDQ to have board members and principals describe the leadership

behavior of their respective superintendents. He concluded that the judged effectiveness of the superintendent decreased as the conflict between principals' perceptions and expectations increased. The same correlation was noted for the board members' evaluations. Board members also rated the superintendent higher on both dimensions than did the principals.

McDonald (30) investigated the leader behavior of central office personnel who work with elementary and secondary school principals. Elementary and secondary school principals and central office personnel were asked to complete the LBDQ regarding perceived and expected behavior of the central office personnel. McDonald found significant t values when principals considered actual vs. ideal behavior of central office personnel and when central office personnel considered actual vs. ideal behavior. Significant differences were found in the actual vs. ideal scores for both dimensions for both principals and central office personnel except the ideal-Initiating Structure comparison. He concluded that Consideration and Initiating Structure are not independent, and that the two groups agreed on neither perceived nor expected behavior.

Hunt (25) found similar results on a study of fifty elementary school principals; there was a significant difference on both perceived and expected behavior by principal

and staff. Each principal and ten of his staff were administered the LBDQ. There was, as might be expected, a significant difference from school to school regarding perceived behavior. There was also a significant difference in the perceived behavior as viewed by each principal and his perceived behavior as described by his staff. There was agreement by the staffs of different schools on expected Initiating Structure but not on expected Consideration. The two groups did agree that desirable leadership behavior was evidenced by high scores on both Consideration and Initiating Structure. Hunt suggested that a principal seek to clarify for himself how his staff perceives him and also what they expected of him, but that local situational factors be stressed rather than any general levels of expectation.

Gott (14) used the LBDQ and the Principal Behavior Checklist in examining the perceived and expected behavior of 77 principals as viewed by themselves, their superintendent and their faculty. He found very few significant differences in perceived and expected behavior. There was more agreement between the perceptions and expectations of both dimensions between superintendents and principals than between teachers and principals. Again high scores on both dimensions were recognized as the "ideals" by all groups surveyed. He suggested use of the LBDQ as an aid in assessing leader behavior, but pointed out there is still disagreement on the "ideal"

principal.

Nimnicht (34) studied the population of male superintendents of school districts with enrollment of 2500-10,000 in the San Francisco-Oakland area who had been in their present position at least four years. The data were collected by personal interview where the LBDQ was used, and three psychological tests to determine values, personality, and attitudes: the Study of Values, the Edwards Personal Preference Schedule, and the California F Scale. Twenty-three people met the criteria for inclusion. Despite an unwillingness to accept personality characteristics as a valid discriminating factor. Nimnicht's findings showed that the more effective leaders who are superintendents of schools will differ from the less effective leaders by being more receptive to change and less subject to feelings of abasement. He also says, (34, p. 94):

It does not follow necessarily that, if the most effective leaders are rated high in Initiating Structure and Consideration, all individuals who rate high on these two structures are effective leaders. Without some relationship to accomplishments, these two structures are indirect measures of leadership ability.

He noted that rating by an outside group (in this case, college professors acquainted with the individuals in the study) was also a useful technique for identifying recognized leaders.

Nance (32) examined the community leadership roles of

school superintendents and high school principals in the state of Oklahoma as perceived by themselves and key influentials in their respective communities. He used a questionnaire-interview technique to determine the formal and informal status leaders within the communities being studied. He found that a close relationship existed between the past behavior of the school administrators and a community's role expectations for them. He concluded that one of educational leadership's major responsibilities is to raise the level of expectations and perceptions held by school board members for the administrators leadership role.

Summary

Several theories pertaining to the study of leadership and how it has evolved down through the years were discussed in the Review of Literature. Education took the lead from business and industry in its attempt to develop more efficient and businesslike methods for the management of school districts. Several definitions of leadership were discussed. Stogdill's views were particularly appropriate to this study: "The process (art) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement (44).

The Leader Behavior Description Questionnaire was developed by the Personnel Research Board at Ohio State

University. From the nine dimensions originally included in the questionnaire Halpin isolated two of them as being essential for an effective leader: Initiating Structure and Consideration. From his study of school superintendents in Ohio he concluded that teachers, administrators and school board members characterized an ideal superintendent as one scoring high on both dimensions. Likewise, he found that the LBDQ-"Real" Questionnaire was a valid method of describing the leadership behavior of school superintendents.

The leadership role of the school superintendent was traced from the position's origin to the present time. Authorities referred to in this study concluded that several factors condition the leadership behavior of the school superintendent. They include: leadership demands placed upon the superintendent, restrictions on his leadership behavior by established policies of the board of education, and the superintendent's own understanding as to the leadership role of the superintendent, and his beliefs as to his own expectations and perceptions of his leadership role.

Related studies revealed that the LBDQ has in the past been primarily used to study the superintendent and his relationships with the board of education, teachers and principals. Generally these studies found that high scores on both the Initiating Structure and Consideration dimensions revealed the most effective leaders. However, Nimnicht's study

emphasized that it is impossible to conclude that all individuals who rate high on these two dimensions are effective leaders. According to Nimnicht some relationship to accomplishments are needed before it can be concluded that these two dimensions are directly related to leadership ability.

CHAPTER III. METHODS AND PROCEDURES

The problem of this study was to identify and describe the perceptions (Real) and expectations (Ideal) of the leadership behavior of selected "successful" or "good" superintendents in the states of Illinois, Iowa, Minnesota, Missouri and Wisconsin as observed by themselves and their administrative team members. It was the expressed purpose of the study to determine if significant differences existed among successful superintendents and their administrative teams as to how these two groups "actually" and "ideally" perceive the superintendents' leadership role; further, to determine if congruence exists between how administrative team members "actually" and "ideally" believe their respective superintendent's behave as a leader.

This chapter describes the methods and procedures used to gather and analyze data for the study. The chapter has been divided into four parts:

1. Description of the Instrument
2. Selection of the Sample
3. Collection of the Data
4. Treatment of the Data

Description of the Instrument

In order to acquire the data essential for this study four kinds of information were needed: (1) self perceptions (Real) of successful superintendents; (2) self expectations (Ideal) of successful superintendents; (3) role perceptions (Real) for the successful superintendents as held by their administrative team members; and (4) role expectations (Ideal) for the successful superintendents as held by their administrative team members.

The problem of this study revealed the need for a questionnaire instrument that would allow the necessary analysis of the collected data. Such a questionnaire would facilitate adequate sampling and provide the best method for indicating standardized responses, maintaining the anonymity of the participants and would facilitate scoring and statistical analysis of the data obtained.

The instrument selected to collect data for the study was the Leader Behavior Description Questionnaire (see Appendix A and B). This instrument was developed and tested in Leadership studies at Ohio State University. From its original form as developed by the Personnel Research Board of that university it evolved through several stages. Initially nine dimensions were classified by several staff members. Later, further staff effort resulted in the development of a 150 item ques-

tionnaire. This questionnaire was administered to 350 summer graduate students at Ohio State University in order to develop some type of standardized responses. Further refinement of the instrument was carried out in order for the items to correspond more precisely with the nine dimensions of leader behavior included in the original questionnaire (43).

Next, Halpin and Winer (21) revised the LBDQ for use by 300 Air Force crew members, who were asked to describe the leadership behavior of their crew commanders. A subsequent factor analysis delineated four factors of leadership behavior: Consideration, Initiating Structure, Production Emphasis, and Sensitivity. The two dimensions of Consideration and Initiating structure accounted for over 80 percent of the variance. Later Halpin (21, p. 21) modified the Leader Behavior Description Questionnaire for use with educational leaders. In its final form the LBDQ consisted of forty items. Only thirty of the items are scored; fifteen items measuring the Consideration Dimension and fifteen items measuring the Initiating Structure dimension are included on both the "Real" and "Ideal" forms of the questionnaire (22). The ten remaining items were retained to keep the conditions of administration comparable to those used in standardizing the questionnaire.

Halpin (21) defined Initiating Structure as the Leader's perceived behavior which attempts to describe the structure of the formal relationship between himself and members of his

group. Consideration includes all the aspects of the leader's personal relationship with other members of the group such as friendship, mutual trust, respect and warmth. According to Halpin the most effective leaders score high on both the Consideration and Initiating Structure Dimension.

The Leader Behavior Description Questionnaire's reliability has been established through use by the military, industry, and education. The reliability by the split-half method is .92 for the Consideration and .83 for the initiating structure dimension (18, p. 1). The questionnaire is scored on a scale from 4 to 0: always, 4; often, 3; occasionally, 2; seldom, 1; never, 0. Three items on the Consideration dimension were scored and thereby weighted in reverse order. The items were numbers 12, 18 and 20. The scores for each dimension ranged from 0 to 60.

Selection of the Sample

After consultation with the researcher's graduate committee at Iowa State University, it was decided that the subject population of this study would be five selected superintendents from each of the states of Illinois, Iowa, Minnesota, Missouri, and Wisconsin. Only those superintendents who had been in their present positions for at least three years and whose districts had a minimum student enrollment of 5,000 were eligible to participate in the study. The number of

districts having superintendents who were eligible and the number of selected superintendents are shown in Table 1. Student enrollments of the districts represented by the 25 selected superintendents ranged in size from 5,532 students to 45,080 students while staff size ranged from 287 to 2,356.

There were two reasons for selecting superintendents who had been in their present positions for at least three years. First, a superintendent's tenure in a position is generally considered a criterion of success, and to enhance the validity of his administrative team members observations of him, they should have had sufficient time to observe his leadership behavior. Likewise, larger districts are generally considered more demanding and are presumed to be a criteria of success. Therefore, these situation variables were utilized for this study.

Table 1. Eligible superintendents and selected superintendents by state

State	Number of Districts having Eligible Superintendents	Number of Selected Superintendents
Illinois	64	5
Iowa	15	5
Minnesota	33	5
Missouri	38	5
Wisconsin	28	5
Totals	178	25

In order to determine the five selected superintendents in each state a panel of knowledgeable from each of these states were contacted and asked to participate in the study. They included the: (1) State Superintendent of Public Instruction; (2) Head of the Department of Education at the state university; (3) Executive Secretary of the state superintendents organization; and (4) Executive Secretary of the state school board's association. The panel of knowledgeable were asked to select ten so-called "successful" or "good" superintendents from their state. The panel members were informed that their ten selections were going to be compared to those of the other three panel members to determine the top five superintendents from their state.

Each of the five panel members choices were subjected to a rank order analysis to determine the top five superintendents within each state. The panel members were notified that at no time throughout the project would their individual selections be identified by name or position.

The five selected superintendents from each state and their four top administrative team members were invited to participate in the project. These superintendents were contacted by letter explaining the study and requesting their participation in it. Participation by each superintendent necessarily included participation by his top four administrative team members. This procedure would yield one hundred

and twenty-five participants for both forms of the LBDQ for a total of two hundred and fifty completed questionnaires.

Of the twenty-five selected superintendents initially invited to participate twenty-two of them agreed to do so. Three alternate choices were invited and agreed to participate in the study making up the total of twenty-five superintendents. The three superintendents who did not participate gave their busy schedules as their reason for declining.

Collection of Data

The five selected superintendents from each state, who agreed to participate in the study, were sent data sheets, instructions, and a sufficient number of questionnaires for themselves and their top four administrative team members. In order to protect the team members anonymity and to insure candid responses self-addressed envelopes were sent for each team member to use when returning his completed questionnaires.

Both superintendents and team members were informed that all information received would be held in the strictest confidence. After a sufficient period of time telephone calls were made to those participants who had failed to return the completed questionnaires. This procedure enabled the writer to obtain a 100 per cent return on the ques-

tionnaires.

The originators of the LBDQ discovered that reasonably stable scores are provided when used with a minimum of four respondents. This study dealt with one superintendent and four administrative team members in each of twenty-five school districts. Each participating superintendent and administrative team member was asked to answer both the LBDQ-"Real" and the LBDQ-"Ideal" forms.

Administrative team members were instructed to indicate on the LBDQ-"Real" form how they believed their superintendent actually behaved as a leader, and on the LBDQ-"Ideal" form how they believed he ideally should behave as a leader. Superintendents were asked to indicate on the LBDQ "Real" form how they believed they actually behave as a leader and on the LBDQ "Ideal" form how they believed they should ideally behave as a leader.

The questionnaires yielded four sets of scores for the participating superintendents and team members; "Real" for superintendent, "Real" for team members, "Ideal" for superintendent, and "Ideal" for team members. Each set of scores provided a score for both dimensions: Consideration and Initiating Structure. The scores used for the administrative team members' perceptions (Real) and expectations (Ideal) of the superintendents' leadership behavior were the mean of the scores of the four administrative team members

from each district who participated in the study.

Mean scores and standard deviations for both dimensions were computed and used as an index of the superintendent's leadership behavior as perceived by his administrative team members. Individual responses to the questionnaire were recorded by district code number and were used to make individual comparisons of superintendents' leadership behavior among school districts.

Treatment of Data

After all of the completed questionnaires had been returned they were coded, compiled and sent to the computer center at Iowa State University for processing. The appropriate data for this information is presented in Chapter IV.

Experiment Design: Procedures for the Behavioral Sciences (27, pp. 131-134): was utilized to provide the statistical treatment for this study. To understand the relationships between group mean scores on Consideration and Initiating Structure Dimensions of the "Real" and "Ideal" forms of the LBDQ, an analysis of variance design was used. This statistical technique was used to minimize the variable of individual differences among the one hundred and twenty-five respondents. The twenty-five superintendents' mean scores were compared with the twenty-five administrative teams' average mean scores. Using this

method, instead of the single classification analysis of variance technique enabled the researcher to reduce the possibility of error that could result from comparing the one hundred and twenty-five respondents as a total group. In order to be significant the F ratio had to be obtained at the .01 level of confidence.

Mean differences between the "Real" and "Ideal" leadership behavior of the two groups on the dimensions of Initiating Structure and Consideration were tested to determine relationships, if any. The scores obtained from the superintendents were compared with those of the administrative team members to determine if the two groups agreed as to the extent of Initiating Structure and Consideration exhibited by successful superintendents. Significant differences here would indicate if the perceptions (Real) of the twenty-five superintendents differed from the way the group of twenty-five administrative teams believe superintendents should behave as leaders.

The highly significant F ratio obtained would seem to indicate that superintendents' as a group feel that ideally even more consideration should be afforded to team members than the team members as a group expect.

Two additional descriptive techniques were used to examine differences among individual school districts. First divergence scores of administrative team members within

individual districts were examined to determine which of the twenty-five superintendents involved in the study were viewed by their respective administrative team members as being closer to what the "Ideal" leader should be.

This was accomplished by compiling the individual scores for each of the one hundred administrative team members on both the "Real" and "Ideal" forms of the LBDQ. There was a total possible difference of 60 points for each dimension (Consideration and Initiating Structure) on the LBDQ since there were fifteen items pertaining to Consideration and fifteen items pertaining to Initiating Structure.

Both the "Real" and "Ideal" forms of the LBDQ were scored on a scale of 4 to 0 with "always" weighted as 4; "often" as 3; "occasionally" as 2; "seldom" as 1; and never as 0. If "Ideal" scores were larger than "Real" ($I_i > R_j$), then ($D_i = I - R$). If "Real" was larger than "Ideal" ($D_i = 0$). Individual scores of the four team members were then totaled and divided by four to provide an average divergence score for each administrative team. These data were compiled and presented in table form to enable the researcher to make comparisons among districts.

Next the researcher did an analysis by district using the Quadrant Analysis Technique, which was developed by Andrew Halpin (18, p. 23). As stated previously, Halpin indicated that the most effective leaders were those

who scored above the mean on both dimensions of the LBDQ-"Real" form when rated by their subordinates. This assumption was based on several studies by Halpin and others using the LBDQ. Halpin developed Leadership Behavior Dimension Quadrants to illustrate the quadrant analysis technique.

For both superintendents and their respective administrative teams, the mean scores of these two groups were used as coordinates to define the four quadrants. Next, the individual LBDQ - "Real" mean scores for the participating superintendents and administrative team members were assigned to the appropriate quadrant by using the assigned district code numbers. The second part of this technique was to assign the LBDQ - "Ideal" score for the superintendents and their respective administrative teams to the appropriate quadrant as defined by the "Real" - mean score coordinate.

An illustration of this technique is shown in Table 2. As shown, the respondents scoring above the mean on Consideration and above the mean on Initiating Structure were placed in the upper right quadrant. Those scoring above the mean on Consideration but below the mean on Initiating Structure were placed in the lower right quadrant. Respondents scoring below the mean on both dimensions were assigned to the lower left quadrant. Finally, those scoring above the mean on Initiating Structure but below the mean on Consideration were assigned to the upper left quadrant.

Those superintendents placed in the upper right quadrant, therefore, were regarded as relatively effective leaders while those placed in the lower left quadrant were presumed to be relatively speaking less effective leaders according to the scores assigned to them by their respective administrative team members.

Table 2. Distribution of LBDQ "Real" and "Ideal" scores, according to quadrants defined by coordinates of LBDQ-"Real" (superintendent or administrative team members') mean scores

		Consideration		
Initiating Structure	4)	-C	+C	Mean of Initiating Structure Scores
		+I.S.	+I.S.	
	3)	-C	+C	
		-I.S.	-I.S.	
		Mean of Consideration Scores		

CHAPTER IV. FINDINGS

The major problem of this study was to analyze and compare the perceptions (Real) and expectations (Ideal) of the leadership behavior of "successful" or "good" superintendents as evaluated by their administrative teams and the superintendents own ratings. Six null hypotheses were formulated and tested with the Leader Behavior Description Questionnaire being utilized to provide the necessary data.

The LBDQ was administered to twenty-five superintendents and one hundred of their top administrative team members. First, the results were discussed collectively in terms of superintendents and team members as two separate groups. Analysis of variance F ratios were computed for superintendents versus administrative teams to determine mean differences between dimension scores on both the "Real" and "Ideal" forms of the LBDQ. Comparisons were made on the basis of how the twenty-five administrative teams perceived the "Real" and "Ideal" leadership behavior of their superintendents and how the superintendents perceived their own "Real" and "Ideal" leadership behavior.

Next, individual responses were examined to determine differences among districts. Particular emphasis was given to individual scores of the participating superintendents and their respective administrative team's mean scores. This

procedure was followed in analyzing findings for each district over the five state area being studied.

Characteristics of Participants

Table 3 shows the characteristics of participating superintendents involved in the study. The mean age of participating superintendents was 49 years and ages ranged from 38 to 62 years. The mean years of experience was 13 years and ranged from 3 to 39 years of experience. Twenty of the twenty-five superintendents had earned doctorates including eleven Ph.D's and nine Ed.D's. All but one of the twenty-five superintendents had their graduate degrees in Education or Educational Administration. One Illinois superintendent had earned his degree in political science. Mean district enrollment size was 16,135 while the enrollments by districts ranged from 5,532 to 45,080 students.

Characteristics of participating administrative team members are shown on Table 4. By comparison with the superintendents, the team members averaged 45 years of age, four years less than the top executives, and the range was from 30 to 50 years. A variety of position titles were evident for the administrative team members from elementary principal to deputy superintendent. Assistant superintendent was by far the most frequent position title indicated with forty-one of

Table 3. Characteristics of participating superintendents

Supt.	State	City	Educational Experience and Preparation ^a					4	5
			Age	1	2	3			
1-1	Ill.	1	50	9	Ed.D.	Ed.	1400	25,000	
1-2	"	2	41	7	Ed.D.	Ed.Adm.	550	12,000	
1-3	"	3	51	8	Ph.D.	Ed.Adm.	1000	17,000	
1-4	"	4	57	6	MA	Pol.Sci.	569	11,567	
1-5	"	5	45	8	Ed.D.	Ed.Adm.	1250	24,000	
2-1	Iowa	1	42	6	Ed.D.	Ed.Adm.	850	15,000	
2-2	"	2	51	17	Ph.D.	Ed.Adm.	2356	45,080	
2-3	"	3	54	28	Ph.D.	Ed.Adm.	430	7,900	
2-4	"	4	47	4	Ph.D.	Ed.Adm.	394	7,058	
2-5	"	5	49	21	Ed.D.	Ed.Adm.	988	18,104	
3-1	Minn.	1	62	39	MA	Ed.Adm.	1400	31,000	
3-2	"	2	45	32	Ph.D.	Ed.	287	5,532	
3-3	"	3	49	20	Ph.D.	Ed.Adm.	700	13,500	
3-4	"	4	61	35	MS	Ed.Adm.	342	6,700	
3-5	"	5	50	9	Ph.D.	Ed.Adm.	300	6,350	
4-1	Wisc.	1	39	8	Ph.D.	Ed.Adm.	540	10,800	
4-2	"	2	44	3	MS	Ed.Adm.	400	8,600	
4-3	"	3	46	5	Ph.D.	Ed.Adm.	1930	33,577	
4-4	"	4	53	11	Ph.D.	Curr.	375	7,800	
4-5	"	5	38	6	Ph.D.	Ed.Adm.	325	6,100	
5-1	Mo.	1	42	10	Ed.D.	Ed.Adm.	590	11,000	
5-2	"	2	47	8	Ed.D.	Ed.Adm.	940	20,000	
5-3	"	3	51	6	Ed.D.	Ed.Adm.	1150	25,000	
5-4	"	4	50	19	MA	Ed.Adm.	583	11,954	
5-5	"	5	55	18	Ed.D.	Ed.Adm.	1106	22,750	
Mean			48.76	13.32			830.20	16,134.88	
Range			38	3			287	5,532	
			to	to			to	to	
			62	39			2356	45,080	

^aKey: 1. Years superintendent experience
 2. Highest degree earned
 3. Graduate field
 4. Size of system (staff)
 5. Size of system (pupils).

Table 4. Characteristics of participating administrative team members

District Number	Team Member	State	City	Age	Educational Experience and Preparation ^a				
					1	2	3	4	5
1-1	1	Ill.	1	39	Asst.Supt.	4	7	MS	Ed.
"	2	"	1	40	Asst.Supt.	4	12	Ed.D.	Ed.Adm.
"	3	"	1	43	Asst.Supt.	4	15	Ed.S.	Ed.Adm.
"	4	"	1	45	Asst.Supt.	4	8	Ed.S.	Ed.Adm.
1-2	1	"	2	46	Asst.Supt.	4	15	MA+	Ed.Adm.
"	2	"	2	39	Dir.Spec.Ed.	10	12	MA	Spec.Ed.Adm.
"	3	"	2	47	Asst.Supt.	10	21	MA	Ed.Adm.
"	4	"	2	45	Asst.Supt.	17	20	MS	Account.
1-3	1	"	3	37	Asst.Supt.	2	5	MA	Ed.Adm.
"	2	"	3	46	H.S.Prin.	5	8	MA	Ed.Adm.
"	3	"	3	47	Asst.Supt.	6	18	Ph.D.	Curr.
"	4	"	3	47	Asst.Supt.	3	20	Ed.D.	Ed.Adm.
1-4	1	"	4	45	Asst.Supt.	2	7	MA	Ed.Adm.
"	2	"	4	38	Asst.Supt.	6	8	Ph.D.	Ed.Adm.
"	3	"	4	46	J.H.Prin.	5	6	MS	Ed.Adm.
"	4	"	4	51	H.S.Prin.	3	20	Ed.S.	Ed.Adm.
1-5	1	"	5	37	Pers.Dir.	4	11	MS+	Sec.Adm.
"	2	"	5	40	Cur.Dir.	4	9	Ed.D.	Ed.Adm.
"	3	"	5	40	Pupil Ser.Dir.	2	5	Ed.S.	Ed.Adm.
"	4	"	5	49	Deputy Supt.	2	16	MS	Ed.Adm.
2-1	1	Iowa	1	48	Per.Dir.	5	20	Ed.S.	Ed.Adm.
"	2	"	1	39	Asst.Supt.	1	11	Ph.D.	Ed.Adm.
"	3	"	1	40	Dir.Sec.Ed.	4	9	MA	Ed.Adm.
"	4	"	1	55	Dir.Elm.Ed.	6	30	MA	El.Ed.
2-2	1	"	1	49	Asst.Supt.	4	19	Ed.D.	El.Ed.
"	2	"	1	49	Dr.El.Ed.	1	7	MS	Ed.
"	3	"	1	44	Dir.Adm.Ser.	2	7	MA	Math
"	4	"	1	42	Dir.Sec.Ed.	5	16	Ph.D.	Ed.Adm.

^aKey: 1-position title; 2-number of years in present position; 3-number of years of administrative experience; 4-highest college degree earned; 5-graduate field in which last degree was obtained.

Table 4 (Continued)

District Number	Team Member	State	City	Age	Educational Experience and Preparation				
					1	2	3	4	5
2-3	1	"	1	41	Dir.of Curr.	4	15	MA	Ed.Adm.
"	2	"	1	51	Adm.Asst.	8	12	MS	Ed.Adm.
"	3	"	1	49	Cord.Spec.Serv.	1	7	MA	Ed.Adm.
"	4	"	1	40	H.S.Prin.	2	5	MA	Ed.Adm.
2-4	1	"	1	65	Dir.El.Ed.	14	18	MA	Ed.
"	2	"	1	57	Asst.Supt.	10	30	MA	Ed.Adm.
"	3	"	1	34	Asst.Supt.	4	7	Ph.D.	Ed.Adm.
"	4	"	1	41	Bus.Mgr.	5	13	MA	Off.Mgt.
2-5	1	"	1	43	Asst.Supt.	4	18	Ed.S.	Curr.
"	2	"	1	41	Dir.Pers.	5	11	MS	Ed.Adm.
"	3	"	1	46	Bus.Mgr.	4	15	MA	Bus.Adm.
"	4	"	1	37	Adm.Asst.	5	9	MA	Guidance
3-1	1	Minn.	1	53	Asst.Supt.	1	26	MA	Ed.Adm.
"	2	"	1	60	Asst.Supt.	10	25	MA	Ed.Adm.
"	3	"	1	50	Dir.Sec.Ed.	1	13	MA	Ed.Adm.
"	4	"	1	62	Dir.El.Ed.	20	30	MA	El.Adm.
3-2	1	"	2	42	H.S.Prin.	8	11	Ed.S.	Ed.Adm.
"	2	"	2	42	El.Coord.	4	14	MA	Ed.Adm.
"	3	"	2	52	J.H.Prin.	10	20	MA	Ed.Adm.
"	4	"	2	42	Cur.Coord.	6	7	MA	History
3-3	1	"	3	46	Dir.of Inst.	2	17	Ph.D.	Curr.
"	2	"	3	36	Dir.Curr.	1	10	MS	Curr.
"	3	"	3	52	Asst.Supt.	14	16	MA	Ed.Adm.
"	4	"	3	48	Asst.Supt.	4	15	MA	Ed.Adm.
3-4	1	"	4	45	H.S.Prin.	4	6	MS	Ed.Adm.
"	2	"	4	32	El.Prin.	3	8	MS	El.Adm.
"	3	"	4	49	Asst.Supt.	3	12	Ed.D.	Ed.Super.
"	4	"	4	44	Asst.Supt.	5	18	MS	Ed.Adm.
3-5	1	"	5	44	Bus.Mgr.	4	11	MA	Ed.Adm.
"	2	"	5	39	J.H.Prin.	7	10	Ed.S.	Ed.Adm.
"	3	"	5	49	Dir.Ser.Ed.	6	10	Ed.S.	Ed.Adm.
"	4	"	5	40	Dir.El.Ed.	3	10	MS	El.Adm.

Table 4 (Continued)

District Number	Team Member	State	City	Age	Educational Experience and Preparation				
					1	2	3	4	5
4-1	1	Mo.	1	30	Adm.Asst.	1	5	MS	Sec.Adm.
"	2	"	1	37	Asst.Supt.	4	10	Ed.D.	Ed.Adm.
"	3	"	1	46	Asst.Supt.	5	13	MA	Ed.Adm.
"	4	"	1	57	Dir.El.Ed.	7	28	MA	El.Ed.
4-2	1	"	2	42	Asst.Supt.	3	8	Ph.D.	Ed.Adm.
"	2	"	2	54	Asst.Supt.	5	21	MA	Ed.Adm.
"	3	"	2	44	Asst.Supt.	1	10	Ed.S.	Ed.Adm.
"	4	"	2	48	Asst.Supt.	7	10	Ed.D.	Ed.Adm.
4-3	1	"	3	39	Asst.Supt.	5	8	Ed.D.	Ed.Adm.
"	2	"	3	50	Dir.Pers.	10	22	BA	Ed.
"	3	"	3	35	Dir.Bus.Mgt.	1	4	MA	Ed.Adm.
"	4	"	3	46	Asst.Supt.	5	16	MS	Sec.Adm.
4-4	1	"	4	45	Asst.Supt.	16	19	MA	Ed.
"	2	"	4	40	Asst.Supt.	6	16	Ed.D.	Sec.Adm.
"	3	"	4	42	Asst.Supt.	4	12	MA	Ed.Adm.
"	4	"	4	46	Dir.Sec.Ed.	7	16	Ed.	Ed.Adm.
4-5	1	"	5	53	Asst.Supt.	3	20	MS	Civ.Eng.
"	2	"	5	50	Asst.Supt.	4	15	MA	Ed.Adm.
"	3	"	5	40	Asst.Supt.	3	15	Ed.D.	Ed.Adm.
"	4	"	5	58	Asst.Supt.	16	31	MA	Ed.Adm.
5-1	1	Wisc.	1	49	J.H.Prin.	6	15	MS	Ind.Ed.
"	2	"	1	42	Asst.Supt.	7	14	MA	Ed.Adm.
"	3	"	1	46	Asst.Supt.	5	18	Ph.D.	Ed.Adm.
"	4	"	1	44	Pers.Dir.	15	15	MS	Ed.Adm.
5-2	1	"	2	47	Pupil Ser.Dir.	7	7	MS	Ed.
"	2	"	2	40	Cur.Dir.	10	10	MS	Ed.Adm.
"	3	"	2	41	Pers.Dir.	1	5	MS	Ind.Ed.
"	4	"	2	50	Bus.Mgr.	9	22	MS	Ed.Adm.

Table 4 (Continued)

District Number	Team Member	State	City	Age	Educational Experience and Preparation				
					1	2	3	4	5
5-3	1	"	3	38	Asst.Supt.	2	8	Ph.D.	Ed.Adm.
"	2	"	3	40	Middle Sch.Dir.	2	10	Ph.D.	Ed.Adm.
"	3	"	3	55	H.S.Dir.	7	24	Ph.D.	Ed.Adm.
"	4	"	3	50	El.Sch.Dir.	7	17	MA	Ed.Adm.
5-4	1	"	4	45	Dir.Sec.Ed.	1	20	Ph.D.	Ed.Adm.
"	2	"	4	47	Dir.El.Ed.	2	15	MA	Ed.Adm.
"	3	"	4	55	Dir.of Inst.	12	19	MA	El.Adm.
"	4	"	4	38	Bus.Mgr.	10	12	MS	Ed.Adm.
5-5	1	"	5	39	H.S.Exe.Prin.	2	10	Ph.D.	Ed.Adm.
"	2	"	5	40	Dir.El.Ed.	2	2	MA	Curr.
"	3	"	5	35	El.Prin.	6	9	Ph.D.	Ed.Adm.
"	4	"	5	45	Middle Sch.Prin.	2	5	MS	Ed.Adm.
Mean				44.93		5.39	13.67		
Range				30 to 50		1 to 20	2 to 31		

the 100 participating administrative team members designating it.

Although 80 per cent of the participating superintendents had earned doctorates, only 23 of the 100 participating team members, or less than 25 per cent had earned doctoral degrees. This finding is not surprising since higher educational attainment is generally expected for superintendents.

LBDQ-"Real"

The LBDQ-"Real" data is presented and will be analyzed in the following order: The LBDQ-"Real" individual scores for the Consideration and Initiating Structure dimensions, including percentages and frequencies for these two sets of scores; the LBDQ-"Real" perception mean scores for administrative teams and self perception individual scores for superintendents, including group means, standard deviations and range of scores; and the analysis of variance tables testing the three null hypotheses for the "Real" Consideration and Initiating Structure dimensions.

Each participating administrative team member indicated on the LBDQ-"Real" form how their respective superintendents actually (Real) behave as a leader. The superintendents were asked how they thought they actually (Real) behave as a leader. The LBDQ-"Real" Consideration and Initiating Structure individual scores by superintendents and administra-

tive team members are shown in Table 5. Individual scores, percentages, frequencies, are given for superintendents and team members. At the bottom of Table 5 are presented the totals and range of scores.

An examination of the individual score columns shows that the range of scores is greater for the administrative team members descriptions of successful superintendents than the superintendents own self scores. Administrative team members individual scores ranged from 22 to 57, or a distance of 35 points for the Consideration dimension and from 27 to 58, or 31 points on the Initiating Structure dimension. By contrast, the superintendents individual scores ranged from 39 to 51 for a distance of 12 points on the Consideration dimension; and from 32 to 51 on the Initiating Structure dimension for a distance of 19 points. In both cases the distribution of scores were within the upper 60 per cent of the theoretical 0 to 60 range found by Halpin in his studies from both sources and both dimension (17, p. 41).

In Table 6 the LBDQ-"Real" mean scores are presented for administrative team members and superintendents. The scores for the administrative team members are mean scores (average of the four team members) and the scores listed for superintendents are individual scores. There were four administrative team members responding for each participating superintendent.

Table 5. LBDQ-"Real" Consideration and Initiating Structure individual scores, percentages and frequencies for superintendents and administrative team members

Superintendent Self Scores						Team Members					
Consideration			Initiating			Consideration			Initiating		
Individual	%	Freq.	Individual	%	Freq.	Individual	%	Freq.	Individual	%	Freq.
Score			Score			Score			Score		
39	4	1	32	4	1	22	1	1	27	1	1
41	8	2	36	8	2	25	1	1	30	2	2
42	8	2	37	8	2	26	1	1	31	2	2
43	4	1	38	4	1	30	1	1	32	1	1
44	4	1	40	12	3	31	3	3	34	2	2
45	16	4	41	12	3	32	2	2	35	2	2
46	12	3	42	4	1	33	1	1	36	2	2
47	8	2	43	8	2	35	4	4	37	4	4
48	4	1	44	8	2	36	1	1	38	2	2
49	20	5	45	4	1	37	4	4	39	7	7
50	8	2	46	12	3	38	3	3	40	6	6
51	4	1	48	4	1	39	3	3	41	7	7
			50	4	1	41	3	3	42	8	8
			51	8	3	42	7	7	43	3	3
						43	2	2	44	5	5
						44	5	5	45	6	6
						45	4	4	46	8	8
						46	4	4	47	3	3
						47	5	5	48	9	9
						48	6	6	49	3	3
						49	6	6	50	2	2
						50	12	12	51	2	2
						51	4	4	52	5	5
						52	3	3	53	4	4
						53	4	4	54	1	1
						54	1	1	56	2	2

Table 5 (Continued)

Superintendent Self Scores						Team Members					
Consideration			Initiating			Consideration			Initiating		
Individual	%	Freq.	Individual	%	Freq.	Individual	%	Freq.	Individual	%	Freq.
Score			Score			Score			Score		
						55	4	4	58	1	1
						56	3	3			
						57	1	1			
Range:	$\overline{100\%}$	$\overline{25}$	Range:	$\overline{100\%}$	$\overline{25}$	Range:	$\overline{100\%}$	$\overline{100}$	Range:	$\overline{100\%}$	$\overline{100}$
39 to 51			32 to 51			22 to 57			27 to 58		

Table 6. LBDQ perception (Real) mean scores by administrative team members; self perception (Real) individual scores by superintendents; group means, standard deviations and range of scores

District Code Number	Administrative team		Superintendent	
	Consideration	Initiating Structure	Consideration	Initiating Structure
	mean score ^a		individual score	
1-1	44.750	51.000	45.000	38.000
1-2	41.500	46.000	41.000	48.000
1-3	43.250	36.500	42.000	32.000
1-4	38.500	51.250	49.000	51.000
1-5	46.250	43.000	50.000	46.000
2-1	44.000	42.750	45.000	42.000
2-2	49.000	43.000	47.000	37.000
2-3	41.500	47.750	46.000	46.000
2-4	50.750	56.500	45.000	36.000
2-5	51.500	45.750	51.000	40.000
3-1	53.500	45.500	49.000	41.000
3-2	35.250	46.000	46.000	43.000
3-3	36.000	42.250	42.000	50.000
3-4	46.000	37.750	50.000	43.000
3-5	33.500	43.500	43.000	40.000
4-1	52.500	45.500	49.000	41.000
4-2	44.250	40.000	39.000	41.000
4-3	34.500	38.250	44.000	46.000
4-4	47.000	40.500	46.000	36.000
4-5	47.250	45.250	41.000	40.000
5-1	52.250	42.000	49.000	37.000
5-2	47.750	43.750	47.000	44.000
5-3	43.750	43.500	48.000	51.000
5-4	42.750	40.000	49.000	44.000
5-5	44.000	41.750	45.000	45.000
Mean	44.470	43.560	45.920	42.320
SD	7.86	6.32	3.26	4.91
Range	33-53	36-51	39-51	32-51

^aAverage of the four team members.

At the base of Table 6 the group means, standard deviation, and range of scores are presented. It should be noted that the range of scores is broad enough to allow differentiation among the superintendents described. The range of administrative team members and the superintendents' scores were approximately the same for both dimensions. The administrative team members "Real" group mean scores of 44.47 on the Consideration dimension and 43.56 on the Initiating Structure showed that as a group they were in closer agreement than the superintendents in their assessment of how the superintendents actually behave as leaders.

In examining Table 6 several observations were made. In district number 2-1 the superintendent and his administrative team members were close to agreement (45.00 vs. 44.750) on the extent of Consideration exhibited by him. However, on the Initiating Structure dimension the administrative team's mean perception (Real) score for their superintendent was 51.00, while the superintendent's self perception score (Real) was only 38.00. Apparently this superintendent's (2-1) administrative team believes he does a better job of defining the organizational relationships than he does himself.

By contrast, administrative team 1-4 believed their superintendent to be relatively low on Consideration (38.500), while their superintendent scored himself well above the mean

(49.00) on this dimension. Interestingly enough the same administrative team and superintendent agreed on the extent of Initiating Structure (51.250 vs. 51.00) shown by the superintendent.

A most interesting finding occurred in district 4-4 where the administrative team scored their superintendent 34.500 and 38.250 on the Consideration and Initiating Structure dimensions respectively. The superintendent scored himself at 44.00 and 46.00 on the same two dimensions. It would seem that this superintendent has an over-inflated view of his own leadership behavior based upon the opinions of his administrative team members.

Using a mean score for administrative team members could cause some concern among those reading this research because scores from administrative team members may or may not be in close agreement. However, earlier studies have demonstrated that departures from normality or from homogeneity of variance have had little effect upon results obtained from group data. Consequently the use of mean scores is deemed permissible.

Hypothesis Number One:

There is no significant difference between successful superintendents' self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their group mean scores on the Consideration Dimension of the LBDQ.

The group means for superintendents and administrative teams of 45.92 and 44.47 respectively were tested using the ANOV statistical treatment and are presented in Table 7. This table shows that the administrative team members as a group did not differ significantly from the selected superintendents as a group in the assessment of the "actual" (Real) leadership behavior of the successful superintendents on the Consideration Dimension of the LBDQ.

Table 7. Comparison of superintendents self perceptions (Real) versus administrative teams perceptions (Real) of the leadership behavior of successful superintendents on the Consideration Dimension of the LBDQ

Source of Variation	df	ss	MS	F
Mean	1	250,424.44		
Groups	4	170.2	42.55	
Supt. vs. Team	1	42.07	42.07	1.184
District	24	2846.4	118.6	
Residual	96	3411.69	35.54	
Total	125	256,853.00		

The F ratio of 1.184 was found to be nonsignificant. Therefore, the null hypothesis that administrative team members and successful superintendents as a group agree on the extent of Consideration actually (Real) displayed by the superintendent is not rejected.

Null Hypothesis Number Two:

There is no significant difference between successful superintendents self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their group mean scores on the Initiating Structure Dimension of the LBDQ.

Group means of 42.32 for superintendents and 43.56 for team members were also computed for the Initiating Structure Dimension using the ANOV Randomized Block Design. The results of this test are shown in Table 8. Again, the F ratio was found to be not significant at the .01 level of confidence and the null hypothesis is therefore not rejected. Superintendents and administrative team members agree to the extent of the Initiating Structure shown by the superintendents.

Table 8. Comparison of superintendents self perceptions (Real) versus administrative teams perceptions (Real) of the leadership behavior of successful superintendents on the Initiating Structure Dimension of the LBDQ

Source of Variation	df	ss	MS	F
Mean	1	284,484.06		
Groups	4	69.29	17.32	
Supt. vs. Team	1		30.74	30.74 < 1.0
District	24	1274.87	58.12	
Residual	96	3225.68	33.6	
Total	125	239,054.00		

The results of Tables 7 and 8 indicate that administrative team members and superintendents agree on the extent of Consideration and Initiating Structure actually displayed by successful superintendents. These nonsignificant findings suggest that statistically there is no significant difference indicated between the administrative team members perceptions (Real) and the superintendents self perceptions (Real) of his leadership behavior on either dimension.

Null Hypothesis Number Three:

There is no significant difference between successful superintendents self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their average group mean scores on the Consideration and Initiating Structure Dimensions of the LBDQ.

The average mean scores for both dimensions on the LBDQ-"Real" form were 44.12 and 44.02 for superintendents and team members respectively. These means were tested and the data is presented in Table 9. This table presents the average mean scores across school districts for both groups using the combined data from the Consideration and Initiating Structure Dimensions.

The F ratio was not significant at the .01 level. It appears that successful superintendents and their administrative teams as a group generally agree on the extent Consideration and Initiating Structure actually (Real) shown by the superintendents.

Table 9. Comparison of superintendents self perceptions (Real) versus administrative teams perceptions (Real) of the leadership behavior of successful superintendents on the Consideration and Initiating Structure Dimensions of the LBDQ

Source of Variation	df	SS	MS	F
Mean	1	242,388.38		
Groups	4	49.122	12.28	
Supt. vs. Team	1	0.222		0.222 < 1.0
District	24	986.64	41.1	
Residual	96	2235.82		
Total	125	243,659.75		

LBDQ-"Ideal"

The LBDQ-"Ideal" data was presented and will be analyzed in the following order: The LBDQ-"Ideal" individual scores for the Consideration and Initiating Structure dimensions, including percentages and frequencies for these two sets of scores; the LBDQ-"Ideal" expectation mean scores for administrative teams and self expectation individual scores for superintendents, including group means, standard deviations and range of scores; and analysis of variance tables testing the three null hypotheses for the "Ideal" Consideration and Initiating Structure dimensions.

Each participating administrative team member indicated

on the LBDQ-"Ideal" form how they believed their respective superintendents should ideally (Ideal) behave as a leader. The superintendents were asked to indicate how they believe they should ideally (Ideal) behave as a leader.

Table 10 shows the LBDQ-"Ideal" Consideration and Initiating Structure Dimension scores for the participating superintendents and administrative team members. The data is compiled in the same manner as the LBDQ-"Real" scores with the team members mean (average of the four team members) scores and the superintendents individual self scores being presented in Table 10. The "Ideal" scores were smaller than the corresponding "Real" scores for the Consideration and Initiating Structure dimensions. The range for administrative team members for the Consideration dimension was 34 to 58, or a distance of 24 points. The administrative team members Initiating Structure scores ranged from 32 to 59, or a distance of 27 points.

The range for successful superintendents on the LBDQ-"Ideal" was narrower for both dimensions with the Consideration scores ranged from 44 to 56 and the Initiating Structure scores ranged from 38 to 55. The range of scores for all four columns were narrower than the range on the perception (Real) scores for the same columns. Apparently the superintendents were more in agreement as to their beliefs of their own leadership behavior than those beliefs held by their

Table 10. LBDQ-"Ideal" Consideration and Initiating Structure individual scores, percentages and frequencies for superintendents and administrative team members

Superintendent Self Scores						Team Members					
Consideration			Initiating			Consideration			Initiating		
Individual Score	%	Freq.	Individual Score	%	Freq.	Individual Score	%	Freq.	Individual Score	%	Freq.
44	8	2	38	4	1	34	1	1	32	1	1
45	4	1	41	8	2	36	1	1	37	1	1
47	8	2	42	8	2	38	1	1	38	4	4
48	12	3	44	20	5	39	1	1	39	2	2
50	16	4	45	12	3	40	2	2	40	7	7
51	12	3	46	4	1	41	2	2	41	3	3
53	16	4	48	8	2	42	4	4	42	5	5
54	8	4	49	8	2	43	8	8	43	4	4
55	4	1	50	12	3	44	2	2	44	2	2
56	12	3	52	4	1	45	6	6	45	7	7
			53	8	2	46	6	6	46	6	6
			55	4	1	47	10	10	47	8	8
						48	8	8	48	6	6
						49	13	13	49	7	7
						50	12	12	50	8	8
						51	6	6	51	3	3
						52	4	4	52	5	5
						53	7	7	53	5	5
						54	1	1	54	7	7
						55	2	2	55	3	3
						56	2	2	56	2	2
						58	1	1	57	2	2
									59	1	1
Range	100%	25	Range	100%	25	Range	100%	100	Range	100%	100
44 to 56			38 to 55			34 to 58			32 to 59		

administrative team members for their superintendents leadership behavior.

Table 11 shows the LBDQ Expectation (Ideal) mean scores for administrative team members by district and the corresponding individual scores for their participating superintendents.

Table 11. LBDQ Expectation (Ideal) mean scores by administrative team members; self expectation individual scores (Ideal) by superintendents; group means, standard deviation and range of scores

District Code Number	Administrative Team		Superintendent	
	Consideration	Initiating Structure	Consideration	Initiating Structure
	mean score		individual score	
1-1	50.250	50.750	47.000	41.000
1-2	45.500	49.500	44.000	49.000
1-3	44.750	41.250	51.000	44.000
1-4	48.750	50.750	56.000	52.000
1-5	48.000	45.750	48.000	50.000
2-1	49.250	51.250	51.000	49.000
2-2	47.750	48.000	55.000	42.000
2-3	48.000	53.000	50.000	46.000
2-4	49.750	53.250	45.000	38.000
2-5	51.250	49.250	54.000	45.000
3-1	52.250	47.500	56.000	50.000
3-2	46.750	48.750	51.000	48.000
3-3	50.500	45.250	56.000	53.000
3-4	45.000	45.250	53.000	44.000
3-5	44.000	47.250	47.000	44.000
4-1	49.000	44.500	54.000	45.000
4-2	47.750	46.000	48.000	50.000
4-3	45.000	46.500	50.000	45.000
4-4	44.500	41.250	53.000	44.000
4-5	45.500	48.750	46.000	41.000
5-1	50.500	45.500	50.000	42.000
5-2	46.750	42.750	48.000	48.000
5-3	46.250	47.000	53.000	55.000
5-4	48.500	51.500	50.000	53.000
5-5	48.750	44.000	53.000	44.000
Mean	47.65	47.34	50.68	46.48
SD	4.40	5.58	3.65	4.34
Range	44-52	41-53	44-56	38-55

The range of scores was approximately the same for administrative team members and superintendents on both the Consideration and Initiating Structure dimensions. The total group mean scores for administrative team members showed surprisingly unanimity. Their group mean score for the LBDQ- (Ideal) Consideration dimension was 47.65 and 47.34 for the Initiating Structure dimension. This finding appears to indicate that the administrative team members as a group were in agreement in their assessment of how the "Ideal" superintendent should behave as a leader. By contrast the superintendents as a group scored themselves 50.68 and 46.48 respectively on the same two dimensions. Therefore, the administrative teams were more in agreement as to "Ideal" leadership behavior of their superintendents than the superintendents themselves.

The standard deviations for the superintendents as a group were smaller for both dimensions than their administrative team members. The standard deviations on the Consideration dimension was 3.65 as compared to 4.40 for the administrative team members. Likewise, the standard deviation as on the Initiating Structure dimension was 4.34 for superintendents compared to 5.58 for administrative team members.

Hypothesis Number Four:

There is no significant difference between successful superintendents self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their group mean scores on the Consideration dimension of the LBDQ.

LBDQ-"Ideal" Consideration means for superintendent (50.68) and administrative teams (47.65) were tested and compared in Table 13. The highly significant F ratio obtained would seem to indicate that superintendents' as a group feel that ideally even more consideration should be afforded to team members than the team members as a group expect.

Table 12. Comparison of superintendents self expectations (Ideal) versus administrative teams expectations (Ideal) of the leadership behavior of successful superintendents on the Consideration Dimension of the LBDQ

Source of Variation	df	ss	MS	F
Mean	1	291,070.5		
Groups	4	221.70	55.43	
Supt. vs. Team	1	11.83.67	183.67	12.02**
District	24	738.7	30.77	
Residual	96	1466.99	15.28	
Total	125	293,498.0		

** Significant at the .01 level of confidence.

On the "Ideal"-Consideration dimension the administrative team members and superintendents as a group differed significantly from school district to school district in their beliefs as to how their superintendents should ideally behave as leaders. The null hypothesis applying to the LBDQ "Ideal"-Consideration dimension was rejected. Apparently administrative teams believe their superintendents should ideally demonstrate more friendliness and consideration toward others in their leadership behavior.

Hypothesis Number Five:

There is no significant difference between successful superintendents self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their group mean scores on the Initiating Structure Dimension of the LBDQ.

"Ideal" Initiating Structure means of 46.48 and 47.34 were tested for both groups using the ANOV Randomized Block Design.

The F ratio in Table 13 is not significant and therefore suggests that the two groups agree on the extent of Initiating Structure that superintendents should ideally display when working with administrative team members.

Hypothesis Number Six:

There is no significant difference between successful superintendents self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their average group mean scores on the Consideration and Initiating Structure Dimensions of the LBDQ.

Table 13. Comparison of superintendents self expectations (Ideal) versus administrative teams expectations (Ideal) of the leadership behavior of successful superintendents on the Initiating Structure Dimension of the LBDQ

Source of Variation	df	ss	MS	F
Mean	1	278,084.25		
Groups	4	52.88	13.22	
Supt. vs. Team	1		14.78	14.78 < 1.0
District	24	984.44	41.02	
Residual	96	2516.43		
Total	125	281,648.00		

The average group means for "Ideal" Consideration and Initiating Structure for superintendents (48.58) and administrative teams (47.49) were tested for significant differences and presented in Table 14.

The result of these comparisons shows that the F ratio was not significant indicating that the two respondent groups generally agree on the extent of Consideration and Initiating Structure that superintendents should ideally (Ideal) display in their leadership roles. Superintendents and administrative teams as a group think similarly as to how the ideal (Ideal) superintendent should behave as a leader. Unfortunately, the foregoing statistical technique does not take into consideration differences of opinion of specific administrative teams within

Table 14. Comparison of superintendents self expectations (Ideal) versus administrative teams expectations (Ideal) of the leadership behavior of successful superintendents on the Consideration and Initiating Structure Dimensions of the LBDQ

Source of Variation	df	ss	MS	F
Mean	1	254,545.88		
Groups	4	48.89	12.22	
Supt. vs. Team	1		23.56	23.56 1.542
District	24	569.92	23.75	
Residual	96	1467.38	15.28	
Total	125	286,632.00		

individual districts. This relationship, of course, is critical to the "team" concept.

Comparisons of LBDQ-Real versus LBDQ-Ideal

The group means, standard deviations and average group means for the LBDQ-"Real" and LBDQ-"Ideal" forms on the Consideration and Initiating Structure dimensions for superintendents and administrative team members are shown in Table 15. Examination of the data reveals that both groups "Ideal" scores were higher than their "Real" scores on both dimensions. The "Ideal" standard deviations were smaller than the "Real" standard deviations revealing a lack of variance of

Table 15. Comparison of LBDQ-"Real" and LBDQ-"Ideal" mean scores: standard deviations team members and self (N=25)

	Real					Ideal				
	Consideration		Initiating Structure		Mean C+I	Consideration		Initiating Structure		Mean C+I
	Mean	SD	Mean	SD		Mean	SD	Mean	SD	
Team Members	44.47	7.86	43.56	6.32	44.02	47.65	4.40	47.34	5.58	47.49
Self	45.92	3.26	42.32	4.91	44.12	50.68	3.65	46.48	4.34	48.58

expectations of "Ideal" leadership behavior. It should also be noted that in each situation the superintendents' "Real" and "Ideal" standard deviations on both dimensions were smaller than the administrative team members. It would appear that the superintendents as a group were in greater agreement as to their perceptions (Real) and expectations (Ideal) of their own leadership behavior than those perceptions (Real) and expectations (Ideal) held by their administrative teams.

Apparently administrative team members are in agreement on the direction in which superintendents should strive to improve their leadership behavior characteristics. The superintendents and administrative team members both expressed the need for higher Consideration and Initiating Structure.

In order to determine if congruency exists between administrative team members expectations (Ideal) of how their superintendents should ideally behave as a leader and how they believe they actually (Real) behave as a leader, divergence scores were compiled and are shown in Table 16.

This table compares the Divergence mean scores of administrative teams by district on the "Real" and "Ideal" forms of the LBDQ. The scores were compiled for both the Consideration and Initiating Structure Dimensions using an item analysis. If the "Ideal" item was greater than the "Real" item then $D_i = I - R$. By contrast if the "Ideal" item

Table 16. Divergence scores between the LBDQ "Ideal" and "Real" forms for administrative teams within individual districts on the Consideration and Initiating Structure Dimensions

District Number	Divergence Scores- Consideration Dimension	Divergence Scores- Initiating Structure
1-1	7.75	2.50
1-2	5.50	5.25
1-3	1.50	5.50
1-4	11.50	3.75
1-5	4.50	5.00
2-1	8.00	10.00
2-2	1.50	5.75
2-3	7.75	6.75
2-4	1.75	7.25
2-5	2.50	4.50
3-1	1.25	4.00
3-2	13.25	5.50
3-3	14.75	7.75
3-4	4.50	9.00
3-5	11.00	7.50
4-1	1.00	3.50
4-2	5.75	7.25
4-3	14.00	10.50
4-4	1.50	3.25
4-5	1.25	5.50
5-1	1.25	5.00
5-2	3.00	2.25
5-3	4.50	5.50
5-4	7.00	12.50
5-5	6.50	4.75

was less than the "Real" item than $D_i=0$. When the sum of these differences were close to 0 the superintendent was in reality approaching what the team members believed to be ideal (Ideal) leadership behavior.

Inspection of this table reveals a moderate relationship between the Consideration and Initiating Structure Dimensions as evaluated by the administrative teams. In Districts 1-3,

2-2, 2-4, 3-1, 4-1, 4-4, 4-5, and 5-1 the divergence scores were less than 2 on the Consideration Dimension indicating that these administrative teams believed their respective superintendents' leadership behavior were closer to the ideal (Ideal). By contrast, the administrative teams in Districts 1-4, 3-2, 3-3, 3-5, and 4-3 divergence scores were sufficiently high on the Consideration Dimension indicating that these administrative team members viewed their superintendents as being somewhat less than ideal (Ideal) in his leadership behavior.

An examination of the divergence scores for Initiating Structure reveals that only the superintendent in District 5-2 was approaching the ideal (Ideal) in his leadership behavior on the Initiating Structure Dimension; while Districts 2-1, 4-2, and 5-4 would appear to be considerably less than ideal (Ideal) in the opinions of their administrative team members.

The superintendents viewed as being closer to the "Ideal" on both dimensions of leadership behavior were Districts 2-4, 2-5, 3-1, 4-1, 4-4, and 5-2. None of the administrative teams divergence scores were 0 or congruent. This finding would seem to indicate that none of the superintendents are actually (Real) behaving as their administrative teams believe the ideal (Ideal) leader should behave. They reveal that a few superintendents were approaching congruency in the opinions

of their administrative teams, while other administrative team scores did not approach the ideal standard on either Consideration and Initiating Structure Dimensions.

The Quadrant Analysis technique described earlier in this study as a measure to determine leadership effectiveness was used to designate by district the more effective leaders from those who were less effective. The group mean scores of the twenty-five administrative teams and their respective superintendents were used as coordinates to define the four quadrants. Next, the LBDQ-"Real" mean scores for both groups of respondents were assigned to the appropriate quadrant by using the assigned district code number.

The Administrative teams mean scores were assigned to the appropriate quadrant as illustrated on Table 17. The data indicated that only seven of the twenty-five so called "successful" superintendents were actually perceived by their administrative team members as being relatively effective leaders. However, twenty-two of the twenty-five administrative teams believed that this was how their superintendents should ideally behave as leaders.

Nine of the twenty-five administrative teams believed their superintendents belonged in the lower left quadrant. According to Halpin these superintendents would be classified as relatively ineffective leaders. While nine of the twenty-five successful superintendents were placed in this quadrant

Table 17. Distribution of administrative team members LBDQ-"Real" and "Ideal" mean scores, according to quadrants defined by coordinates of LBDQ-"Real" administrative team members group mean scores

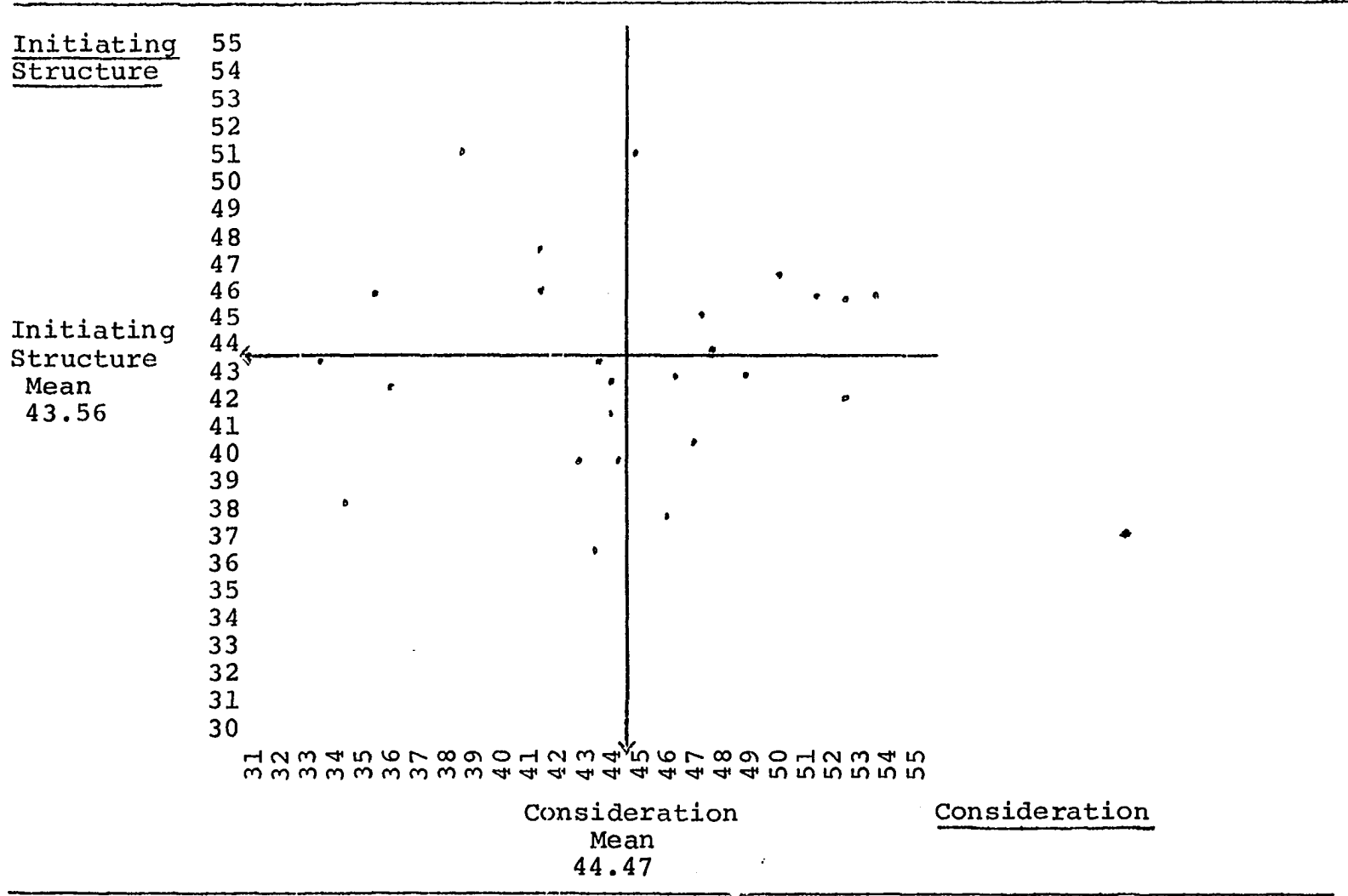
		<u>Consideration</u>		(Initiating Structure Real, Adm. Team) Mean = 43.56
<u>Initiating Structure</u>	Real = 4 Ideal = 1 Real (1-2, 1-4, 2-3, 3-2) Ideal (3-5)	Real = 7 Ideal = 22 Real (1-1, 2-4, 2-5, 3-1, 3-5, 4-2, 5-2) Ideal (1-1, 1-2, 1-4, 1-5, 2-1, 2-2, 2-3, 2-4, 2-5, 3-1, 3-2, 3-4, 4-1, 4-2, 4-3, 4-5, 5-1, 5-3, 5-4, 5-5)		
	Real = 9 Ideal = 0 Real (1-3, 2-1, 3-3, 3-5, 4-2, 4-3, 5-3, 5-4, 5-5) Ideal (Real = 5 Ideal = 2 Real (1-5, 2-2, 3-4, 4-4, 5-1) Ideal (1-3, 4-4)	Mean = 44.47	
		(Consideration, Real, Adm. Team)		

the administrative team members unanimously agreed that effective leaders should not be low in both Consideration and Initiating Structure. An examination of this would seem to indicate that the way the administrative team members believed their superintendents actually behaved is quite different from the way they believed their superintendents should ideally behave as leaders.

The administrative team's mean scores were plotted according to quadrants defined by coordinates and are shown on Table 18. This method provided a more accurate placement of the respective administrative "Real" mean scores. It should be pointed out that only four of the seven superintendents classified as being relatively effective leaders by their administrative team's scores just barely earned this distinction. Two of the seven could be classified as being borderline since their respective administrative team scores just placed them within the limits of the upper right quadrant. Also, five of the nine superintendents placed in the lower left quadrant are close to the mean on either the Consideration or Initiating Structure Dimensions.

The superintendent in district 4-3 was scored 34.500 on the Consideration dimension and 38.250 on the Initiating Structure Dimension by his administrative team placing him well down within the lower left quadrant. Relatively speaking this leader would seem to be the least effective leader, in the opinion

Table 18. Distribution of administrative team members LBDQ-"Real" mean scores plotted according to quadrants defined by coordinates of LBDQ-"Real" administrative team members group mean scores



of his administrative team members.

The distribution of the superintendents' LBDQ-Self "Real" and "Ideal" scores are presented in Table 19. Nineteen of the twenty-five participating superintendents agreed that ideally (Ideal) the most effective leaders should score high on the Consideration and Initiating Structure dimensions as defined by the upper right quadrant.

On the LBDQ-"Real" form only eight superintendents classified themselves as being relatively effective leaders by scoring themselves above the mean on both dimensions. Like their administrative team members the superintendents unanimously agreed that the most effective leaders ideally should not be low in Consideration and Initiating Structure. Only one administrative team agreed with their superintendent (5-2) that he was a relatively effective leader by virtue of scoring him above the mean on both dimensions.

The Quadrant Analysis technique is suggested by Halpin as one method of evaluating leadership effectiveness. It's usefulness as a measure of leadership behavior has been shown in earlier studies by Halpin and others. However, it should be remembered that the quadrants were defined by the "Real"-LBDQ scores for a specified group of participants. There was no attempt to adjust the mean scores in order to make the

Table 19. Distribution of superintendents self LBDQ-
 "Real" and "Ideal" scores according to quadrants
 defined by coordinates of LBDQ-"Real", superin-
 tendents self group mean scores

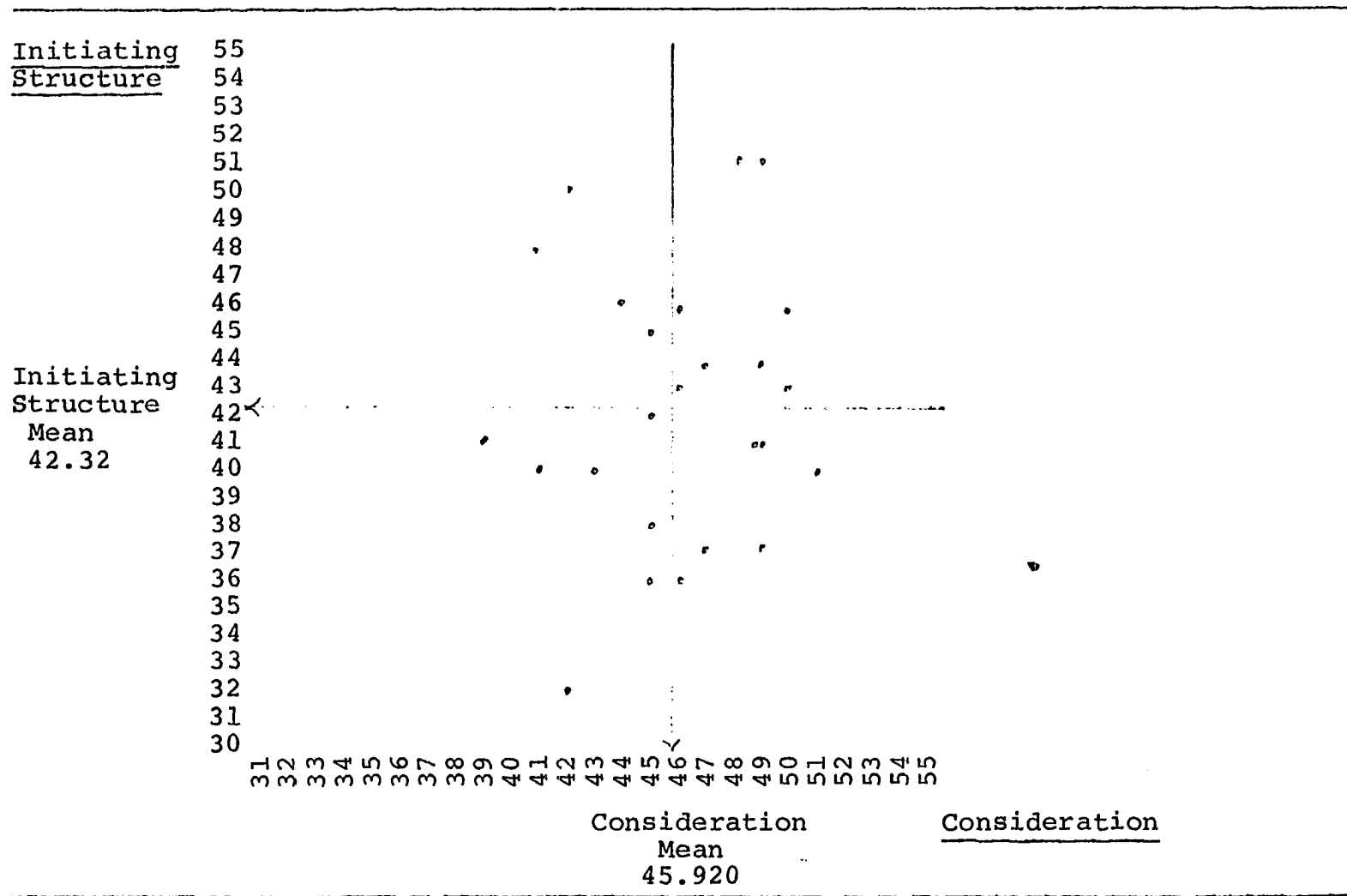
		<u>Consideration</u>		Mean=42.320 (Initiating Structure-Real, Self)
<u>Initiating Structure</u>	Real = 4	Real = 8		
	Ideal = 2	Ideal = 19		
	Real (1-2,3-3,4-3,5-5)	Real (1-4,1-5,2-3,3-2,3-4, 5-2,5-3,5-4)		
	Ideal (1-2,2-4)	Ideal (1-3,1-4,1-5,2-1,2-3, 2-5,3-1,3-2,3-3,3-4, 3-5,4-1,4-2,4-3,4-4, 5-2,5-3,5-4,5-5)		
	Real = 7	Real = 6		
	Ideal = 0	Ideal = 4		
	Real (1-1,1-3,2-1,2-4, 3-5,4-2,4-5)	Real (2-2,2-5,3-1,4-1,4-4, 5-1)		
	Ideal (Ideal (1-1,2-2,4-5,5-1)		
		Mean = 45.92		
(Consideration-Real, Self)				

quadrant assignment similar for both participating groups.

In summary, only seven of the administrative teams described their superintendents as being relative effective leaders by virtue of scoring them above the mean on the two dimensions of Consideration and Initiating Structure. Eight of the superintendents described themselves as being in the upper right quadrant. Only one superintendent, and his administrative team (5-2) perceived the superintendent to be above the mean on both dimensions. Nine superintendents were described by their administrative teams as relatively ineffective leaders by scoring below the mean on both dimensions on the LBDQ-"Real" form.

Again using the quadrant analysis technique superintendents "Real" individual scores were plotted according to quadrants and are shown in Table 20. This method provided a more accurate placement of where the superintendents' mean scores placed themselves within each quadrant. Two superintendents (1-4 and 5-3) scored themselves high enough on both dimensions to be placed well within the upper right quadrant indicating that they believe themselves to be relatively effective leaders. Apparently they do not lack confidence in their own leadership ability. Somewhat surprisingly one of the seven superintendents' self scores (1-3) placed himself well down in the lower left quadrant by scoring him 42.00

Table 20. Distribution of superintendent LBDQ-"Real" individual scores plotted according to quadrants defined by coordinates of LBDQ-"Real" superintendents individual scores



on the Consideration dimension and 32.00 on the Initiating Structure dimension. The fact that his administrative team scored him below the mean on both dimensions would appear to substantiate his ineffectiveness as a leader. Apparently he has a distorted view of the leadership behavior characteristics that an effective superintendent should possess.

Summary

Both descriptive and inferential statistics were used to interpret the data presented in Chapter IV. The individual and mean scores for the participants were compiled and examined to provide information about the manner in which the scores were distributed. The six null hypotheses were tested and presented in ANOV Tables to determine the mean score differences between the twenty-five superintendents as a group and the one hundred administrative team members as a group. Five of the six null hypotheses were rejected indicating that superintendents and administrative teams were generally in agreement as to the extent of leadership behavior displayed by the superintendents.

Individual differences among districts were examined and presented by the use of divergence scores and the quadrant analysis technique. The "Real" and "Ideal" leadership behavior for superintendents were examined on both dimensions

measured by the LBDQ. The findings revealed differences among individual districts which could have implications for the administrative "team" concept.

CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

If it is agreed that a close harmonious working relationship is necessary between a superintendent and his administrative team members, then the top executive must understand the perceptual relationships that exist between himself and his administrative team members. Similarly there is a need to know those behavioral characteristics that differentiate leadership ability among those people who occupy leadership positions.

Therefore, the major purpose of this study was to examine the self perceptions (Real) and expectations (Ideal) of selected superintendents and those perceptions (Real) and expectations (Ideal) held for them by their administrative team members. The study dealt with the Consideration and Initiating Structure dimensions of leadership behavior. Consideration refers to mutual trust, respect, friendship and warmth displayed by the leader toward his subordinates. Initiating Structure is indicative of the leader's behavior in delineating the relationship between himself and his subordinates. The leader establishes the line and staff organization, emphasizes communications, methods and procedures.

The study placed special emphasis on the extent of congruence between the administrative team's perceptions (Real)

of how their superintendents actually behaved as leaders and their expectations (Ideal) of how they should ideally behave as leaders. Those views of administrative teams who scored their superintendents closer to "0" were saying, in effect, that their leader was performing closer to the way the ideal leader should behave.

Null Hypothesis Number one:

There is no significant difference between successful superintendents' self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their group mean scores on the Consideration Dimension of the LBDQ.

The data used to test null hypothesis number one indicated that successful superintendents and administrative team members agreed on their perceptions (Real) of the leadership behavior of their superintendents on the Consideration dimension of the LBDQ. There was no significant difference on the LBDQ-"Real" Consideration dimension.

Null Hypothesis Number two:

There is no significant difference between successful superintendents' self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their group mean scores on the Initiating Structure Dimension of the LBDQ.

The analysis of variance F ratio computed for testing the second null hypothesis on the LBDQ-"Real" Initiating Structure dimension was not significant indicating that the superintendent and administrative team members agreed as to

the extent of Initiating Structure actually exhibited by the participating superintendents.

Null Hypothesis Number three:

There is no significant difference between successful superintendents' self perceptions (Real) of their own leadership behavior and those perceptions (Real) held for them by their administrative teams as measured by their average group mean scores on the Consideration and Initiating Structure dimensions of the LBDQ.

The data used to test the third hypothesis pertaining to the average group mean scores for both dimensions of Consideration and Initiating Structure on the LBDQ-"Real" form was found not to be significant. The null hypothesis was not rejected indicating that successful superintendents and the administrative teams agree as to the extent of Consideration and Initiating Structure leadership behavior actually (Real) shown by the superintendents.

Null Hypothesis Number four:

There is no significant difference between successful superintendents' self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their group mean scores on the Consideration Dimension of the LBDQ.

The fourth null hypothesis was rejected at the .01 level indicating that the two groups do not agree on the level of Consideration that their superintendents should ideally (Ideal) demonstrate. There was a significant difference between successful superintendents' self expectations (Ideal) and their administrative team expectations (Ideal) on the

Consideration dimension.

Null Hypothesis Number five:

There is no significant difference between successful superintendents' self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their group mean scores on the Initiating Structure Dimension of the LBDQ.

An analysis of variance F ratio computed for the fifth null hypothesis dealt with the LBDQ-"Ideal" Initiating Structure dimension. This treatment was used to express the self expectations (Ideal) of the participating superintendents and those expectations (Ideal) held for them by their administrative team members. The null hypothesis was not rejected, showing that superintendents and administrative team members agreed on the direction that the superintendents' leadership behavior should ideally (Ideal) take on the Initiating Structure dimension.

Null Hypothesis Number six:

There is no significant difference between successful superintendents' self expectations (Ideal) of their own leadership behavior and those expectations (Ideal) held for them by their administrative teams as measured by their average group mean scores on the Consideration and Initiating Structure Dimensions of the LBDQ.

The nonsignificant F ratio found for null hypothesis number six appeared to indicate that successful superintendents and their administrative teams agree on how superintendents should ideally (Ideal) behave as leaders when taking the average group mean scores for both dimensions.

Divergence scores compiled for administrative teams between their "Ideal" and "Real" responses on the LBDQ revealed a moderate relationship between Consideration and Initiating Structure dimensions. None of the administrative teams divergence scores were congruent (0). Apparently none of the superintendents are actually (Real) behaving as their administrative teams believe the ideal (Ideal) leader should behave. Several superintendents approach congruency on one dimension, but not the other, indicating only a slight relationship between the two dimensions of Consideration and Initiating Structure.

The quadrant analysis technique was used to examine the relationship between perceptions (Real) and expectations (Ideal) of the leadership behavior of the participating superintendents. The means of self perceptions (Real) scores of the twenty-five participating superintendents were used as coordinates for the four quadrants. Then, LBDQ-"Real" and "Ideal" scores of the twenty-five superintendents were assigned to the appropriate quadrants.

Those administrative teams who scored their respective superintendents above the mean on both dimensions of the LBDQ-"Real" form were placed in the upper right quadrant. These superintendents were said to be relatively effective leaders. Seven of the twenty-five participating superintendents were classified by their respective administrative

teams as being relatively effective leaders by virtue of their team members mean scores placing them in the upper right quadrant.

Those superintendents whose respective administrative team members mean scores placed them in the lower left quadrant were designated as being less effective. Nine of the so-called "successful" or "good" superintendents were placed in this quadrant by their respective administrative team members mean scores. By contrast, the twenty-five administrative team members mean scores indicated that they were unanimous in their belief that the "Ideal" superintendent should not be assigned to this quadrant.

Superintendents' self perceptions (Real) mean scores revealed that eight of the twenty-five superintendents perceived themselves as effective leaders by scoring above the mean on both dimensions. Conversely, seven superintendents scored themselves below the mean on both dimensions and were placed in the lower left quadrant. These superintendents individual self scores classified them as relatively ineffective leaders. Like the administrative team members, the superintendents were unanimous in their belief that the "Ideal" superintendent should not be low in both Consideration and Initiating Structure.

Only one administrative team (5-2) agreed with the self perception (Real) of their superintendent that he was a rela-

tively effective leader by virtue of scoring their leader above the mean on both dimensions and thereby assigning him to the upper right quadrant. Plotting the individual mean scores within these quadrants provided a more accurate placement of individual participating superintendents. One administrative team's mean scores placed their successful superintendent well down in the lower left quadrant which is the placement assigned to the relatively less effective leaders.

Limitations

The investigation was limited to the study of twenty-five so-called "Successful" or "good" superintendents and their four top administrative team members in the five states of Illinois, Iowa, Minnesota, Missouri, and Wisconsin. Only those superintendents who had been in their present positions for at least three years and who had a minimum student enrollment of 5,000 were eligible. The superintendents were selected by a panel of four knowledgeable within each of the five states included in the study. The data was based upon 100 per cent return of questionnaires and information sheets that had been mailed to the participants.

The study examined only the relationships between the selected superintendents and their four top administrative team members. Therefore, the conclusions could only be generalized for the population being studied and the region

defined.

Conclusions

Based upon the analysis of the data compiled for this study and within the limitations described above, the following conclusions can be presented.

Successful superintendents and their respective administrative teams generally agree on the extent and direction of the leadership behavior exhibited by the superintendents. It can be concluded that differences between successful superintendents as a group and their administrative teams as a group are minor. The only significant difference occurred on the LBDQ-"Ideal" Consideration dimension. It would seem reasonable to conclude that superintendents as a group believe that even more consideration should be afforded to team members than team members as a group expect.

It would seem reasonable to assume that successful superintendents and their administrative teams have similar perceptions (Real) and expectations (Ideal) of the superintendents' leadership role. Likewise, it would appear that the two dimensions of leadership behavior being studied are not independent. Apparently they do compliment each other as suggested in previous studies on the subject.

As previously indicated successful superintendents as a

group viewed their own leadership behavior similar to their administrative teams as a group. However, when examining individual superintendents and their respective administrative teams some differences of opinion among school districts were found. The smaller range of scores and the higher mean scores found in this study on the LBDQ-"Ideal" form for both superintendents and team members would seem to support Andrew Halpin's (18) belief that the most effective leaders will score high on both the Consideration and Initiating dimensions of the LBDQ-"Real" form.

The quadrant analysis technique provided more evidence to support this conclusion. Both reference groups agreed un-animously that relatively effective leaders should not score below the mean on both dimensions of the LBDQ-"Ideal" form. Effective leadership was recognized as high Consideration and Initiating Structure.

Discussion

The Leader Behavior Description Questionnaire used in this study indicated that successful superintendents and their administrative team members generally agreed on their observations of the "Real" and "Ideal" leadership behavior of successful superintendents on the Consideration and Initiating Structure dimensions of this instrument. Five of the six null hypothesis formulated for this study cast doubt

on any attempt to explain staff problems encountered by superintendents by saying there are differing perceptions of "Real" and "Ideal" leadership behaviors held by administrative team members for their superintendents than those held by the superintendents for themselves.

The only significant group mean difference for the six null hypotheses was found for successful superintendents versus administrative teams on the LBDQ-"Ideal" Consideration dimension. Apparently, superintendents are convinced of the need for more consideration shown to their team members because the significant finding revealed that superintendents' as a group should display even more consideration to team members than the team members think is needed.

Divergence scores compiled for this study indicated that congruence (0) did not exist on either dimension of the LBDQ between individual successful superintendents and their respective administrative team members as to how they view the superintendents leadership role. This finding caused the writer to reflect if it is realistic to believe that successful superintendents and their respective team members could ever view the superintendents leadership role exactly alike.

The LBDQ can be used by school administrators to determine the perceptions (Real) and expectations (Ideal) of the leadership behavior of school superintendents. However, this instrument should only be used in conjunction with other

instruments which measure experience, personality and situational variables. Likewise, there is some question as to the complete objectivity of an individual who must rate his own effectiveness in a particular field, such as a superintendent's self perceptions (Real) on the LBDQ. Based upon data compiled for this study some superintendents apparently have an over-inflated view of their own effectiveness as leaders, while others responded in a fashion which would indicate extreme modesty on their part. The foregoing observations were deduced from the superintendents' self perceptions (Real) of their own leadership behavior.

The quadrant analysis technique proved to be a useful measure for evaluating individual leadership effectiveness on the LBDQ. This technique disclosed a lack of agreement by participating superintendents and their respective administrative teams in their perceptions (Real) and expectations (Ideal) of the superintendent's leadership behavior as measured by their mean scores on the LBDQ. By observation, there were approximately the same number of superintendents (8) who perceived themselves to be relatively effective leaders as those administrative team members (7) who believed their respective superintendents to be relatively effective leaders. Unfortunately, only one administrative team (5-2) and their respective superintendent (5-2) both agreed that he was a relatively effective leader.

Both superintendents and principals agreed unanimously

that the "Ideal" superintendent should not score below the mean on both dimensions of the LBDQ. Curiously, nine so-called successful superintendents were perceived by their administrative team members as being relatively successful leaders. Even more interesting was the fact that seven superintendents perceived themselves as belonging in the lower left quadrant indicating relatively ineffective leadership behavior. Authorities agree that high Consideration and Initiating Structure mean scores are desirable objectives for effective leaders. The difficulty arises in determining the methods for bringing about this type of leadership behavior.

The LBDQ-"Real" and "Ideal" forms could be administered by the superintendent to prospective administrative team members to determine an applicant's (Real) and expectations (Ideal) of his own leadership behavior, and that of other members of the superintendent's administrative team. Several authorities are now espousing the concept of the administrative cabinet theory whereby finding the right combination and selecting team members to fit the superintendent's design is the first step toward developing a strong administrative team. Others, however, will contend that a certain amount of abrasion is necessary to stimulate individuals to their best efforts. Naturally, one must seek the happy medium.

Recommendations for Further Study

During the period of research for this study, difficulties related to the investigation of perceptions (Real) and expectations (Ideal) of the leadership behavior of successful superintendents soon became obvious. These problems bear closer examination and are recommended for further study.

The instrument used for this study was inadequate in determining more precise leadership behavior characteristics necessary for successful superintendents. Only two dimensions of leadership behavior were measured. It would appear that successful superintendents will possess vastly different leadership behavior characteristics that could influence their effectiveness as leaders in different positions. It is the contention of the writer that the leadership behavior of all superintendents is conditioned and modified by numerous factors. Unfortunately, the limitations of the Leader Behavior Description Questionnaire did not permit an expanded investigation of this topic. Further, difficulties were encountered in administering the instrument and converting the obtained data to statistical treatment.

The study examined only the relationships between so-called "successful" or "good" superintendents and their administrative teams. Therefore, the findings could only be generalized for the one reference group involved in the study.

It would seem to be desirable to include more than one reference group to do the evaluating of the leadership behavior of superintendents. School board members and selected patrons of a superintendent's school district could provide data necessary for a more thorough investigation of the superintendent's leadership behavior.

There appears to be a need to coordinate the findings of all studies on effective leadership behavior and "success." Numerous studies have concentrated on the study of leadership behavior, but few have dealt with success or "successful" leaders, and these attempts have been uncoordinated and fragmented. Also, much more research is needed in examining the now popular administrative team concept and its relationship to the school superintendency. Is commonality of perceptions of top administrative levels really necessary for a successful school operation.

A future study should attempt to synthesize the research on the administrative team concept and how it relates to effective leadership behavior among members of the team. Included should be an examination of the competencies and personality characteristics that a superintendent should possess as the leader of the administrative team. Likewise, the effect of situational variables on superintendents and administrative team members should be investigated. The number of team members and the organizational hierarchy of a school

district could effect leadership behavior effectiveness.

Further research is needed to correlate findings of divergence scores using an item by item analysis of the LBDQ. Such a procedure could reveal those specific items that contribute significantly to the superintendent's success or failure as a leader. Such a study could seek an answer to the problem that occurred in the present investigation when little or no congruence was found in many districts between the way the administrative team members (Real) viewed their superintendent as a leader and how they believed he should ideally (Ideal) behave as a leader.

The population studied prevented the writer from generalizing the findings beyond the scope of the sample being investigated. So-called "nonsuccessful" superintendents and those superintendents in districts of less than 5,000 student enrollment may have leadership behavior characteristics similar to those involved in this study. If, as this study shows, successful superintendents and their administrative teams agree on the extent of leadership behavior demonstrated by the successful superintendents, then will nonsuccessful superintendents' subordinates perceive their superintendents the same way? Can the same generalizations be made for all persons who occupy administrative team or cabinet positions in public school systems? Do principals, supervisors, central office personnel, etc., need to possess the same leadership behavior

characteristics as the superintendent or do these people need to possess different leadership behavior characteristics depending on the team or cabinet position they hold? For these reasons it is recommended that a future study concern itself with the leadership behavior characteristics that administrative team members need to possess.

The rating of the group of knowledgeable appeared to be satisfactory for the purposes of this study, but the findings indicated that selected "successful" superintendents were picked on the basis of reputation by a group outside the local community. Early in the research conducted for this study it soon became apparent that several of the administrative teams did not share the knowledgeable opinion of their superintendents' leadership behavior. Is it reasonable to assume that local board members and patrons of the districts selected for this study concurred in their administrative team's belief that their superintendents were not effective leaders?

A future study should attempt to distinguish between the terms "effective" and "successful". Is an "effective superintendent a "successful" one? It would seem that the two terms are not necessarily synonymous. A future study should seek to find answers to this and other questions related to a superintendent's success and leadership behavior characteristics.

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APPENDIX A: LEADER BEHAVIOR DESCRIPTION
QUESTIONNAIRE-REAL, 1957

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LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Developed by staff members of
The Ohio State Leadership Studies

Name of Leader Being Described _____

Name of Group Which He Leads _____

Your Name _____

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term, "*group*," as employed in the following items, refers to a department, division, or other unit of organization which is supervised by the person being described.

The term "*members*," refers to all the people in the unit of organization which is supervised by the person being described.

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Columbus, Ohio 43210

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DIRECTIONS:

- a. **READ** each item carefully.
- b. **THINK** about how frequently the leader engages in the behavior described by the item.
- c. **DECIDE** whether he always, often, occasionally, seldom or never acts as described by the item.
- d. **DRAW A CIRCLE** around one of the five letters following the item to show the answer you have selected.

A—Always
B—Often
C—Occasionally
D—Seldom
E—Never

- | | | | | | |
|---|---|---|---|---|---|
| 1. He does personal favors for group members. | A | B | C | D | E |
| 2. He makes his attitudes clear to the group. | A | B | C | D | E |
| 3. He does little things to make it pleasant to be a member of the group. | A | B | C | D | E |
| 4. He tries out his new ideas with the group. | A | B | C | D | E |
| 5. He acts as the real leader of the group. | A | B | C | D | E |
| 6. He is easy to understand. | A | B | C | D | E |
| 7. He rules with an iron hand. | A | B | C | D | E |
| 8. He finds time to listen to group members. | A | B | C | D | E |
| 9. He criticizes poor work. | A | B | C | D | E |
| 10. He gives advance notice of changes. | A | B | C | D | E |
| 11. He speaks in a manner not to be questioned. | A | B | C | D | E |
| 12. He keeps to himself. | A | B | C | D | E |
| 13. He looks out for the personal welfare of individual group members. | A | B | C | D | E |
| 14. He assigns group members to particular tasks. | A | B | C | D | E |
| 15. He is the spokesman of the group. | A | B | C | D | E |
| 16. He schedules the work to be done. | A | B | C | D | E |
| 17. He maintains definite standards of performance. | A | B | C | D | E |
| 18. He refuses to explain his actions. | A | B | C | D | E |

19. He keeps the group informed.	129	A	B	C	D	E
20. He acts without consulting the group.		A	B	C	D	E
21. He backs up the members in their actions.		A	B	C	D	E
22. He emphasizes the meeting of deadlines.		A	B	C	D	E
23. He treats all group members as his equals.		A	B	C	D	E
24. He encourages the use of uniform procedures.		A	B	C	D	E
25. He gets what he asks for from his superiors.		A	B	C	D	E
26. He is willing to make changes.		A	B	C	D	E
27. He makes sure that his part in the organization is understood by group members.		A	B	C	D	E
28. He is friendly and approachable.		A	B	C	D	E
29. He asks that group members follow standard rules and regulations.		A	B	C	D	E
30. He fails to take necessary action.		A	B	C	D	E
31. He makes group members feel at ease when talking with them.		A	B	C	D	E
32. He lets group members know what is expected of them.		A	B	C	D	E
33. He speaks as the representative of the group.		A	B	C	D	E
34. He puts suggestions made by the group into operation.		A	B	C	D	E
35. He sees to it that group members are working up to capacity.		A	B	C	D	E
36. He lets other people take away his leadership in the group.		A	B	C	D	E
37. He gets his superiors to act for the welfare of the group members.		A	B	C	D	E
38. He gets group approval in important matters before going ahead.		A	B	C	D	E
39. He sees to it that the work of group members is coordinated.		A	B	C	D	E
40. He keeps the group working together as a team.		A	B	C	D	E

APPENDIX B: LEADER BEHAVIOR DESCRIPTION
QUESTIONNAIRE-IDEAL, 1957

**IDEAL LEADER BEHAVIOR
(What You Expect of Your Leader)**

**Developed by Staff members of
The Ohio State Leadership Studies**

On the following pages is a list of items that may be used to describe the behavior of your supervisor, as you think he *should* act. This is not a test of ability. It simply asks you to describe what an ideal leader *ought to do* in supervising his group.

Note: The term, "group," as employed in the following items, refers to a department, division, or other unit of organization which is supervised by the leader.

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DIRECTIONS:

- a. READ each item carefully.
- b. THINK about how frequently the leader *SHOULD* engage in the behavior described by the item.
- c. DECIDE whether he *SHOULD* always, often, occasionally, seldom or never act as described by the item.
- d. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

- A = Always
- B = Often
- C = Occasionally
- D = Seldom
- E = Never

What the IDEAL leader SHOULD do:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Do personal favors for group members..... | A | B | C | D | E |
| 2. Make his attitudes clear to the group..... | A | B | C | D | E |
| 3. Do little things to make it pleasant to be a member of the group..... | A | B | C | D | E |
| 4. Try out his new ideas with the group..... | A | B | C | D | E |
| 5. Act as the real leader of the group..... | A | B | C | D | E |
| 6. Be easy to understand..... | A | B | C | D | E |
| 7. Rule with an iron hand..... | A | B | C | D | E |
| 8. Find time to listen to group members..... | A | B | C | D | E |
| 9. Criticize poor work..... | A | B | C | D | E |
| 10. Give advance notice of changes..... | A | B | C | D | E |
| 11. Speak in a manner not to be questioned..... | A | B | C | D | E |
| 12. Keep to himself..... | A | B | C | D | E |
| 13. Look out for the personal welfare of individual group members..... | A | B | C | D | E |
| 14. Assign group members to particular tasks..... | A | B | C | D | E |
| 15. Be the spokesman of the group..... | A | B | C | D | E |

- | | | | | | |
|--|---|---|---|---|---|
| 16. Schedule the work to be done..... | A | B | C | D | E |
| 17. Maintain definite standards of performance..... | A | B | C | D | E |
| 18. Refuse to explain his actions..... | A | B | C | D | E |
| 19. Keep the group informed..... | A | B | C | D | E |
| 20. Act without consulting the group..... | A | B | C | D | E |
| 21. Back up the members in their actions..... | A | B | C | D | E |
| 22. Emphasize the meeting of deadlines..... | A | B | C | D | E |
| 23. Treat all group members as his equals..... | A | B | C | D | E |
| 24. Encourage the use of uniform procedures..... | A | B | C | D | E |
| 25. Get what he asks for from his superiors..... | A | B | C | D | E |
| 26. Be willing to make changes..... | A | B | C | D | E |
| 27. Make sure that his part in the organization is understood
by group members..... | A | B | C | D | E |
| 28. Be friendly and approachable..... | A | B | C | D | E |
| 29. Ask that group members follow standard rules and regulations..... | A | B | C | D | E |
| 30. Fail to take necessary action..... | A | B | C | D | E |
| 31. Make group members feel at ease when talking with them..... | A | B | C | D | E |
| 32. Let group members know what is expected of them..... | A | B | C | D | E |
| 33. Speak as the representative of the group..... | A | B | C | D | E |
| 34. Put suggestions made by the group into operation..... | A | B | C | D | E |
| 35. See to it that group members are working up to capacity..... | A | B | C | D | E |
| 36. Let other people take away his leadership in the group..... | A | B | C | D | E |
| 37. Get his superiors to act for the welfare of the group members..... | A | B | C | D | E |
| 38. Get group approval in important matters before going ahead..... | A | B | C | D | E |
| 39. See to it that the work of group members is coordinated..... | A | B | C | D | E |
| 40. Keep the group working together as a team..... | A | B | C | D | E |

APPENDIX C: LETTER TO PANEL OF KNOWLEDGEABLES EXPLAINING
THE STUDY AND REQUESTING THEIR PARTICIPATION IN IT

Dear Sir:

I am a practicing superintendent and doctoral candidate working on my dissertation.

I am beginning work on a research project which is designed to develop a better understanding of the leadership behavior characteristics of superintendents of public school systems. The study will involve selected superintendents in the states of Illinois, Iowa, Minnesota, Missouri, and Wisconsin, who are in districts with minimum enrollments of 5,000 students, and have been in their present positions for at least three years.

You are one of four knowledgeable within your state who is being asked to serve as a member of an anonymous panel to select ten so-called "successful" or "good" superintendents from your state. Your ten selections will be compared to those of the other three panel members to determine five "successful" or "good" superintendents from your state. The five selected superintendents from each of the states and four of their administrative team members will be invited to participate in the project. At no time throughout the project will you or the selected superintendents be identified by name or position.

I realize that you are an extremely busy person. This project, therefore, has been organized to require only a few minutes of your valuable time.

Enclosed you will find a list of those public school systems in your state that have minimum enrollments of 5,000 students. Will you please fill in the names of the ten "successful" or "good" superintendents, corresponding to the name of their districts. The only requirement is that each of the ten superintendents named by you have been in their present positions for at least three years. Will you kindly return the attached form with the names of the ten superintendents filled in.

May I extend my personal and sincere gratitude to you for your willingness to be of assistance to me in this project.

Sincerely yours,

Clark A. Stevens, Superintendent
Nevada Community School District
Nevada, Iowa

APPENDIX D: LETTERS TO SELECTED SUPERINTENDENTS EXPLAINING
THE STUDY AND REQUESTING THEIR PARTICIPATION IN IT

9th & I Street
Nevada, Iowa

February 1, 1972

Dear Fellow Superintendent:

I am a superintendent and doctoral candidate working on the last phase of my dissertation.

You have been selected as one of five "successful" superintendents in your state by a panel of four educators who hold distinguished positions in your state. This is particularly commendable since you were selected from among many excellent school administrators.

I am doing my research project at Iowa State University under the direction of Dr. Ross Engel. The project involves a comprehensive study of the leader behavior characteristics of successful superintendents. Specifically it is a study of the expectations and perceptions of the leader behavior characteristics of successful superintendents and their administrative teams in five midwestern states (Illinois, Iowa, Minnesota, Missouri, and Wisconsin).

I would be grateful to you if you would agree to participate in the project along with the four top members of your administrative team. I realize that you and your administrative team members are extremely busy people and I am hesitant to encroach upon your time, but I do need your assistance. I earnestly hope you will agree to participate in the project.

Basically, this is what is involved in the study:

1. You and your four top administrative team members will be asked to answer the Ideal and Real forms of the Leader Behavior Description Questionnaire which was developed in leadership studies at Ohio State University. The questionnaire should take no more than twenty to thirty minutes to answer.
2. You will be given the Real form and asked how you think you behave as a leader.
3. You will then be asked to respond in the same manner to the Ideal form to indicate how you believe you should behave as a leader.

4. Each of your four top administrative team members will also be asked to respond to both forms. The Real form will describe how they believe you behave as a leader and the Ideal form will describe how they believe you should behave as a leader.

If you are agreeable please return the enclosed postcard. Upon receiving a favorable reply, sufficient copies of the questionnaire will be forwarded to you. At the completion of the study I will then send you a summary of the findings.

In order to protect the anonymity of you and your team members, all information received will be treated in a confidential manner. Your name and the names of your team members will not appear on the completed questionnaires. I will send enough self-addressed envelopes so that each respondent may return his completed questionnaire directly to me.

I sincerely hope you will agree to participate in the project. Kindly return the enclosed postcard with your reply at your earliest possible convenience.

Sincerely,

Clark A. Stevens

APPENDIX E: THANK YOU LETTER TO SUPERINTENDENTS FOR AGREEING
TO PARTICIPATE IN THE STUDY AND GENERAL INSTRUCTIONS

Dear Superintendent:

Thank you for agreeing to participate in my research project. the fact that you were willing to take time from your busy schedule to complete this questionnaire is indicative of why you were selected as a "successful" superintendent.

Enclosed you will find five packets of materials for you and your four top administrative team members. Please select the packet headed "Superintendent's Data Sheet and Instructions", complete and return to me in one of the enclosed self addressed envelopes.

Next, distribute the remaining packets to your four top administrative team members and ask them to complete their questionnaires and return them directly to me in the self addressed envelopes provided for them.

Again may I extend my sincere thanks to you as a leading superintendent for consenting to participate in this study. Your cooperation will help insure my success in acquiring the information needed for the completion of this project.

I plan to send you a summary of the research findings upon the completion of the study.

Sincerely,

Clark A. Stevens

APPENDIX F: SUPERINTENDENT'S DATA SHEET
AND INSTRUCTIONS

SUPERINTENDENT'S DATA SHEET

AND

INSTRUCTIONS

Name of District _____

Respondent's Age _____

Number of Years Experience as a Superintendent _____

Highest College Degree Earned _____

Graduate Field in Which Last Degree Was Obtained _____

Size of System (No. of Professional Staff) _____

Size of System (No. of Pupils) _____

-
1. Attached you will find two forms of the Leader Behavior Description Questionnaire.
 2. On the "Real" (blue) form please indicate how you believe you actually behave as a leader. Each statement describes actual ("Real") leader behavior and will be marked by drawing a circle around the letter you feel is the appropriate answer.
 3. On the "Ideal" (yellow) form please indicate how you believe you should ideally behave as a leader. Each statement describes how you should ideally ("Ideal") behave as a leader and will be marked by drawing a circle around the letter you feel is the appropriate answer.
 4. Do not accept any help in answering the questionnaire.
 5. Answer all statements.
 6. The report of the findings will be completely anonymous. The data will be held in the strictest confidence and no superintendent or administrative team member will be named in the research project.
 7. Please complete as soon as possible and return in the self addressed envelope provided for you.

APPENDIX G: ADMINISTRATIVE TEAM MEMBERS DATA
SHEET AND INSTRUCTIONS

ADMINISTRATIVE TEAM MEMBER'S

DATA SHEET

AND

INSTRUCTIONS

Name of District _____

Respondent's Age _____

Title of Present Administrative Position _____

Number of Years in Present Position _____

Number of Years of Administrative Experience _____

Highest College Degree Earned _____

Graduate Field in Which Last Degree Was Obtained _____

The writer appreciates your willingness to participate in this research project along with your superintendent. Your cooperation as an administrative team member is essential in order for the project to be successful. Please read the directions below before answering the questionnaire.

1. Attached, you will find two forms of the Leader Behavior Description Questionnaire, which was developed in Leadership studies at Ohio State University. It is a questionnaire on which you may describe the leader behavior of your superintendent.
2. On the "Real" (blue) form please indicate how you believe your superintendent actually behaves as a leader. Each statement describes actual ("Real") leader behavior and will be marked by drawing a circle around the letter you feel is the appropriate answer.
3. On the "Ideal" (yellow) form please indicate how you believe your superintendent should ideally behave as a leader. Each statement describes ideal behavior and will be marked by drawing a circle around the letter you feel is the appropriate answer.

4. Do not accept any help in answering the questionnaire.
5. Answer all statements.

Your answers will not be seen by your superintendent. The report of the findings will be completely anonymous and held in the strictest confidence.

Please complete as soon as possible and return in the self addressed envelope provided for you.