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AN ANALYSIS OF MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE AND THE LEADER BEHAVIOR OF SUPERINTENDENTS

by
John Adams Beckwith

A dissertation submitted in partial fulfillment
of the requirements for the degree of
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Doctoral Committee:

Assistant Professor Gerald G. Mansergh, Chairman
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Professor Frederick W. Bertolaet
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ABSTRACT

AN ANALYSIS OF MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE AND THE LEADER BEHAVIOR OF SUPERINTENDENTS

by

John Adams Beckwith

Chairman: Gerald G. Mansergh

The major problem of this investigation was to analyze the relationship between management team patterns of school organizational structure and the leader behavior of the superintendent. Two other relationships, (1) school district size and superintendent's leader behavior and (2) management team members' position and superintendent's leader behavior, were also investigated.

In forty-six metropolitan Detroit school districts, the Questionnaire-Patterns of School Organizational Structure identified four management team patterns of school organizational structure: (1) single districts where the superintendent meets with just one group that includes all the management team members or their representatives (seventeen districts); (2) dual districts where the superintendent meets with a group that includes all the management team members or their representatives plus a group that includes just central administrators (thirteen districts); (3)

multiple districts where the superintendent meets with a group that includes all the management team members or their representatives and one or more groups that include different segments of the management team (eleven districts); and (4) divisional districts where the superintendent does not meet with a group that includes all the management team members or their representatives, but meets with one or more groups that include different segments of the management team (five districts).

The Leader Behavior Description Questionnaire-Form XII was used to obtain the superintendent's leader behavior as viewed by management team members. The 329 team members who comprised the sample consisted of 43 superintendents, 74 central administrators, 74 secondary principals, 65 assistant secondary principals, and 73 elementary principals.

For the three relationships studied, a one-way analysis of variance was calculated. Also computed were frequency and percentage distribution tables and the Pearson chi squared test of association for the responses to the 100 LBDQ-XII statements.

Out of seventy-two possible comparisons in the perceptions by management team members of superintendent's leader behavior on the LBDQ-XII dimensions between school districts with single, dual, multiple or divisional management team patterns of school organizational structure, only

seven proved to be significant at the .05 level. Thus, the management team patterns of school organizational structure account for minimal differences in a superintendent's leader behavior.

Examining school district size and superintendent's leader behavior, superintendents in large size districts (6,000 or more students) are perceived significantly higher (.05) by management team members as displaying behavior more characteristic of the Demand Reconciliation, Tolerance of Uncertainty and Predictive Accuracy dimensions than are superintendents in middle size districts (less than 6,000 students). This finding, coupled with higher perceptions of a superintendent's behavior in large size districts on six other LBDQ-XII dimensions, suggests that superintendents in large size school districts tend to involve management team members more than do superintendents in middle size school districts.

On the Tolerance of Freedom, Consideration and Integration dimensions, the superintendents view their behavior to be significantly higher at the .05 level than do all the other management team members (central administrators, secondary principals, assistant secondary principals and elementary principals). Thus, coupled with nine other significant differences (.05) on three other LBDQ-XII dimensions among management team members, a lack of congruence exists in the perceived leader behavior of the superintendent and one could assume that the greater the lack of

congruence, the less effective the management team concept.

Thus, this study found significant differences in the perceived leader behavior of superintendents due to management team members' position, school district size and to a lesser degree, management team patterns of school organizational structure.

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CHAPTER I

INTRODUCTION

Statement of the Problem

This is a study undertaken to analyze the relationship between management team patterns of school organizational structure and the leader behavior of superintendents. More specifically, the study examines the relationships between the different types of administrative teams or groups in a school district that meet with the superintendent periodically in the consideration of system-wide problems and the leader behavior of superintendents, as perceived by themselves, central administrators, secondary school principals, assistant secondary school principals & elementary school principals.

Background of the Study

The management team concept in school administration is rapidly being adopted by school districts in Michigan. Historically, administrators have been the negotiators for teacher desires for change. The superintendent, in co-operation with other school administrators, typically urged boards of education to increase the economic status of teachers, to approve curriculum changes and to improve the teachers' working conditions.

There occurred, however, a disruption in this traditional administrative role because of collective negotiations. Teacher associations and unions now bargain directly with a board appointed negotiating team about economic conditions, curriculum matters and other working conditions. As a result, the management team concept evolved in an attempt to redefine administrative roles.

The recent Michigan Labor Relations Board's "Hillsdale Decision" provides further support for the management team concept. The Board ruled that under Public Act 379, the legislation that permits collective bargaining by public employees in Michigan, all the administrators of the Hillsdale Public Schools, except the Superintendent, Assistant Superintendent and Business Manager, may enter into collective negotiations with the Hillsdale Board of Education.[1] Undoubtedly, a number of school boards have embraced the management team concept out of fear that the district administrators might form their own bargaining unit.

The Michigan School Board Association, the Metropolitan Detroit Bureau of School Studies, the Michigan Congress of School Administrator Associations, the Michigan Association of Secondary School Principals, and the Michigan

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[1] "Hillsdale, Michigan, Ruling Gives Administrator's Right to Bargain," Educators Negotiating Service-Complete Texts (January 15, 1969), 1-5.

Association of Elementary School Principals are all actively interested in the development of the management team concept. The Michigan School Board Journal within the last year published articles by Heselton, Pinis, Walker and Hammel[1] with varying observations on the management team concepts. In addition, the management team concept was the main topic during the morning session of the "Orientation for New School Board Members" on July 23, 1969, at Eastern Michigan University.

"Improving the Management Team" was the theme for the Metropolitan Detroit Bureau of School Studies' annual School Administrators' Management Lab in October of 1969, at Waldenwoods in Hartland, Michigan. The Executive Board of the Bureau on September 19, 1969, agreed to sponsor this study, as well.

The Michigan Congress of School Administrator Associations, the Michigan Association of Secondary School Principals and the Michigan Association of Elementary School

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[1]Frank Heselton, "Management Team Concept from Board Member's Viewpoint," Michigan School Board Journal, XV (January,1969), 6,23; Fritz Pinis, "The Management Team Concept Myth or Reality," Michigan School Board Journal, XV (January, 1969), 7; Robert Walker, "The Management Team Concept," Michigan School Board Journal, XV (January, 1969), 8-9; Robert Walker and Eugene C. Hammel, "Management by Design-Using the Team Approach," Michigan School Board Journal, XVI (February, 1969), 12-14.

Principals[1] have all adopted similar positions on the management team concept. Acceptance of the concept by school boards throughout Michigan presents evidence of the success of their respective positions.

The concern about the management team is not only centered in Michigan. The situation is slightly different in Wisconsin. The Wisconsin Employment Relations Commission ruled that administrators in Wisconsin are part of school management and, as a result, are not permitted to organize and/or bargain collectively with their school boards. In addition, the Board of Directors of the Wisconsin Association of School Boards in March of 1969, approved a policy statement on the management team concept. The brief declaration describes the background, characteristics and role of the school principal as a member of the management team. The Board urges local school boards and administrators to adopt and implement the management team concept in public school management.[2]

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[1] "Management Team Concept," a position statement by the Michigan Congress of School Administrator Associations, March 21, 1968; "A Time for Reflection and Reinforcement," Michigan Association of Secondary School Principals Bulletin, X (April, 1969), 1; David C. Smith, The Management Team-A Position Paper (East Lansing, Mich.: Michigan Association of Elementary School Principals, August 13, 1968).

[2] "Wisconsin School Boards Association Takes Position on Principal's Management Role in Negotiations," Educators Negotiating Service (May 1, 1969), 75-6.

Significance of the Study

Lester W. Anderson's recent article in the Michigan Journal of Secondary Education deals with the relevant issues inherent in the management team concept. Four viewpoints about management team are presented. They are: the principal's, the board of education's, the superintendent's and the legal. On the whole, management team revolves around two main questions: 1) Do all parties really want a working relationship based on participation in policy formulation? and 2) Is the organizational structure designed to keep communication open in the decision making process?[1]

This research is concerned about the latter question, management team patterns of school organizational structure. To date, no investigation has concentrated on the varying types of management team patterns of organizational structure in the public schools. Bidwell, in a review of the studies focusing on the school as a formal organization, states:

> . . . There are apparently no published studies of relationships between superintendent and principal . . . despite the central importance of middle-level administrative echelons in the functioning of school systems. In addition, there are, it seems, no inquiries into the articulation of school units and system-level administrative structures, despite the questions raised by the structural looseness of school systems.[2]

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[1]Lester W. Anderson, "Management Team Concept," Michigan Journal of Secondary Education, X (Spring, 1969), 24-33.

[2]Charles E. Bidwell, "The School as a Formal Organization," in Handbook of Organizations, ed. by James G. March (Chicago: Rand McNally & Company, 1965), pp. 1001-02.

This study is important to the field of educational administration since it provides a description of the various management team patterns of school organizational structure.

The second phase of the research examines relationships between the different types of management team patterns of school organizational structure and the leader behavior of the superintendent. The management team pattern of school organizational structure in the school district may determine the style of the superintendents' leader behavior. According to McGregor, who analyzed numerous leadership studies, leader behavior evolves from the interaction of four basic variables: (1) the personality traits of the leader, (2) the attitudes, needs and other individual features of the followers, (3) the organizational structure, purposes and tasks, and (4) the overall climate of society.[1] The leader behavior of an elementary school principal, who has daily face-to-face experiences with most of the teachers, in the school work group, is affected by McGregor's four basic variables. However, in a complex organization like a school district where the superintendent has a limited number of face-to-face interactions with other members of the management team, the organizational structure is the most important variable in shaping the leader behavior of the superintendent as perceived by management team members.

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[1]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Company, 1960), p. 182.

The other three variables contribute to the superintendents' behavior, but the management team patterns of school organizational structure establish the type and amount of interaction between the superintendent and other members of the management team and in turn the leader behavior of the superintendent. If different styles of leader behavior can be identified with the separate management team patterns of school organizational structures, then recommendations to the field of educational administration can be made to indicate which management team patterns of school organizational structure result in different styles of leader behavior for the superintendent. Such findings could make this research relevant to the various school districts that function with or are considering the establishment of the management team concept.

Definition of Terms

Most of the terms in this study are used in the context usually found in the literature. Terms unique to this investigation, however, are defined as follows:

Central Administrators.--consists of all administrators, supervisors or directors who operate out of the central office and have system-wide responsibilities.

Elementary Schools.--are those schools where most of the students are less than twelve years of age.

Large School Districts.--are those districts with a student membership of 6,000 or more on September 27, 1968.

LBDQ-XII.--Leader Behavior Description Questionnaire, Form XII, Revised.

Management Team Members.--include the superintendent, central administrators, secondary school principals, assistant secondary school principals and elementary school principals.

Management Team Patterns of School Organizational Structure.--are the administrative team or groups in a school district that meet with the superintendent periodically in consideration of system-wide problems.

Middle Size School Districts.--are those districts with a student membership of less than 6,000 on September 27, 1968.

Secondary Schools.--are those schools where most of the students are more than twelve years of age.

Organization of the Study

Chapter I presents the statement of the problem, background of the study, significance of the study, definition of terms and the organization of the study.

Chapter II provides a review of selected literature related to the study. The major areas included are: (1) the management team concept in school administration, (2) organizational involvement, and (3) leadership.

A detailed description of the design of the study is found in Chapter III. The relationship to other studies, the instruments, the hypotheses, the setting of the study,

the data gathering procedures, the sample returns, the method of statistical analysis and limitations of the study are presented in this chapter.

The findings of the study according to the three hypotheses are revealed in Chapter IV. Finally, Chapter V summarizes the study and presents the conclusions.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The literature reviewed in this chapter is designed to establish a relationship between the management team concept in school administration, organizational involvement and leadership. It also presents support for the basic design of this study outlined in Chapter III.

The literature from the fields of education, psychology, sociology, social psychology and business administration were reviewed. The synthesis of the literature appears under three major areas: (1) the management team concept in school administration, (2) organizational involvement and (3) leadership.

The Management Team Concept in School Administration

The ideas inherent in the management team concept in school administration are found under such titles as "democratic administration," "group-participative approach," "human relations," "pluralistic, collegial concept," "9,9 managerial style," "Theory Y," "participation" and of course, "management team." The various titles contribute to a state of confusion concerning the basic characteristics of the

effective management team. Anderson asserts the need for such a description by declaring:

> . . . agreement of the term[management team concept in school administration] will eventually crystallize from these discussions. Hopefully, basic principles will be identified also which will provide a basis for establishing guidelines for administrators to follow in their tasks of conducting the daily affairs of the school more effectively.[1]

The synthesis below describes for school administrators the major characteristics of the effective management team found in the varied literature.

The management team concept in education basically refers to the involvement of all levels of administration in the decision making process when the decision directly affects their professional responsibilities.[2] For example, many decisions affecting a building principal's professional responsibilities are determined in teacher negotiations. Under the management team concept of school administration, the building principals must be involved, in some manner, in the preparation for bargaining and in the actual negotiating sessions.

Why operate with the management team concept in school administration? Why involve administrators in decisions that directly affect their professional responsibilities? In Michigan, some school boards have formally

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[1]Anderson, "Management Team Concept," pp. 24-5.

[2]Ibid., p. 27; Walker, "The Management Team Concept," pp. 8-9.

adopted the management team concept. If school boards had failed to embrace the concept, the administrators in many districts probably would have formed bargaining units to negotiate with the school boards. In many instances, the threat of negotiations with administrators forced boards of education to adopt the management team concept.

The long term reasons for the employment of the management team concept are more basic than the threat of collective negotiations. Just because a superintendent or board of education makes a decision, there is no guarantee that administrators implement the decision effectively. Only by involvement of administrators in the decision making process can the superintendent or board of education be reasonably assured of commitment to and the proper implementation of the decision. McGregor reinforced the long term values in the management team concept by indicating:

> The values in participation as a tactic of management do not lie merely, or even primarily, in the fact that people like to be consulted about decisions affecting them. The significant point is that participation, when it is sincere and genuine, is an open recognition of the interactional character of influence. When resistance to or sabotage of managerial decisions is anticipated, participation provides a natural method for minimizing or eliminating either in advance.[1]

If one asked each superintendent in Michigan whether his school district operated with the management team

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[1]Douglas McGregor, The Professional Manager (New York: McGraw-Hill Book Company, 1967), p. 16.

concept, almost 100 per cent would respond affirmatively. Several Michigan districts have operated effectively with the management team concept; yet we have failed to successfully implement it on a broad scale. Anderson lamented about education's inability to practice the management team concept in school administration by stating: "This [the management team concept] is such a fundamental viewpoint within a participatory democracy that one wonders why it has been neglected or implemented so ineffectively."[1]

The reasons for the neglect or ineffective implementation of the management team concept are varied. It includes more facets than just deciding to involve administrators in the decision making process. Two major areas are crucial to an effective management team. First, the superintendent's functions determine the overall tone and atmosphere for the operation of the management team concept; and second, the characteristics of the interpersonal and group relations within the team provide the foundation for an effective management team.

The Superintendent's Functions

The superintendent maintains a paramount position in the development of the management team concept. Without his support, the concept exists in name only. Anderson

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[1]Anderson, "Management Team Concept," p. 27.

indicated that the superintendent must provide basic support in two ways:

> . . . (1) the acceptance by the superintendent of the viewpoint of involving all sub-administrators in administrative planning and in policy formulation; and (2) the adoption of a formal structure which assures a system of open communication with all administrators.[1]

The superintendent continues to occupy a position of accountability to the school board. The management team concept strengthens the superintendent-school board relationship. A board knows that in most instances the recommendations made by the superintendent receive a consensus of support from the other members of the management team. In addition, the decisions made by a team are usually better than those reached by an individual.[2]

In the effective management team, the superintendent acts as the coordinator of the different aspects of the school district. Since he views the whole district, it is his responsibility to coordinate the various segments of the district toward the main goal of educating students.[3] For example, the ideas and concerns of both building principals and the business manager must be moved cooperatively in common action.

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[1] Ibid., p. 32.

[2] Rensis Likert, The Human Organization (New York: McGraw-Hill Book Company, 1967), pp. 50-1.

[3] Edwin A. Fensch and Robert E. Wilson, The Superintendency Team (Columbus, Ohio: Charles E. Merrill Books, 1964), p. 63.

The coordination function of the superintendent implies the selective use of management team members. As a group, all members of the team are not always involved.[1] It is appropriate to use subgroups or individuals in certain situations. The decision as to when to involve particular team members or their representatives is difficult. Blake and Mouton, while talking about this decision declare: ". . . it is not always easy to judge when the proper time is to involve and not to involve others."[2]

The decision for a superintendent is perplexing, too. However, in view of the basic notion supporting the management team concept in education, professional responsibilities determine whether the whole team, subgroups or individuals are involved.

The general tone and atmosphere for the day-to-day operation of the team are established by the superintendent. He must function in such a manner as to foster what Likert refers to as ". . . a supportive atmosphere in the group and a cooperative rather than a competitive relationship among the members."[3] The whole process of creating a positive atmosphere for the operation of an effective management team

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[1] McGregor, The Professional Manager, p. 165.

[2] Robert R. Blake and Jane S. Mouton, The Managerial Grid (Houston: Gulf Publishing Company, 1964), p. 170.

[3] Rensis, Likert, New Patterns of Management (New York: McGraw-Hill Book Company, 1961), p. 167.

cannot be achieved by a superintendent's decree, but rather requires a constant effort on his part in each interpersonal or group interaction.

Interpersonal and Group Relations Within the Management Team

In the final analysis, the effective management team receives support not only from the superintendent, but also from the other members of the management team. The interpersonal and group relations within the team determine the overall team effectiveness. The principles inherent in the effective management team reflect simple and complex ideas. The following paragraphs outline the essential interpersonal and group relations necessary to establish an effective management team.

In an effective team, the goals and purposes of the school district are clearly stated by the members of the management team directly affected. McGregor emphasizes the importance of goals and purposes being developed by the members of the team, especially in an organization like a school district, by stating: ". . . it requires far more examination and discussion than when the primary task is production of a component or a product or maintenance of physical equipment by a work group."[1] When the members of the management team work together in the formulation of goals and purposes, they normally become more receptive to

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[1]McGregor, The Professional Manager, p. 162.

what has been devised, and to each other.[1]

The reaction to each other is also dependent upon mutual trust. McGregor characterizes mutual trust as a condition when, "I know that you will not--deliberately or accidentally, consciously or unconsciously--take unfair advantage of me."[2]

However, the achievement of mutual trust within an effective management team remains difficult. The actions of the team members, more than words, shape the degree of mutual trust. Just one particular action within the team may nullify all previous efforts to create a mutual trust atmosphere.[3]

The amount of mutual trust within an effective management team appears to be directly proportional to the degree of communication openness present between the team members. Communications within the team reflects a two-way process. The individuals on the team not only receive communication, but provide an equal amount of communication as well. It is just as important to transmit as to receive various forms of communication. All aspects of open communication feature a frank and honest exchange of concerns

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[1]Daniel E. Griffiths, and others, Organizing Schools for Effective Education (Danville, Ill.: The Interstate Printers and Publishers, 1962), p. 309.

[2]McGregor, The Professional Manager, p. 163.

[3]Ibid., p. 63; Edgar L. Morphet, Roe R. Johns, and Theodore L. Reller, Educational Organization and Administration (2nd ed.; Englewoods Cliffs, New Jersey: Prentice-Hall, 1967), p. 108; Likert, New Patterns of Management, p. 166.

and ideas. This two-way character of communication facilitates the effective operation of the team.[1]

The effective management team compliments mutual trust and open communication by featuring a supportive atmosphere. Likert describes such a climate as when,

> Suggestions, comments, ideas, information, criticisms are all offered with a helpful orientation. Similarly, these contributions are received in the same spirit. Respect is shown for the point of view of others both in the way contributions are made and in the way they are received.[2]

The supportive atmosphere insulates a team member from the constant strife of trying to maintain his rights and/or position. He is able to concentrate his main energies on positive contributions to the goals and purposes of the team.[3]

The discussion so far seems to indicate that human differences or conflict never occur in an effective management team. The opposite, however, is true. Potential conflict may be found wherever two or more people interact.

The human differences may facilitate or hinder the team. McGregor outlines this paradox by stating:

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[1]Blake, The Managerial Grid, p. 62; McGregor, The Professional Manager, p. 162; Likert, New Patterns of Management, p. 168.

[2]Likert, New Patterns of Management, p. 164.

[3]McGregor, The Professional Manager, p. 164.

> Differences--not only in training, experience, and capability, but in all emotional aspects of man . . . are the stuff of progress and improvement in social life. All innovations, all creative problem situations, all successful new social or political or economic developments rest ultimately on the fact of human differences. . . . On the other hand, human differences are a liability in organized human effort. Certain kinds of differences unless controlled can readily destroy the organization.[1]

In the effective management team, human differences are openly discussed. Open discussion means getting the differences on the table where they can be examined by the team members. In turn, the team attempts to resolve the differences rather than enforce the majority position.[2]

The resolution of human differences necessitates the employment of the consensus approach to team decisions. A simple majority never determines a team action. If differences exist, then the basic reasons behind the disagreements are examined until general agreement is reached by the team.[3]

The effective management team lessens human differences by concentrating their in-service education programs

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[1] Ibid.

[2] McGregor, The Human Side of Enterprise, p. 233; McGregor, The Professional Manager, p. 164; Blake, The Managerial Grid, p. 163; Alfred J. Marrow, David G. Bowers, and Stanley E. Seashore, Management by Participation (New York: Harper & Row, 1967), p. 253; Theodore Caplow, Principles of Organization (New York: Harcourt, Brace & World, 1964), pp. 317-65.

[3] Morphet, Educational Organization and Administration, p. 108; McGregor, The Human Side of Enterprise, pp. 170-71.

on the development of the total team. Blake and Mouton accentuate the significance of team development, not individual action. The common management needs and problems within the district determine the type and scope of in-service education. Without total team involvement in management in-service education, little improvement can be achieved in the team operation.[1]

On the other hand, the role of the individual is important in the effective management team. A job description provides such a picture for each team member. It assists the management team member in determining what are and what are not his individual and/or team responsibilities. The job description also contributes to the overall individual security.[2]

According to Griffiths, Clark, Wynn and Iannacone, the functions to be performed and individual variations for each job are the chief characteristics of effective job descriptions.[3] Every position on the team demands different types of skills, intelligence and human interactions.

Adequate job descriptions lead to management team members' participation in their own evaluation. Individual team members, in an effective team, help to establish

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[1]Blake, The Managerial Grid, pp. 170-71.

[2]Fensch, The Superintendency Team, P. 54.

[3]Griffiths, Organizing Schools for Effective Education, pp. 149-56.

performance goals for themselves and the group and how they expect to attain them. Tannenbaum describes this process where, "The superior . . . does not propose problems or goals for the subordinate; rather, he attempts to stimulate the thinking of the subordinate, and he is willing to consider the subordinate's ideas."[1] This type of evaluation procedure stresses improvement in individual and team performance.

The above paragraphs provide a review from the literature of the main characteristics of the interpersonal and group relations within the effective management team. Other variables may be identified, but they are of minor importance.

Coupled with the superintendent's functions, the interpersonal and group relations determine the major shape of the management team. The management team concept basically refers to involvement. However, it is clear that several factors contribute to the development of an effective management team in school administration.

Organizational Involvement

Numerous definitions of organization exist. In a review of organizational psychology Schein outlines an organization as, ". . . the rational coordination of the

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[1] Arnold S. Tannenbaum, Social Psychology of the Work Organization (Belmont, Calif.: Wadsworth Publishing Company, 1966), p. 114.

activities of a number of people for the achievement of some common explicit purpose or goal, through division of labor and function and through a hierarchy of authority and responsibility."[1]

The varied literature exposes a distinction between the formal and informal organization. Tannenbaum defines the formal organization as, ". . . the organization that is planned and intended by its designers. Prescribed by rules, it is a kind of official blueprint that reflects the social, psychological and administrative assumptions of the designers."[2]

The formal organization clarifies the arrangements of the various parts of the organization but fails to account for the individual's role. The need for interpersonal relationships yields the informal organization. Tannenbaum considers the informal organization as referring,

> . . . to the unplanned, informal sets of groups, friendships, and attachments that inevitably develop when people are placed in regular proximity to one another. These relationships, which grow out of the personal needs of members, are not fully accounted for by the formal organization; in fact, they are sometimes designed to protect the members from the demands of the formal organization.[3]

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[1] Edgar H. Schein, Organizational Psychology, Foundations of Modern Psychology Series (Englewood Cliffs, New Jersey: Prentice-Hall, 1965), p. 8.

[2] Tannebaum, Social Psychology of the Work Organization, p. 1.

[3] Ibid., pp. 1-2.

It is important to note that the informal organization is a constantly changing phenomenon. It may exist for a short or long period of time, depending on the individual needs of the group.

In addition, the informal organization may facilitate or hinder the formal organization. The individuals in organizations may decide during lunch to resist or comply with a formal organization decision.

The formal and informal aspects lead to the involvement of individuals or groups in an organization. Etzioni outlined a topology to describe the various types of organizational involvement.

To him, involvement in an organization is mainly dependent upon the existence of compliance relationships. Compliance encompasses the various kinds of power or authority employed by an organization to encourage involvement and the individual or group's orientation to the organization because of the organization.[1]

Three basic types of power structure organizations exist. First, coercive power refers to the threat or use of physical sanctions, restriction of individual or group movement or the regulation through force of the basic individual needs. Second, remunerative power organizations encourage participation by providing economic rewards.

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[1]Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press of Glencoe, 1961), p. 3.

Third, normative power is based upon the distribution of intrinsic rewards.[1]

In turn, Etzioni describes three types of involvement by individuals or groups. First, alienative involvement indicates forced participation. Second, calculative describes a neutral style of involvement based on an economic necessity. Third, moral involvement indicates devotion to the intrinsic values of the organization.[2]

Etzioni combines the three kinds of power organizations and the three kinds of involvement to form the nine basic compliance relationships.

TABLE 1

KINDS OF POWER ORGANIZATIONS VERSUS KINDS OF INVOLVEMENT

Kinds of Power Organizations	Kinds of Involvement		
	Alienative	Calculative	Moral
Coercive	1	2	3
Remunerative	4	5	6
Normative	7	8	9

Source: Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press of Glencoe, 1961), p. 14.

Types one, five and nine are the most congruent relationships and usually occur more often than the six other types. Type one, the coercive-alienative, is known as "coercive

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[1] Ibid., pp. 4-9. [2] Ibid., pp. 9-11.

compliance;" type five, the remunerative-calculative, is known as the "utilitarian compliance;" and type nine, normative-moral, is known as "normative compliance."[1]

Etzioni's compliance model relates the involvement by an individual or group and the power structure of the organization. The kind of power structure employed by an organization determines the kind of involvement. The success of the formal and informal organization is dependent upon the type of involvement, be it individual or group. The amount and type of involvement, however, reflects the organization.

Leadership

The individuals involved in organizations generally generate the most concern about leadership. No factor looms on the horizon which suggests a decreased concern about leadership as a social phenomenon. In fact, as the number of formal and informal organizations increase in our society, the interest in leadership will expand proportionately.

The history of man has been filled with accounts of men in leadership positions. Perhaps more than any other social phenomena, voluminous conceptions and studies exist about leadership. The main contributing element is the fact that there is no general agreement on the meaning of leadership among researchers and writers. Lipham has suggested

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[1] Ibid., pp. 12-19.

that leadership is, ". . . the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives."[1] Morphet, Johns, and Reller view leadership as, ". . . the influencing of actions, behavior, beliefs and feelings of one actor in a social system by another actor with the willing cooperation of the actor being influenced."[2]

The studies of leadership have employed three major approaches to leadership theory. Lipham outlines them as follows: (1) The psychological approach-attempts to identify and compare the personality structure of leaders and followers, (2) The sociological approach-seeks to delineate organizational roles and relationships and leadership, and (3) The behavioral approach-examines the observed leader behavior.[3]

The Psychological Approach

The early studies on leadership focused on isolating the personality traits of the leaders. Each research

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[1]James M. Lipham, "Leadership and Administration," Behavioral Science and Educational Administration, The Sixty-Third Yearbook of the National Society for the Study of Education, Part II (Chicago: The National Society for the Study of Education, 1964), p. 122.

[2]Morphet, Educational Organization and Administration, p. 122.

[3]Lipham, "Leadership and Administration," p. 126.

formulated a list of desirable traits. The lists, however, were often contradictory. The leader was characterized as being forceful but cooperative, kind but firm.[1]

In an attempt to provide order to the personality traits associated with leadership, Stogdill reviewed 124 leadership studies in which factors were analyzed by three or more researchers. He discovered the following five principal methods which were used to identify the personality characteristics of leaders: (1) observation of behavior in group situations, (2) choice of associates, (3) nomination or rating by qualified observers, (4) selection, rating or testing of persons occupying positions of leadership, and (5) analysis of biographical and case history data.[2] The reviewed personality traits associated with leadership included: chronological age, height, weight, physique, energy and health, appearance, fluency of speech, intelligence, scholarship, knowledge, judgment and decision, insight, originality, adaptability, introversion-extroversion dominance, initiative, persistence, ambition, responsibility, integrity and conviction, self-confidence, mood control and mood optimism, emotional control, social and economic status,

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[1] Ibid.

[2] Ralph M. Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature," The Journal of Psychology, XXV (January, 1948), pp. 35-6.

social activity and mobility, bio-social activity, social skills, popularity and prestige and cooperation.[1] Stogdill revealed that the yield from the personality approach to leadership was fairly meager and not commensurate with the effort. He stated: "A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear relevant relationship to the characteristics, activities, and goals of the followers."[2]

The failure to establish a consistent pattern of personality traits connected with leadership may have been the result of several conditions. Gibb contended that the persistent phenomenon stemmed from unreliable personality measurements, the heterogenic composition of the groups studied and the complex nature of leadership.[3]

The personality of group members, however, contribute to leadership in a particular group. Evidence suggests the existence of a two-way street. The personality of the followers affects the leader and vice versa. In a summary of various leadership studies, Gibb stated:

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[1] Ibid., pp. 36-60. [2] Ibid., pp. 64-5.

[3] Cecil A. Gibb, "Leadership," in Handbook of Social Psychology, ed. by Gardner Lindzey (Cambridge, Mass.: Addison-Wesley, 1954), p. 889.

> . . . there is abundant evidence that member personalities do make a difference to group performance, and there is every reason to believe that they do affect that aspect of the group's behavior to which the leadership concept applies.[1]

The review by Stogdill of the inconsistent personality trait approach to the study of leadership led researchers to search for another way to examine leadership. The major emphasis quickly shifted to a sociological approach.

The Sociological Approach

The sociological approach to the study of leadership delineated organizational roles and relationships. Instead of individual characteristics, group phenomenon were stressed. The sociological approach based its development on the observation that different demands were made upon leadership because of the group task and structure in each specific organization.

Hemphill's publication of Situational Factors in Leadership in 1949, provided definitive support for the sociological approach. In order to compare each group with any other, Hemphill identified fifteen variables that exist to some degree in all groups. Each variable was conceived as being on a scale along which any group could be located. The fifteen variables included: size, viscidity, homogeneity, flexibility, permeability, polarization, stability,

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[1] Ibid.

intimacy, autonomy, control, position, potency, hedonic tone, participation and dependence.[1]

Based on five hundred group descriptions, Hemphill discovered leadership adequacy correlated higher to the viscidity and hedonic tone variables than to the thirteen other dimensions.[2] In commenting on his findings Hemphill concluded:

> A leader's most important function in the dynamics of group behavior may well be that of maintaining group membership as a satisfying experience for the members of the group and facilitating their acting as a unit rather than as separate individuals.[3]

In 1950, Homans' provided further support to the sociological approach. After studying a wide range of small groups, he concluded that leadership acts differed from group to group, but could be all placed on the same continuum.[4]

Numerous research studies were conducted based on the ideas presented by Hemphill and Homans. Mann, in a review of these various investigations employing the sociological approach to the study of leadership, found support for the notion that leadership was a function to some degree

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[1] John K. Hemphill, Situational Factors in Leadership (Columbus, Ohio: The Bureau of Educational Research, Ohio State University, 1949), pp. 31-4.

[2] Ibid., p. 100. [3] Ibid.

[4] George C. Homans, The Human Group (New York: Harcourt Brace and Company, 1950), pp. 447-8.

of organizational roles and relationships.[1]

It became obvious to research personnel that the psychological and sociological approaches to the study of leadership provided not too clear a picture. Neither approach alone adequately described leadership. The resultant was the development of the behavioral approach to leadership, which combined the psychological and sociological approaches. The behavioral studies were based on the contention that the personality of the individual and the role of the organization contributed to the observed behavior of the leader.

The Behavioral Approach

The behavioral approach to the study of leadership evolved from the Illinois, Michigan and Ohio State Studies.

The Illinois Studies were conducted by Fielder at the University of Illinois, Urbana. To summarize his research activities, Fielder constructed a "contingency model" of leadership effectiveness. Three dimensions, leader-member relations, leader position power and the task structure, formed the contingency model's foundation. The favorableness of any setting for a leader rests upon all three dimensions being equated in one-to-one relationships. As a

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[1] Richard D. Mann, "A Review of the Relationships Between Personality and Performance in Small Groups," Psychological Bulletin, LVI (July, 1959), 46-7.

result, effective leadership depends upon the degree of favorableness of the setting for the leader's style.[1]

On the other hand, the Michigan Studies were a conglomeration of five different but related leadership models developed at The University of Michigan. Likert's "system IV," participative group, type of leadership employed three basic dimensions: (1) the principle of supportive relationships, (2) group decision making and group methods of supervision, and (3) high performance goals for the group.[2] Katz and Kahn proposed three levels of leadership behavior. They were origination of structure (the change, creation and elimination of structure), interpolation (the supplementary and piecing out of structure), and administration (the use of existing structure).[3] The "skill mix" model of leadership was developed by Mann. The skill mix consisted of human relations skills in working effectively with people, technical skills in completing the group tasks and administrative skills in coordinating the activities of the group.[4]

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[1] Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Company, 1967), pp. 131-51.

[2] Likert, The Human Organization, pp. 47-77.

[3] Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: Wiley and Sons, 1966), pp. 300-35.

[4] Floyd C. Mann, "Toward an Understanding of the Leadership Role in Formal Organization," in Leadership and Productivity, by Robert Dubin and others (San Francisco: Chandler Publishing Company, 1965), pp. 68-103.

The fourth Michigan model, proposed by Bowers and Seashore, was labled "four factors of leadership." The four basic dimensions of leadership behavior included: (1) support that promotes a sense of personal worth and importance, (2) interaction facilitation that contributes to the creation of a closely knit group, (3) goal emphasis that encourages meeting the group's goal and (4) work facilitation that involves planning, scheduling, coordinating and providing the basic resources.[1] The model formulated by Cartwright and Zander stressed two leadership functions. The goal achievement functions included initiating action, developing a procedural plan, evaluating the work, and providing expert information. On the other hand, keeping interpersonal relations pleasant, arbitrating disagreements, providing encouragement, giving the minority a chance to be heard and increasing the interdependence among members were activities attributed to the group maintenance function.[2]

The Ohio State Leadership Studies, which were initiated in 1945, at Ohio State University by psychologists, sociologists and economists, also focused on the behavioral approach to the study of leadership. Halpin outlined the

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[1]David G. Bowers and Stanley E. Seashore, "Predicting Organizational Effectiveness with a Four Factor Theory of Leadership," Administrative Science Quarterly, XI (September, 1966), 238-273.

[2]Dorwin Cartwright and Alvin Zander, "Leadership and Group Performance: Introduction," in Group Dynamics Research and Theory, ed. by Dorwin Cartwright and Alvin Zander (Evanston, Ill.: Row, Peterson and Company, 1960), p. 496.

ideas inherent in the behavioral approach to the study of leadership at Ohio State when he said:

> . . . it [the behavioral approach] focuses upon observed behavior rather than upon a posited capacity inferred from this behavior. No presuppositions are made about a one-to-one relationship between leader behavior and an underlying capacity or potentiality presumably determinative of this behavior. . . . Nor does the term "leader behavior" suggest that this behavior is determined either innately or situationally. Either determinant is possible, as is any combination of the two, but the concept of leader behavior does not itself predispose us to accept one in opposition to the other.[1]

The Ohio State Studies focused on how the leader behaves in various situations. Even though the designs of the individual studies were different, they all employed some form of the Leader Behavior Description Questionnaire as the common instrument to analyze leader behavior.[2]

In the development of the initial LBDQ, the staff of the Ohio State Leadership Studies tried to answer the question: "How does he [the leader] go about what he does?"[3] The first LBDQ consisted of 150 items selected

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[1] Andrew W. Halpin, The Leadership Behavior of School Superintendents (Chicago: Midwest Administration Center, 1959), p. 12.

[2] Carroll L. Shartle, "Introduction," in Leader Behavior: Its Description and Measurement, ed. by Ralph M. Stogdill and Alvin E. Coons (Columbus, Ohio: The Ohio State University Bureau of Business Research Monograph #88, 1957), pp. 1-4.

[3] John K. Hemphill and Alvin E. Coons," Development of the Leader Behavior Description Questionnaire," in Leader Behavior: Its Description and Measurement (Columbus, Ohio: The Ohio State University Bureau of Business Research, Monograph #88, 1957), p. 6.

from 1790 items designed to answer the basic question. The items were further classified according to the following dimensions: (1) Initiation, (2) Membership, (3) Representation, (4) Integration, (5) Organization, (6) Domination, (7) Communication, (8) Recognition, and (9) Production.[1]

The original LBDQ was administered to three hundred fifty-nine college students who described a specific leader's behavior. An extensive item analyses of the responses, however, revealed a lack of independence between the nine dimensions listed above.[2]

In an early refinement of the LBDQ, Halpin and Winer administered a modified version of the original LBDQ to three hundred crew members who described the leader behavior of their fifty-two respective aircraft commanders. The dimensions of leader behavior outlined in their LBDQ included: (1) Membership, (2) Communication, (3) Organization, (4) Production, (5) Domination, (6) Leadership Quality, (7) Goal Direction, and (8) Initiative. A factor analysis of the intercorrelations reduced the eight dimensions to four factors: Consideration, Initiating Structure, Production Emphasis and Social Awareness. Halpin and Winer found that two fundamental dimensions of leader behavior accounted for 83.2 per cent of the common variance:

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[1] Ibid., pp. 11-12.

[2] Ibid., p. 21.

Consideration, 49.6 per cent, and Initiating Structure 33.6 per cent.[1]

On the basis of these findings, an eighty item form of the LBDQ was developed. This form contained fifteen items for Consideration, fifteen items for Initiating Structure, twenty-five items for Production Emphasis and twenty-five items for Social Awareness. Since the Production Emphasis and Social Awareness scales continued to account for a small portion of the total variance, only the thirty items directly concerned about Consideration and Initiating Structure were scored.[2]

The final 1957 form of the LBDQ contained forty items designed to measure leader behavior on the Consideration and Initiating Structure dimensions. Fifteen items measured Consideration, fifteen items measured Initiating Structure and ten of the items were formulated to establish the "tone" of the questionnaire.[3] The application of the Spearman-Brown formula resulted in estimated reliabilities of .93 and .86 on the respective dimensions.[4]

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[1] Andrew W. Halpin and B. James Winer, "A Factorial Study of the Leader Behavior Descriptions," in Leader Behavior: Its Description and Measurement (Columbus, Ohio: The Ohio State University Bureau of Business Research, Monograph #88, 1957), pp. 39-51.

[2] Ibid., p. 46. [3] Ibid., p. 47.

[4] Andrew W. Halpin, Theory and Research in Administration (New York: MacMillan, 1966), p. 88.

Further theoretical work by Stogdill suggested that two factors failed to adequately describe all the differences in leader behavior. The combination of an extensive review of the literature and his new theory of role differentiation and group achievement resulted in Stogdill identifying ten additional dimensions of leader behavior. After four minor revisions, the dimensions supported by theory and empirical research were: (1) Representation, (2) Demand Reconciliation, (3) Tolerance of Uncertainty, (4) Persuasiveness, (5) Tolerance of Freedom, (6) Role Assumption, (7) Production Emphasis, (8) Predictive Accuracy, (9) Integration, and (10) Superior Orientation.[1] These ten dimensions, plus Consideration and Initiating Structure, evolved as the 1962 LBDQ-Form XII.

Research in Education Using the 1957 LBDQ

The overall development of the LBDQ led to other studies. The research cited below used the 1957 form of LBDQ to examine the relationships between various factors and the Consideration and Initiating Structure dimensions of leader behavior.

In a summary of an early series of studies on the

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[1]Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire-Form XII (Columbus, Ohio: Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1963), pp. 2-3.

leader behavior of aircraft commanders and educational administrators Halpin stated:

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 contribution of the leader behavior dimensions to the effectiveness of leadership. Superiors are more concerned with the Initiating Structure aspects of the leader's behavior, whereas subordinates are more concerned with (or "interested in") the Consideration the leader extends to them as group members. This difference in group attitude appears to impose upon the leader some measure of conflicting role expectations.

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.[1]

The above series of studies led Halpin to investigate the leader behavior of fifty Ohio school superintendents. This famous research determined the relationship between the

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[1]Halpin, Theory and Research in Administration, pp. 97-8.

superintendents' self-description of their own leader behavior and the behavior of the superintendents as perceived by their board and staff members on the Consideration and Initiating Structure dimensions. According to the findings, superintendents played different roles with board and staff members. Even though individual board and staff members agreed in the description of their respective superintendents, the two groups failed to agree with each other. The perceived leader behavior of the superintendent by board members was higher on Consideration and Initiating Structure than the respective perceptions by staff members. Board members contended that superintendents should Initiate Structure to a greater degree than did the staff members and the superintendents, themselves. Further analysis resulted in evidence that a superintendent's description of his own leader behavior and his own perception of what his behavior should be had little relationship to the perceived leader behavior by board and staff members.[1]

Hunter obtained the perceptions of the superintendent's leader behavior from teachers, board members and superintendents in sixteen school systems. The findings indicated that teachers and board members in large school districts perceived their superintendents to be lower on the Consideration and Initiating Structure dimensions than

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[1]Andrew W. Halpin, The Leadership Behavior of School Superintendents, pp. 74-8.

teachers and board members in small school districts. The opposite occurred, however, in the self-ratings by the superintendents. In large districts the superintendents rated themselves higher in Consideration and Initiating Structure than those in small districts.[1]

Of particular interest to this research is Charters' replication of Hunter's investigation. The duplicated study included the same basic conditions and all the respondents, except the school board members.[2]

Charters found no support for Hunter's findings that teachers in large districts perceived their superintendent to be lower on the Consideration and Initiating Structure dimensions than teachers in small districts and that superintendents in large districts viewed themselves to be higher in Consideration and Initiating structure than those in small districts. In fact, teachers in large districts perceived their superintendents to be higher on Initiating Structure than those in small districts.[3]

With the conflicting results, Charters explored the possible reasons for the incongruency apparent in the two studies. He reasoned that the difference may have been due to the structure of the school organization. Since the superintendent did not actively interact with teachers, much

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[1] W. W. Charters, Jr., Teacher Perceptions of Administrator Behavior (St. Louis: Washington University, 1964), pp. 2-3.

[2] Ibid., p. 23.

[3] Ibid., pp. 68-69.

of his leader behavior was built into the complex nature of the school organizational structure.[1]

Small compared the leader behavior of four single-district and four multi-district school superintendents in Massachusetts as viewed by themselves, school board members and staff members. He noted that the single-district schools encouraged superintendents to Initiate Structure and show Consideration, while the reverse was true in multi-district schools. The largest factor affecting leadership, however, was the varied perceptions of superintendents, school board members and staff members.[2]

Fogarty and Gregg analyzed the degree of centralization of the decision making process, the personality of the superintendent and the leader behavior of the superintendent as perceived by professional staff members in twenty Wisconsin Public Schools. No significant relationships existed between the three respective variables. The findings implied, however, the higher the rating of the superintendent on the Consideration dimension, the less centralized the decision making process. In addition, superintendents with

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[1] Ibid., pp. 155-56.

[2] William Allen Small, "The Effects of Organizational Structure on the Leadership Behavior of Single-District and Multi-District School Superintendents in Certain School Districts of the Commonwealth of Massachusetts" (unpublished Ed.D. dissertation, University of Massachusetts, 1968), Dissertation Abstracts, XXIX, p. 1409-A.

high scores on Consideration tended to be warm and sociable, conscientious and persistent, sophisticated and polished, practical and concerned with facts. Phlegmatic and composed superintendents with high ratings on Initiating Structure tended to be warm and sociable, conscientious and persistent, sophisticated and polished and practical and concerned with the facts.[1]

In research involving ninety Idaho school superintendents, Bell discovered that no significant relationships existed between the personality characteristics of the superintendent, the extent to which innovations had been introduced in the superintendents' district and the leader behavior of the superintendent.[2]

Numerous studies in the literature related the Consideration and Initiating Structure dimensions to other educational leadership positions and different variables.

Peterson conducted a research project on the leader behavior and personality of school administrators and teacher authoritarianism in sixty-eight North Dakota schools. Medium authoritarian administrators were perceived to display Consideration to a greater degree than were

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[1] Bryce M. Fogarty and Russell T. Gregg, "Centralization of Decision Making and Selected Characteristics of Superintendents of Schools," Educational Administration Quarterly, II (Winter, 1966), 62-72.

[2] Thomas O. Bell, "A Study of Personality Characteristics of School Superintendents in Relation to Administrative Behavior" (unpublished Ed.D. dissertation, Utah State University, 1967), Dissertation Abstracts, XXIX, p. 2050-A.

administrators with low levels of authoritarianism. The medium authoritarian group of teachers scored medium authoritarian administrators higher than either low or high authoritarian administrators on both dimensions of leader behavior, Consideration and Initiating Structure.[1]

A study by Luckie, in Alabama, Florida, Georgia, Lousiana and Mississippi, analyzed the leader behavior of thirty-two directors of instruction as perceived by themselves, superintendents and staff members. All three groups agreed that Consideration was more important than Initiating Structure for directors of instruction.[2]

Evenson obtained descriptions of the leader behavior of forty secondary school principals from superintendents, principals and staff members. The perceived leader behavior of the principals was significantly different than the "ideal" behavior as conceived by all three groups. The superintendents' perceptions were higher than the staffs' perceptions on the Consideration and Initiating Structure dimensions.[3]

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[1]Gary Don Peterson, "Personality Authoritarianism and the Perceived Leadership Behavior of North Dakota School Administrators" (unpublished Ph.D. dissertation, The University of North Dakota, 1968), Dissertation Abstracts, XXIX, p. 3812-A.

[2]William Ronald Luckie, "Leader Behavior of Directors of Instruction" (unpublished Ed.D. dissertation, University of Southern Mississippi, 1963), Dissertation Abstracts, XXV, p. 1690.

[3]Warren L. Evenson, "Leadership Behavior of High School Principals," The Bulletin of the National Association of Secondary School Principals, XLIII (September, 1959), 96-101.

Secondary principals were also studied by Coffey. He found no significant relationships between dogmatism and the leader behavior of principals as measured by Consideration and Initiating Structure in twenty North Dakota secondary schools.[1]

The elementary school principalship was the focal point of Mathews' research. He compared the leader behavior of elementary principals in Western Pennsylvania and Eastern Ohio with group dimensions of their staffs and the leader behavior of elementary principals with the leader behavior of school superintendents, high school principals, and aircraft commanders. Mathews discovered that a significant relationship existed between the leader behavior of elementary school principals and the group dimensions of Control, Flexibility, Hedonic Tone, Homogeneity, Participation, Polarization, Stratification, and Viscidity. The staff members of the elementary principals rated the principals higher on the Consideration dimension than were school superintendents, high school principals or aircraft commanders as rated by their staffs or crews.[2]

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[1] Thomas A. Coffey, "Dogmatism as a Means of Predicting the Leadership Effectiveness of Secondary School Principals" (unpublished Ed.D. dissertation, University of South Dakota, 1968), Dissertation Abstracts, XXIX, p. 3319-A.

[2] John Edward Mathews, "Leader Behavior of Elementary Principals and the Group Dimensions of Their Staffs" (unpublished Ed.D. dissertation, University of Pittsburgh, 1963), Dissertation Abstracts, XXV, p. 2318-9.

Cook's study of twenty New Jersey elementary school principals concluded that principals who were rated high by their teachers on the Consideration dimension of leader behavior developed an open school climate. Closed climates, however, were associated with higher ratings on the Initiating Structure dimension.[1]

Research in Education Using the 1962 LBDQ-Form XII

The studies cited above revealed that the 1957 LBDQ was successful in measuring the leader's behavior on both the Consideration and Initiating Structure dimensions. The research outlined below discusses the findings of several studies that employed the 1962 LBDQ-Form XII.

Stogdill, Goode and Day used the 1962 LBDQ-Form XII to analyze the leader behavior of ministers of various denominations and leaders in community development activities,[2] United States Senators,[3] corporation presidents,[4]

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[1] Edward Vance Cook, "Leadership Behavior of Elementary School Principals and the Organizational Climate of the Schools Which They Administer" (unpublished Ed.D. dissertation, Rutgers - The State University, 1965), Dissertation Abstracts, XXVII, p. 345-A.

[2] Ralph M. Stogdill, Omar S. Goode and David R. Day, "New Leader Behavior Description Subscales," The Journal of Psychology, LIV (1962), 259-69.

[3] Ralph M. Stogdill, Omar S. Goode and David R. Day, "The Leader Behavior of United States Senators," The Journal of Psychology, LVI (1963), 3-8.

[4] Ralph M. Stogdill, Omar S. Goode and David R. Day, "The Leader Behavior of Corporation Presidents," Personnel Psychology, XVI (Summer, 1963), 127-32.

and presidents of labor unions.[1] In all four studies, the authors found that the twelve dimensions of the 1962 LBDQ-Form XII adequately described the leader behavior of the separate populations.

Various studies have been conducted using the 1962 LBDQ-Form XII to describe the leader behavior of different educational leaders.

In a study of forty-nine superintendents in South Carolina, Woodall attempted to answer the following question: Is the number of teachers he supervises, the number of years of his educational employment or the pattern of his experience a significant predictor of the superintendents' leader behavior as perceived by elementary school principals? Woodall concluded that Initiating Structure behavior was more characteristic of superintendents who have a larger amount of years of educational employment and were promoted from within the school district than superintendents who have a smaller amount of years of educational employment and were also promoted from within the school district.[2]

Cave tested the major hypothesis that clashes between superintendents and teachers' unions in ten Michigan

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[1] Ralph M. Stogdill, Omar S. Goode and David R. Day, "The Leader Behavior of Presidents of Labor Unions," Personnel Psychology, XVII (Spring, 1964), 49-57.

[2] Michael Vance Woodall, "An Investigation of the Relationship Between Certain Aspects of Experience and Leaders' Behavior" (unpublished Ph.D. dissertation, University of South Carolina, 1968), Dissertation Abstracts, XXIX, p. 4263-A.

school districts were the result of conflicting perceptions of the superintendents' leader behavior as described by himself, school board presidents and teacher unions representatives. An analysis of the data established the leader behavior of the superintendent as a contributing factor to the presence of conflict with teachers' unions. The teachers' representatives disagreed with both the superintendents and school board presidents on the leader behavior dimensions of Consideration, Initiation of Structure, Integration, Demand Reconciliation, Tolerance of Freedom and Production Emphasis. Cave concluded that improvement in these six dimensions was mandatory for the resolution of the conflict situations.[1]

Eighteen Michigan high school principals were studied by Larsen. He found that principals who made moderate use of the formal structure and rare use of the informal structure in decision making procedures were perceived by their teachers as being higher on Initiating structure. In addition, new principals were rated higher

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[1]David Raymond Cave, "A Critical Study of the Leader Behavior of School Administrators in Conflict With Teachers' Unions" (Educational Research Series, Number 37, East Lansing, Mich.: Educational Publication Services, College of Education, Michigan State University, 1967), pp. 110-20. (Microfiche, Educational Resources Information Center, Ed 15-520).

by their teachers in Consideration behavior than were veteran principals.[1]

Robinson explored the leader behavior of fifty-three secondary school principals in Georgia. The LBDQ-Form XII was administered to superintendents and teachers. He concluded that superintendents and teachers observed the leader behavior of their principals in the same way.[2]

Jacobs investigated the leader behavior of junior high principals and the number of curricular innovations implemented in sixteen Michigan junior high schools. The high innovative principals received higher ratings on the Initiating Structure, Predictive Accuracy, Representation, Integration, Persuasion and Consideration dimensions.[3]

Rooker focused on the relationship between the need achievement and need affiliation of eighty-seven elementary

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[1]Jack Lyle Larsen, "A Study of the Decision-Making Process in the High School and the Leader Behavior Role of the Principal in the Process" (unpublished Ph.D. dissertation, The University of Michigan, 1966), pp. 135-42. (Microfilm).

[2]Herbert W. Robinson, "A Study of the Relationship Between Leader Behavior of Secondary School Principals in Georgia and Certain Selected Variables" (unpublished Ed.D. dissertation, University of Georgia), Dissertation Abstracts, XXIX, pp. 4248-A-4249-A.

[3]Jan Wayne Jacobs, "Leadership, Size and Wealth as Related to Curricular Innovations in Junior High School" (unpublished Ph.D. dissertation, The University of Michigan, 1965), pp. 111-16. (Microfilm).

school principals and the leader behavior of the principals as perceived by themselves and their teachers. The analysis of the data discovered principals' need achievement to be associated to their Tolerance of Freedom behavior as perceived by themselves and their teachers. The need achievement of the principal was also related to the Demand Reconciliation dimension of the leader behavior of the elementary principals as perceived by their teachers.[1]

Harris collected data on the staff members perceptions of the leader behavior of "high compensative" and "low compensative" principals of 1-12 schools in Georgia. The high and low classifications were determined by the number of compensatory education programs in the principals' schools. The staff members described "high compensative" principals significantly higher than "low compensative" principals on the Initiating Structure, Integration and Role Assumption dimensions.[2]

Summary

The synthesis of the related literature establishes a relationship between the management team concept in school

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[1] James Leroy Rooker, "The Relationship of Need Achievement and Need Affiliation to Leader Behavior" (unpublished Ph.D. dissertation, The University of Wisconsin, 1967), Dissertation Abstracts, XXVII, p. 4426-A.

[2] Evans Howell Harris, "Leader Behavior and Its Relationship to Compensatory Educational Programs" (unpublished Ed.D. dissertation, The University of Oklahoma, 1968), Dissertation Abstracts, XXIX, pp. 1709-A-1710-A.

administration, organizational involvement and leadership.

The management team concept in school administration refers to the involvement of all administrative levels in the decision making process when the decision directly affects their professional responsibilities. An effective management team depends primarily upon the superintendent establishing the overall tone and atmosphere for the team's operation and the type of interpersonal and group relations within the team.

Etzioni's compliance model relates the involvement in any organization to the power structure of that organization. Thus, the success of an organization is dependent upon the type of involvement. The amount and type of involvement, however, reflects the organization.[1]

Leadership is a function of organizations. The greatest concern about leadership usually emulates from individuals involved in organizations.

Lipham identified three major approaches to the study of leadership: (1) The psychological approach, (2) The sociological approach and (3) The behavioral approach.[2]

The psychological approach focused on isolating the leaders' personality traits. Stogdill's famous review

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[1]Etzioni, A Comparative Analysis of Complex Organizations, pp. 3-19.

[2]Lipham, "Leadership and Administration," p. 122.

failed to establish a consistent pattern of personality traits connected with leadership.[1] Gibb, however, did find some evidence that member and leader personalities affect leadership.[2]

The sociological approach to the study of leadership delineated organizational roles and relationships. Mann's review of numerous sociological studies found support for the notion that leadership was a function to some degree of organizational roles and relationships.[3]

The behavioral approach to the study of leadership, which was based on the contention that the personality of the individual and the role of the organization contributed to the observed behavior of the leader, was developed concurrently at the University of Illinois (Urbana), The University of Michigan and Ohio State University.

From the Ohio State Studies evolved the Leader Behavior Description Questionnaire-Form II. The LBDQ-XII concentrates on how the leader behaves on twelve specific dimensions.

The LBDQ educational studies reviewed revealed the

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[1] Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature," pp. 64-5.

[2] Gibb, "Leadership," p. 889.

[3] Mann, "A Review of the Relationships Between Personality and Performance in Small Groups," pp. 46-7.

following points:

(1) The independent variables of size, personality of the leader and group, the degree of centralization of the decision making process, number of educational innovations initiated by the leader, group and leader authoritarianism, group and leader dogmatism, type of school climate, leader experience, leader-group conflict, leader use of formal and informed structure, leader need achievement and need affiliation, the number of compensatory programs initiated by the leader and position in a group have all been examined in relationship to the dependent variable, leader behavior;

(2) The independent variable of management team patterns of school organizational structure, however, has not been analyzed in relationship to leader behavior; and

(3) The independent variables of group size and position in a group have been consistently related to leader behavior.

These observations regarding the numerous studies reviewed lead to the design of the study, which follows in Chapter III.

CHAPTER III

DESIGN OF THE STUDY

Introduction

This chapter presents the basic design of the study. Subjects discussed include the relationship to other studies, the instruments, the hypotheses, the setting of the study, the data gathering procedures, the sample returns, the method of statistical analysis and the limitations of the study.

Relationship to Other Studies

This study was one of three related dissertations by University of Michigan Ph.D. students focusing on the management team concept in the public schools. The first study was conducted by Karl O. Buttenmiller. He analyzed the management team patterns of school organizational structure and the actual decision making experiences of the management team members. Waino E. Aukee conducted the second investigation, a comparison between the management team patterns of school organizational structure and the professional welfare of administrators. My research into the relationships between the management team patterns of school organizational structure and the leader behavior of the superintendent was

the third phase of the exploration into the management team concept.

Instruments

Two basic instruments, the Questionnaire - Patterns of School Organizational Structure and the Leader Behavior Description Questionnaire-Form XII, were employed in this investigation. The discussion below related the nature and scope of each questionnaire.

Questionnaire - Patterns of School Organizational Structure[1]

In consultation with the chairman of the three doctoral committees, an initial instrument was designed to obtain descriptions of the current management team patterns of school organizational structure. The Questionnaire - Patterns of School Organizational Structure focused on the extent of the various types of administrative teams or groups that meet with the superintendent in each school district to consider system-wide problems.[2] In addition, the questionnaire extracted the positions in the school district on each team or group and the frequency and average length of their meetings.

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[1]Due to the common nature of the three separate yet related dissertations, this section was written by Waino E. Aukee, Karl O. Buttenmiller and John A. Beckwith.

[2]The Questionnaire - Patterns of School Organizational Structure is in Appendix A.

Leader Behavior Description Questionnaire-Form XII

The second part of the study was designed to elicit from the management team members their perceptions of the leader behavior of their superintendent. The Leader Behavior Description Questionnaire-Form XII and known as the LBDQ, was used to obtain such perceptions.[1]

Twelve specific dimensions of leader behavior are appraised by the LBDQ-XII. Definitions of the dimensions are:

1. Representation - speaks and acts as the representative of the group. (5 items)
2. Demand Reconciliation - reconciles conflicting demands and reduces disorder to system. (5 items)
3. Tolerance of Uncertainty - is able to tolerate uncertainty and postponement without anxiety or upset. (10 items)
4. Persuasiveness - uses persuasion and argument effectively; exhibits strong convictions. (10 items)
5. Initiation of Structure - clearly defines own role, and lets followers know what is expected. (10 items)
6. Tolerance of Freedom - allows followers scope for initiative, decision, and action. (10 items)
7. Role Assumption - actively exercises the leadership role rather than surrendering leadership to others. (10 items)
8. Consideration - regards the comfort, well being, status, and contributions of followers. (10 items)

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[1] The Leader Behavior Description Questionnaire-Form XII is in Appendix A.

9. Production Emphasis - applies pressure for productive output. (10 items)

10. Predictive Accuracy - exhibits foresight and ability to predict outcomes accurately. (5 items)

11. Integration - maintains a closely knit organization; resolves intermember conflicts. (5 items)

12. Superior Orientation - maintains cordial relations with superiors; has influence with them; is striving for higher status. (10 items)[1]

The LBDQ-XII requested each respondent to describe the superintendent's leader behavior by reacting to 100 statements. After each statement, the individual circled either A if always, B if often, C if occasionally, D if seldom or E if never.

Hypotheses

As suggested from the review of the related literature in Chapter II, the following three hypotheses were tested:

> Hypothesis 1.--No significant differences existed in the perceptions by management team members of a superintendent's leader behavior on the LBDQ-XII dimensions between school districts with single, dual, multiple or divisional management team patterns of school organizational structure.
>
> Hypothesis 2.--No significant differences existed in the perceptions by management team members of a superintendent's leader behavior on the LBDQ-XII dimensions between middle and large size school districts.

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[1] Stogdill, Manual for the Leader Behavior Description Questionnaire-Form XII, p. 3.

Hypothesis 3.-- No significant differences existed between the perceptions by superintendents, central administrators, secondary school principals, assistant secondary school principals, and elementary school principals of a superintendent's leader behavior on the LBDQ-XII dimensions.

Setting of the Study

The forty-nine local public school districts involved in this research were members of the Metropolitan Detroit Bureau of School Studies, Inc., on August 1, 1969. The Bureau's membership also included four intermediate school districts and three metropolitan universities located in Macomb, Oakland, St. Clair, Washtenaw and Wayne counties in southeastern Michigan.[1]

The non-profit school study council, established in 1946, is dedicated to cooperative development, research and service. The activities of the Bureau encompass professional development programs, curriculum studies and reports, annual statistical reports, study committees and the publication of relevant research and literature.

Data Gathering Procedures

A cover letter explaining the interest in the study by the Metropolitan Detroit Bureau of School Studies and the Michigan Congress of School Administrator Associations, and the Questionnaire - Patterns of School Organizational Structure were mailed to the forty-nine Bureau superintendents

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[1] A list of member organizations on August 1, 1969, is in Appendix D.

on August 12, 1969. On August 28, 1969, a similar cover letter and another questionnaire were mailed to the member Bureau school districts who had failed to return the first mailing of the questionnaire.[1]

After the return of the questionnaires to the Bureau, the data were analyzed to identify school districts with common management team patterns of school organizational structure. All forty-six of the responding districts indicated the existence of some kind of administrative team or groups that meet with the superintendent periodically in the consideration of system-wide problems. The data revealed that four basic management team patterns of school organizational structure existed:

1. School districts where the superintendent meets with just one group that includes all the management team members or their representatives were classified as employing "single" management team patterns of school organizational structure;

2. School districts where the superintendent meets with a group that includes all the management team members or their representatives as well as a group that includes just central administrators were classified as employing "dual" management team patterns of school organizational structure;

3. School districts where the superintendent meets with a group that includes all the management team members or their representatives and one or more other groups that include different segments of the management team members were classified as employing "multiple" management team patterns of school organizational structure; and

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[1]The cover letters are in Appendix B.

4. School districts where the superintendent does not meet with a group that includes all the management team members or their representatives, but meets with one or more groups that include different segments of the management team members were classified as employing "divisional" management team patterns of school organizational structure.[1]

A breakdown of the forty-six responding Bureau school districts, according to the four common management team patterns of school organizational structure, and their relationship to middle and large size school districts resulted in Table 2.

TABLE 2

CLASSIFICATION OF SCHOOL DISTRICTS ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE AND DISTRICT SIZE

Management Team Pattern of School Organizational Structure	Number of Middle Size School Districts (Less than 6,000 Students)	Number of Large Size School Districts (6,000 Students or More)	Total
1. Single	14	3	17
2. Dual	2	11	13
3. Multiple	3	8	11
4. Divisional	1	4	5
Total	20	26	46

As Table 2 indicates, fourteen middle size and three large size school districts (a total of seventeen) operated with the single management team pattern of school

[1] A detailed analysis of the forty-six school districts according to the management team patterns of school organizational structure, district size, members on each team or group and the frequency and average length of their meetings appears in Appendix E.

organizational structure; two middle size and eleven large size school districts (a total of thirteen) operated with dual management team patterns of school organizational structure; three middle size and eight large size school districts (a total of eleven) operated with multiple management team patterns of school organizational structure; and one middle size and four large size school districts (a total of five) operated with divisional management team patterns of school organizational structure.[1]

On November 17, 1969, the second instrument employed in this research, the Leader Behavior Description Questionnaire-Form XII, and a cover letter were sent to a small stratified sample of the management team members in each of the forty-six districts that responded to the Questionnaire - Patterns of School Organizational Structure.[2] If the total number within each strata in a district was sufficient, the random selection resulted in a population consisting of the superintendent, two central administrators, two secondary school principals, two assistant secondary school principals

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[1] Due to the common nature of the three separate yet related dissertations, the above four paragraphs of this section were written by Waino E. Aukee, Karl O. Buttenmiller and John A. Beckwith.

[2] The cover letter is in Appendix B.

and two elementary school principals in every district.[1] These nine individuals fulfilled the number of respondents per leader required to describe a leader's behavior.[2]

The 401 individuals who comprised the sample population of the study consisted of 65 superintendents, 90 central administrators, 87 secondary school principals, 86 assistant secondary school principals, and 92 elementary school principals. Table 3, which appears on the next page, presents the individual sample population in relationship to the four management team patterns of school organizational structure and district size.

As Table 3 indicates, the total population within several districts was insufficient to produce a sample population of nine management team members for every district. The 401 individual sample population represented 229 management team member positions in the 46 school districts. The 229 positions included 46 superintendents, 46 central administrators, 46 secondary school principals, 45 assistant secondary school principals and 46 elementary school

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[1]The random selection process was initiated by obtaining the 1969-70 district directories of each school district. The names and school addresses of all central administrators, secondary school principals, assistant secondary school principals and elementary school principals were identified for each school district. In consultation with a set of random numbers in Tables of Random Permutations by Lincoln E. Moses and Robert V. Oakford (Stanford, California: Stanford University Press, 1963), pp. 1-189, the appropriate sample for each school district was determined.

[2]Stogdill, Manual for the Leader Behavior Description Questionnaire-Form XII, p. 12.

TABLE 3

INDIVIDUAL SAMPLE POPULATION

Management Team Members - Individuals	Management Team Patterns of School Organizational Structure												
	Single			Dual			Multiple			Divisional			
	Middle Size	Large Size	Total	Middle Size	Large Size	Total	Middle Size	Large Size	Total	Middle Size	Large Size	Total	Totals
Superintendents	14	3	17	2	11	13	3	8	11	1	4	5	46
Central Administrators	26	6	32	4	22	26	6	16	22	2	8	10	90
Secondary School Principals	25	6	31	4	22	26	5	16	21	1	8	9	87
Assistant Secondary School Principals	24	6	30	4	22	26	5	16	21	1	8	9	86
Elementary School Principals	28	6	34	4	22	26	6	16	22	2	8	10	92
Totals	113	27	144	18	99	117	25	72	97	7	36	43	401

principals. Table 4 relates the 229 management team member positions to the 4 management team patterns of school organizational structure and district size.

Sample Returns

Two additional mailings of the LBDQ-XII during December, 1969, and January, 1970, were required to generate the final number of returns.[1] The total number and per cent of LBDQ-XII returns from the individuals sampled in all forty-six school districts appears in Table 5. Of the 401 individuals sampled, 329 (82 per cent) returned a completed LBDQ-XII. The individual returns ranged from 65 (76 per cent) for the assistant secondary school principals to 43 (93 per cent) for the superintendents. A more detailed presentation of the individual returns in relation to the four basic management team patterns of school organizational structure (single, dual, multiple, and divisional) and district size (middle and large) appears in Appendix F.

In like manner, Table 6 outlines the total number and per cent of LBDQ-XII returns from the 229 positions sampled in all forty-six school districts. Two hundred fifteen (94 per cent) of the positions sampled returned a completed LBDQ-XII. Table 6 shows that according to positions, forty-four (96 per cent) of both the central

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[1]The cover letters for the two additional mailings are in Appendix B.

TABLE 4

POSITION SAMPLE POPULATION

Management Team Members - Positions	Management Team Patterns of School Organizational Structure												
	Single			Dual			Multiple			Divisional			
	Middle Size	Large Size	Total	Middle Size	Large Size	Total	Middle Size	Large Size	Total	Middle Size	Large Size	Total	Totals
Superintendents	14	3	17	2	11	13	3	8	11	1	4	5	46
Central Administrators	14	3	17	2	11	13	3	8	11	1	4	5	46
Secondary School Principals	14	3	17	2	11	13	3	8	11	1	4	5	46
Assistant Secondary School Principals	13	4	17	2	11	13	3	8	11	1	4	5	45
Elementary School Principals	14	3	17	2	11	13	3	8	11	1	4	5	46
Totals	69	15	84	10	55	65	15	40	55	5	20	25	229

TABLE 5

TOTAL NUMBER AND PER CENT OF LBDQ-XII RETURNS FROM ALL INDIVIDUALS SAMPLED

Management Team Members - Individuals	Total		
	Number Sampled	Number Returned	Per Cent Returned
Superintendents	46	43	93
Central Administrators	90	74	82
Secondary School Principals	87	74	85
Assistant Secondary Principals	86	65	76
Elementary School Principals	92	73	79
Total	401	329	82

TABLE 6

TOTAL NUMBER AND PER CENT OF LBDQ-XII RETURNS FROM ALL POSITIONS SAMPLED

Management Team Members - Positions	Total		
	Number Sampled	Number Returned	Per Cent Returned
Superintendents	46	43	93
Central Administrators	46	44	96
Secondary School Principals	46	43	93
Assistant Secondary Principals	45	41	91
Elementary School Principals	46	44	96
Total	229	215	94

administrators and elementary school principals versus a low of forty-one (91 per cent) of the assistant secondary principals returned a completed LBDQ-XII. In addition, the tables in Appendix G present the position returns according to the management team patterns of school organizational structure and district size.

Method of Statistical Analysis

The responses made by each individual to the 100 LBDQ-XII items were scored in the following manner: (1) Eighty items were scored: A=5, B=4, C=3, D=2 and E=1 and (2) Items 6, 12, 16, 26, 36, 42, 46, 53, 56, 57, 61, 62, 65, 66, 68, 71, 87, 91, 92, and 97 were scored in the opposite direction: A=1, B=2, C=3, D=4 and E=5.[1]

The numerical value for each item was then transferred to the appropriate dimensions as indicated on the Record Sheet.[2] The sum of the items for every dimension resulted in a specific score for each of the twelve leader behavior dimensions.

For each of the 329 individuals responding to the LBDQ-XII, two IBM cards were punched. The coded information

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[1] Stogdill, Manual for the Leader Behavior Description Questionnaire-Form XII, p. 4.

[2] The Record Sheet is in Appendix C.

on card one consisted of the following: (1) the management team pattern of school organizational structure (single, dual, multiple and divisional), (2) the school district size, (3) the position of the individual in the district, (4) the school district number, (5) the individual I.D. number, (6) the twelve leader behavior dimension scores and (7) the scores for the first forty items of the LBDQ-XII. Card two contained the following information: (1) the school district number, (2) the individual I.D. number and (3) the scores for the last sixty items of the LBDQ-XII.[1]

Then, the IBM S/360 Model 67 computer and the other resources of The University of Michigan Computing Center were utilized to examine the three hypotheses posed in this study.

First, the "PSCD Analysis of Variance-Single Classification" computer program by Johnson determined the F ratios and t tests of all twelve leader behavior dimensions for each hypothesis.[2] The one-way analysis of variance tested the significance of the difference between the leader

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[1] A complete breakdown of the information assigned to specific columns on the IBM cards appears in Appendix H.

[2] M. Clemens Johnson, "PSCD Analysis of Variance-Single Classification," Ann Arbor: The University of Michigan Computing Center, August, 1968. (Mimeographed.)

behavior dimension means of two or more samples. If a significant F ratio evolved from a one-way analysis of variance, then a t test was necessary to determine which means were significantly different.[1]

Second, the computer program by Ross, Karpinski and Perkuchin entitled, "PSCF BLITZ-Bivariate Frequency and Percentage Tables, and Statistics," created frequency and percentage distribution tables and computed a Pearson chi-squared test of association for the responses to the 100 LBDQ-XII statements for each hypothesis.[2] The Pearson chi-squared test determined the significant differences between the responses by two samples or more to each LBDQ-XII statement.[3]

Third, the intercorrelations between the twelve leader behavior dimensions were calculated by employing the "PSCJ Interoorrelation Program" developed by Johnson.[4] The

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[1] J. P. Guilford, Fundamental Statistics in Psychology and Education. (New York: McGraw-Hill Book Company, 1965), pp. 268-303.

[2] David L. Ross, David G. Karpinski and Dan N. Perkuchin, "PSCF BLITZ-Bivariate Frequency and Percentage Tables, and Statistics," Ann Arbor: The University of Michigan Computing Center, November 25, 1968. (Mimeographed.)

[3] William L. Hays, Statistics for Psychologists. (New York: Holt, Rinehart and Winston, 1963), pp. 578-614.

[4] M. Clemens Johnson, "PSCJ Intercorrelations Program," Ann Arbor: The University of Michigan Computing Center, 1968. (Mimeographed.)

correlation coefficients provided measures of the relations between each leader behavior dimension, given any of the other eleven dimensions.[1]

Limitations of the Study

Six basic limitations existed in the completion of this study. First, only local school districts with membership in the Metropolitan Detroit Bureau of School Studies, Inc., on August 1, 1969, were included in the study. Second, the data for the study were limited to the information secured through the Questionnaire - Patterns of School Organizational Structure and the Leader Behavior Description Questionnaire-Form XII. Third, the perceptions of the superintendent's leader behavior and not the actual behavior of the superintendent were involved in this study. Fourth, even though the anonymity of school districts and individuals was assured, the responses to the LBDQ-XII may have been influenced by a concern that individual responses would be reported. Fifth, since 300 Pearson chi-squared tests for association were computed, the probability was increased that some of the significant chi-squared findings occurred by chance. Finally, the findings and conclusions of this study apply only to the participating school districts.

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[1] Hays, Statistics for Psychologists, pp. 490-500.

Summary

Chapter III presented the design of this study on the management team patterns of school organizational structure and the leader behavior of the superintendent in relation to two other studies focusing on the decision making process and administrators' professional welfare.

Two instruments, the Questionnaire - Patterns of School Organizational Structure and the Leader Description Questionnaire-Form XII, were used to examine the three hypotheses that related the independent variables of management team patterns of school organizational structure, school size and management team members position to the dependent variable of leader behavior. The Questionnaire - Patterns of School Organizational Structure identified school districts with single, dual, multiple and divisional management team patterns of school organizational structure, while the LBDQ-XII obtained the perception of the superintendent's leader behavior.

Forty-six member districts of the Metropolitan Detroit Bureau of School Studies provided the setting to test the hypotheses. The 401 management team members who comprised the sample population that were requested to complete a LBDQ-XII consisted of 46 superintendents, 90 central administrators, 87 secondary school principals, 86 assistant secondary school principals and 92 elementary school principals. Three separate mailings resulted in a return of 329

LBDQ-XII's by management team members (82 per cent).

The resources of The University of Michigan Computing Center were employed to examine the LBDQ-XII data. For each hypothesis, a F ratio and t test were computed for the twelve leader behavior dimensions. Also determined were frequency and percentage tables and the Pearson chi-squared test of association for the responses to the 100 LBDQ-XII statements for each hypothesis. Finally, the intercorrelations between the twelve leader behavior dimensions were also calculated.

The six limitations of the study discussed created the proper setting to present the findings that are found in Chapter IV.

CHAPTER IV

FINDINGS

Introduction

The implementation of the design of the study resulted in the findings described in this chapter. The first section reports the intercorrelations between the twelve leader behavior dimensions, while the second part presents an analysis of hypotheses.

Intercorrelations Between the Twelve Leader Behavior Dimensions

In an attempt to establish the correlations of the management team members perceptions of the superintendents' behavior among each of the twelve leader behavior dimensions, an intercorrelation matrix, as shown in Table 7, was developed. The sixty-six intercorrelations of the mean scores ranged from a low of -.084 to a high of .834. The correlation between Tolerance of Uncertainty and Productive Emphasis was -.084. The management team members did not tend to associate superintendent's behavior characteristic of the Tolerance of Uncertainty dimension to superintendent's behavior typical of the Productive Emphasis dimension. On the other hand, a correlation of .834 was computed between Consideration and Integration. The management team members

TABLE 7

INTERCORRELATIONS OF THE MANAGEMENT TEAM MEMBERS' MEAN SCORES OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE TWELVE DIMENSIONS OF THE LBDQ-XII

Dimension	1	2	3	4	5	6	7	8	9	10	11	12
1. Representation	-	.441	.219	.567	.662	.303	.579	.471	.511	.482	.548	.619
2. Demand Reconciliation		-	.540	.681	.682	.528	.739	.634	.376	.731	.696	.495
3. Tolerance of Uncertainty			-	.571	.300	.535	.305	.531	-.084	.419	.479	.144
4. Persuasiveness				-	.719	.480	.667	.612	.529	.730	.675	.589
5. Initiation of Structure					-	.474	.735	.604	.625	.698	.706	.625
6. Tolerance of Freedom						-	.323	.725	.136	.485	.680	.377
7. Role Assumption							-	.473	.507	.684	.589	.563
8. Consideration								-	.315	.610	.834	.506
9. Productive Emphasis									-	.486	.414	.556
10. Predictive Accuracy										-	.687	.553
11. Integration											-	.559
12. Superior Orientation												-
$\bar{X}$	19.325	18.623	33.897	36.997	37.617	38.185	37.164	36.438	34.295	18.122	17.693	36.878
S.D.	3.014	3.350	5.430	6.278	5.295	5.712	6.794	6.190	5.460	2.834	3.638	5.067

tended to associate superintendent's behavior regarding the Consideration dimension to superintendent's behavior characteristic of the Integration dimension.

The other intercorrelations reported in Table 7 are cited at the appropriate moment in the analysis of the hypotheses section.

Analysis of the Hypotheses

The tables and graphs in this section report the findings as they relate to the study's three hypotheses.

> Hypothesis 1.--No significant differences existed in the perceptions by management team members of a superintendent's leader behavior on the LBDQ-XII dimensions between school districts with single, dual, multiple or divisional management team patterns of school organizational structure.

Analysis of Hypothesis 1

As Table 8 indicates, the hypothesis of no significant differences was rejected for the Demand Reconciliation, Role Assumption and Superior Orientation dimensions because significant F values of 2.65 ($p < .05$), 4.19 ($p. < .01$) and 4.03 ($p < .01$) were computed, respectively. An examination of the intercorrelation matrix in Table 7, revealed the following high correlations among the three significant LBDQ-XII dimensions: (1) Between Demand Reconciliation and Role Assumption, .739, (2) Between the Demand Reconciliation and Superior Orientation, .495 and (3) Between Role Assumption and Superior Orientation, .563.

TABLE 8

ANALYSIS OF VARIANCE OF THE MANAGEMENT TEAM MEMBERS' PERCEPTION OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE TWELVE DIMENSIONS OF THE LEDQ-XII ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Dimension		Management Team Patterns of School Organizational Structure				
		Single	Dual	Multiple	Divisional	F
1. Representation	$\bar{x}$	19.54	18.76	19.69	19.36	1.77
	S.D.	3.13	2.81	2.69	3.75	
2. Demand Reconciliation	$\bar{x}$	18.21	18.31	19.24	19.55	2.65*
	S.D.	3.32	3.68	3.04	2.88	
3. Tolerance of Uncertainty	$\bar{x}$	33.29	34.64	34.15	33.24	1.33
	S.D.	5.48	5.53	5.06	5.74	
4. Persuasiveness	$\bar{x}$	36.48	36.46	37.71	38.70	1.67
	S.D.	5.75	7.16	5.82	6.17	
5. Initiation of Structure	$\bar{x}$	37.41	37.01	38.04	39.15	1.59
	S.D.	5.59	5.47	4.56	5.20	
6. Tolerance of Freedom	$\bar{x}$	38.34	38.09	38.22	37.82	0.08
	S.D.	6.11	5.44	4.44	7.70	
7. Role Assumption	$\bar{x}$	37.22	36.13	39.17	39.64	4.19**
	S.D.	7.26	6.95	5.65	6.12	
8. Consideration	$\bar{x}$	37.04	35.89	36.45	35.88	0.72
	S.D.	6.43	5.71	5.91	7.33	
9. Productive Emphasis	$\bar{x}$	33.69	33.76	35.24	35.79	2.46
	S.D.	5.65	5.79	4.72	5.02	
10. Predictive Accuracy	$\bar{x}$	18.05	17.99	18.26	18.67	0.68
	S.D.	2.93	2.87	2.72	2.68	
11. Integration	$\bar{x}$	18.19	17.10	17.84	17.33	1.75
	S.D.	3.63	3.47	3.26	4.75	
12. Superior Orientation	$\bar{x}$	37.75	35.47	37.34	36.82	4.03**
	S.D.	5.64	4.79	4.46	4.29	

*$p < .05$ **$p < .01$

The hypothesis of no significant difference, however, was accepted for the other nine LBDQ-XII dimensions.

Demand Reconciliation.--Further analysis of the Demand Reconciliation dimension provided two significant t tests at the five per cent level (see Table 9). T tests of -2.21 and -2.10 indicated that management team members in school districts with multiple and divisional management team patterns of school organizational structure perceived the leader behavior of the superintendent to be significantly higher at the five per cent level on the Demand Reconciliation dimension than did management team members in school districts with single management team patterns of school organizational structure.

An item analysis of the five statements encompassing the Demand Reconciliation dimension failed to produce any significant Pearson chi square tests for association.

Role Assumption.--On the Role Assumption dimension, three significant t tests were established (see Table 10). Comparisons of means showed significant differences at the five per cent level between multiple and single management team patterns of school organizational structure and at the one per cent level between dual and multiple management team patterns of school organizational structure and between dual and divisional management team patterns of school organizational structure. The management team members in multiple management team patterns of school organizational structure viewed the behavior of the superintendent significantly

TABLE 9

T-TEST OF THE MANAGEMENT TEAM MEMBERS' PERCEPTION OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE DEMAND RECONCILIATION DIMENSION ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Dimension	Management Team Patterns of School Organizational Structure				
		Single	Dual	Multiple	Divisional	t
Demand Reconciliation	$\bar{x}$	18.21	18.31			-0.20
	S.D.	3.32	3.68			
	$\bar{x}$	18.21		19.24		-2.21*
	S.D.	3.32		3.04		
	$\bar{x}$	18.21			19.55	-2.10*
	S.D.	3.32			2.88	
	$\bar{x}$		18.31	19.24		-1.81
	S.D.		3.68	3.04		
	$\bar{x}$		18.31		19.55	-1.76
	S.D.		3.68		2.88	
	$\bar{x}$			19.24	19.55	-0.50
	S.D.			3.04	2.88	

* $p < .05$

TABLE 10

T-TEST OF THE MANAGEMENT TEAM MEMBERS' PERCEPTION OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE ROLE ASSUMPTION DIMENSION ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Dimension		Management Team Patterns of School Organizational Structure				
		Single	Dual	Multiple	Divisional	t
Role Assumption	$\bar{x}$	37.22	36.13			1.12
	S.D.	7.26	6.95			
	$\bar{x}$	37.22		39.17		-2.03*
	S.D.	7.26		5.65		
	$\bar{x}$	37.22			39.64	-1.75
	S.D.	7.26			6.12	
	$\bar{x}$		36.13	39.17		-3.15**
	S.D.		6.95	5.65		
	$\bar{x}$		36.13		39.64	-2.58*
	S.D.		6.95		6.12	
	$\bar{x}$			39.17	39.64	-0.38
	S.D.			5.65	6.12	

*$p < .05$ **$p < .01$

higher at the five per cent level on the Role Assumption dimension than did management team members in single management team patterns of school organizational structure. In both multiple and divisional management team patterns of school organizational structure, management team members perceived the superintendent's leader behavior on the Role Assumption dimension to be significantly higher at the one per cent level than did management team members in school districts with dual management team patterns of school organizational structure.

An item analysis of the responses by management team members to the ten Role Assumption statements resulted in two significant frequency and percentage distributions which reinforced the direction and scope of the t test findings for the Role Assumption dimension as reported above. Table 11 presents the frequency and percentage distribution of the responses by management team members to the Role Assumption statement, "He takes full charge when emergencies arise," according to the management team patterns of school organizational structure. The significance of the Pearson chi square test for association was at the one per cent level.

Table 12 provides the frequency and percentage distribution of the responses by management team members to the Role Assumption statement, "He overcomes attempts made to challenge his leadership," according to the management team patterns of school organizational structure. The distribution was significant at the five per cent level.

TABLE 11

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE ROLE ASSUMPTION STATEMENT, "HE TAKES FULL CHARGE WHEN EMERGENCIES ARISE," ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Response	Management Team Patterns of School Organizational Structure							
	Single		Dual		Multiple		Divisional	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	43	36	29	30	19	24	3	9
Often	43	36	36	37	37	46	22	67
Occasionally	21	18	23	23	21	26	6	18
Seldom	11	9	9	9	3	4	0	0
Never	0	0	1	1	0	0	2	6
TOTAL	118	100	98	100	80	100	33	100

$X^2 = 32.72$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 12

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE ROLE ASSUMPTION STATEMENT, "HE OVERCOMES ATTEMPTS MADE TO CHALLENGE HIS LEADERSHIP," ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Response	Management Team Patterns of School Organizational Structure							
	Single		Dual		Multiple		Divisional	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	27	23	10	10	18	22	5	15
Often	47	40	41	42	35	44	18	55
Occasionally	23	19	37	38	23	29	7	21
Seldom	19	16	9	9	4	5	3	9
Never	2	2	1	1	0	0	0	0
TOTAL	118	100	98	100	80	100	33	100

$X^2 = 22.04$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

Superior Orientation.--The t test was used to examine the difference between the mean scores of the Superior Orientation dimension in the four management team patterns of school organizational structure (see Table 13). The computation resulted in significant differences at the one per cent level between single and dual management team patterns of school organizational structure and between multiple and dual management team patterns of school organizational structure. The management team members in both single and multiple management team patterns of school organizational structure perceived the behavior of the superintendent to be significantly higher at the one per cent level on the Superior Orientation dimension than did management team members in dual management team patterns of school organizational structure.

A Pearson chi square test of association for the responses by management team members to the ten Superior Orientation statements outlined four significant frequency and percentage distributions which substantiated the direction and scope of the t test findings for the Superior Orientation dimension as reported above. Table 14 presents a significant (five per cent level) frequency and percentage distribution of the responses by management team members to the Superior Orientation statement, "He is working hard for a promotion," according to the management team patterns of school organizational structure.

TABLE 13

T-TEST OF THE MANAGEMENT TEAM MEMBERS' PERCEPTION OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE SUPERIOR ORIENTATION DIMENSION ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Dimension		Management Team Patterns of School Organizational Structure				
		Single	Dual	Multiple	Divisional	t
Superior Orientation	$\bar{x}$	37.75	35.47			3.17**
	S.D.	5.64	4.79			
	$\bar{x}$	37.75		37.34		0.55
	S.D.	5.64		4.46		
	$\bar{x}$	37.75			36.82	0.88
	S.D.	5.64			4.29	
	$\bar{x}$		35.47	37.34		-2.67**
	S.D.		4.79	4.46		
	$\bar{x}$		35.47		36.82	-1.43
	S.D.		4.79		4.29	
	$\bar{x}$			37.34	36.82	0.57
	S.D.			4.46	4.29	

** $p < .01$

TABLE 14

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE SUPERIOR ORIENTATION STATEMENT, "HE IS WORKING HARD FOR A PROMOTION," ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Response	Management Team Patterns of School Organizational Structure							
	Single		Dual		Multiple		Divisional	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	26	22	8	8	6	7	5	15
Often	20	17	13	13	9	11	4	12
Occasionally	16	14	16	16	14	17	0	0
Seldom	25	21	28	29	19	24	9	27
Never	31	26	33	34	32	40	15	45
TOTAL	118	100	98	100	80	100	33	100

$X^2 = 23.03$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

Table 15 gives the frequency and percentage distribution of the responses by management team members to the Superior Orientation statement, "His superiors act favorably on most of his suggestions," according to the management team patterns of school organizational structure. The chi square statistic was significant at the five per cent level.

A frequency and percentage distribution of the responses by management team members to the Superior Orientation statement, "He enjoys the privileges of his position," according to management team patterns of school organizational structure appears in Table 16. The frequency and percentage distribution was significant at the five per cent level.

Table 17 presents the frequency and percentage distribution of the responses by management team members to the Superior Orientation statement, "He maintains cordial relations with superiors," according to the management team patterns of school organizational structure. The chi square test was significant at the one per cent level.

Graphs of LBDQ-XII dimensions.--To provide an overall view of the relationships between the management team patterns of school organizational structure, graphs employing the mean scores for each LBDQ-XII dimension were constructed. Figure 1 shows the difference between the mean scores for each LBDQ-XII dimension according to the single and dual management team patterns of school organizational structure.

TABLE 15

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE SUPERIOR ORIENTATION STATEMENT, "HIS SUPERIORS ACT FAVORABLY ON MOST OF HIS SUGGESTIONS," ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Response	Management Team Patterns of School Organizational Structure							
	Single		Dual		Multiple		Divisional	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	19	16	6	6	17	21	9	27
Often	75	64	61	62	51	64	18	55
Occasionally	14	12	26	27	11	14	5	15
Seldom	9	8	3	3	1	1	1	3
Never	1	1	2	2	0	0	0	0
TOTAL	118	100	98	100	80	100	33	100

$X^2 = 25.94$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 16

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE SUPERIOR ORIENTATION STATEMENT, " HE ENJOYS THE PRIVILEGES OF HIS POSITION," ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Response	Management Team Patterns of School Organizational Structure							
	Single		Dual		Multiple		Divisional	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	41	35	18	18	17	21	4	12
Often	49	42	40	41	41	51	15	45
Occasionally	21	18	31	32	19	24	10	30
Seldom	7	6	7	7	3	4	4	12
Never	0	0	2	2	0	0	0	0
TOTAL	118	100	98	100	80	100	33	100

$X^2 = 22.45$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 17

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE SUPERIOR ORIENTATION STATEMENT, "HE MAINTAINS CORDIAL RELATIONS WITH SUPERIORS," ACCORDING TO THE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Response	Management Team Patterns of School Organizational Structure							
	Single		Dual		Multiple		Divisional	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	53	45	29	30	34	42	14	42
Often	52	44	50	51	37	46	14	42
Occasionally	5	4	19	19	9	11	5	15
Seldom	7	6	0	0	0	0	0	0
Never	1	1	0	0	0	0	0	0
TOTAL	118	100	98	100	80	100	33	100

$X^2 = 29.62$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

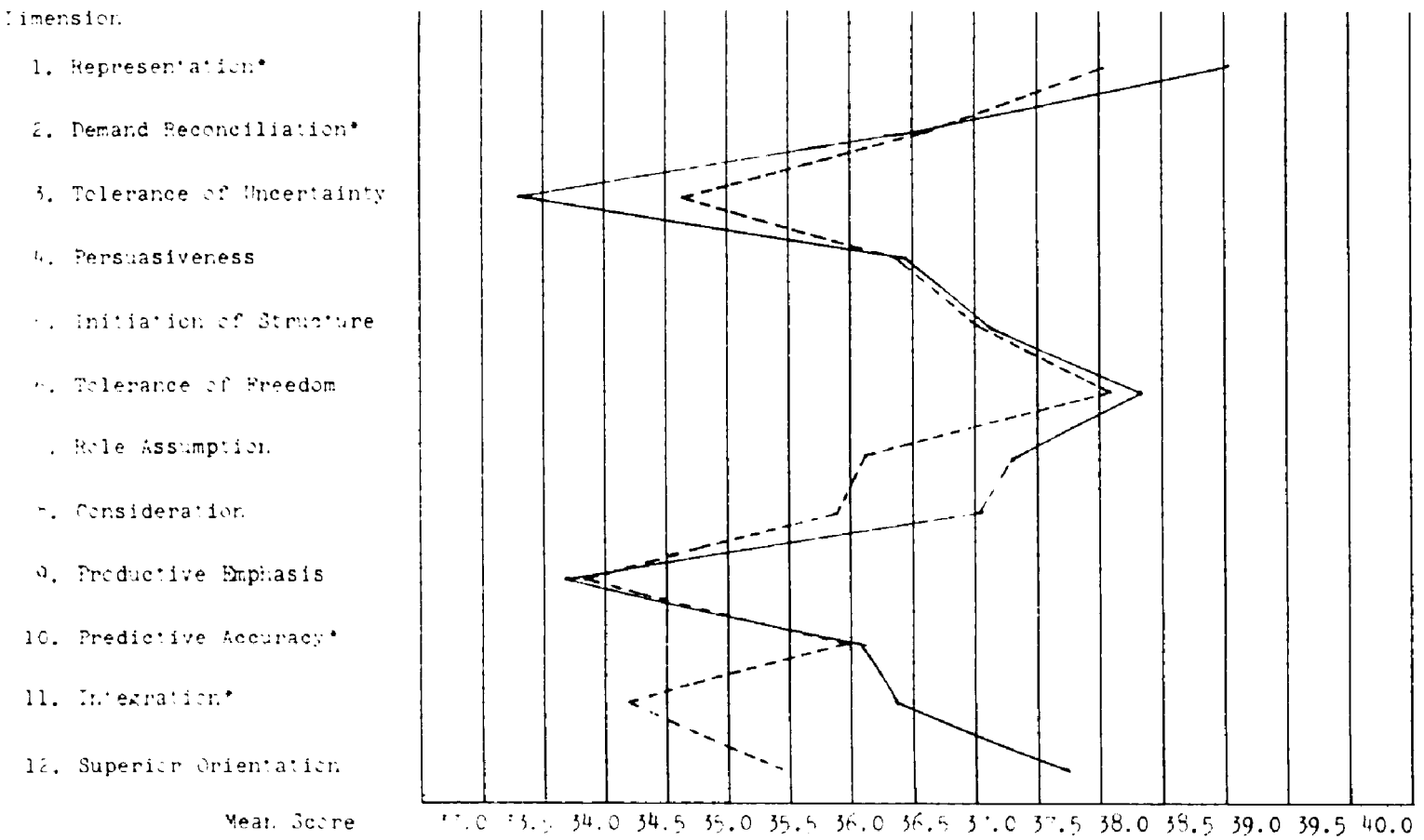


Fig. 1.--Mean Score for each LBDQ-XII Dimension According to Single and Dual Management Team Patterns of School Organizational Structure.

——Single Management Team Patterns of School Organizational Structure

---Dual Management Team Patterns of School Organizational Structure

*For graphing purposes, the Representation, Demand Reconciliation, Predictive Accuracy and Integration dimension means were doubled.

On eight of the twelve dimensions (Representation, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Predictive Accuracy, Integration and Superior Orientation) the mean scores for single management team patterns of school organizational structure were higher than the mean scores for dual management team patterns of school organizational structure.

In a similar manner, Figure 2 outlines the difference between the mean score for each LBDQ-XII dimension according to the dual, multiple and divisional management team patterns of school organizational structure. On all dimensions, except Tolerance of Uncertainty, the mean scores for multiple management team patterns of school organizational structure were larger than the mean scores for dual management team patterns of school organizational structure. In addition, on nine of the twelve dimensions (Representation, Demand Reconciliation, Persuasiveness, Initiation of Structure, Role Assumption, Productive Emphasis, Predictive Accuracy, Integration, and Superior Orientation) the mean scores for divisional management team patterns of school organizational structure were higher than the mean scores for dual management team patterns of school organizational structure.

> Hypothesis 2.--No significant differences existed in the perceptions by management team members of a superintendent's leader behavior on the LBDQ-XII dimensions between middle and large size school districts.

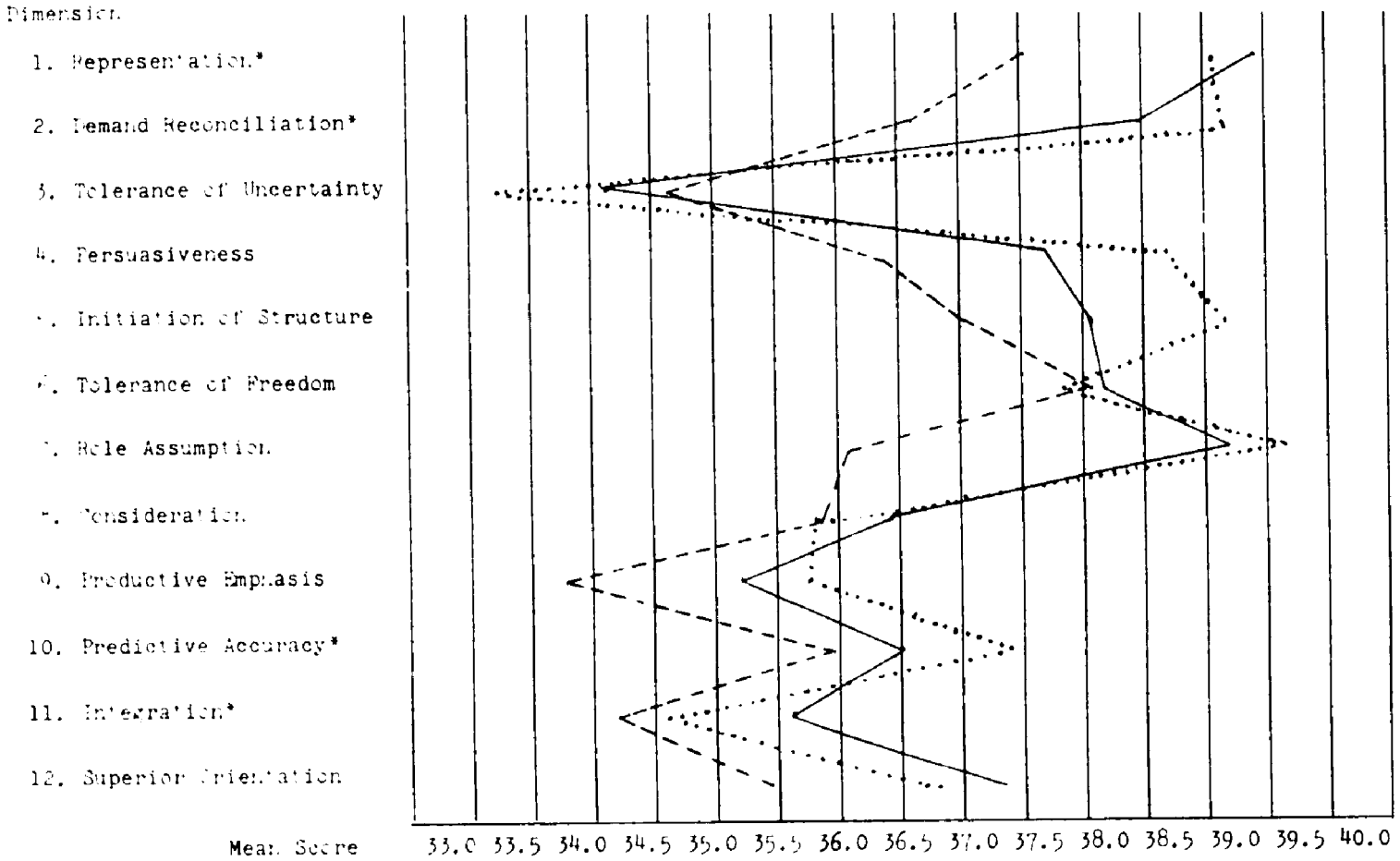


Fig. 2.--Mean Score for each LBDQ-XII Dimension According to Dual, Multiple and Divisional Management Team Patterns of School Organizational Structure.

---Dual Management Team Patterns of School Organizational Structure

——Multiple Management Team Patterns of School Organizational Structure

...Divisional Management Team Patterns of School Organizational Structure

*For graphing purposes, the Representation, Demand Reconciliation, Predictive Accuracy and Integration dimension means were doubled.

Analysis of Hypothesis 2

As Table 18 denotes, the hypothesis of no significant differences was rejected at the one per cent level for the Demand Reconciliation (F=10.74) and Tolerance of Uncertainty (F=10.86) dimensions and at the five per cent level for the Predictive Accuracy (F=5.40) dimension. The intercorrelation matrix in Table 7 indicated the following high correlations among the three significant LBDQ-XII dimensions: (1) Between Demand Reconciliation and Tolerance of Uncertainty .540, (2) Between Demand Reconciliation and Predictive Accuracy, .731 and (3) Between Tolerance of Uncertainty and Predictive Accuracy, .419.

The hypothesis of no significant difference, however, was accepted for the other nine leader behavior dimensions.

Demand Reconciliation.--Further analysis of the Demand Reconciliation dimension provided a significant t test at the one per cent level (see Table 19). A t test of -3.28 revealed that management team members in large size districts perceived the leader behavior of the superintendent to be significantly higher on the Demand Reconciliation dimension than did management team members in middle size school districts.

An item analysis of the five Demand Reconciliation statements produced two significant Pearson chi-squared tests for association at the one tenth of one per cent level which reinforced the direction and scope of the t test

TABLE 18

ANALYSIS OF VARIANCE OF THE MANAGEMENT TEAM MEMBERS' PERCEPTION OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE TWELVE DIMENSIONS OF THE LBDQ-XII ACCORDING TO SCHOOL DISTRICT SIZE

Dimension		School District Size		
		Middle	Large	F
1. Representation	$\bar{x}$	19.16	19.44	0.71
	S.D.	3.05	2.99	
2. Demand Reconciliation	$\bar{x}$	17.90	19.12	10.74**
	S.D.	3.42	3.22	
3. Tolerance of Uncertainty	$\bar{x}$	32.72	34.70	10.86**
	S.D.	5.41	5.31	
4. Persuasiveness	$\bar{x}$	36.35	37.44	2.41
	S.D.	5.83	6.54	
5. Initiation of Structure	$\bar{x}$	37.38	37.78	0.45
	S.D.	5.52	5.14	
6. Tolerance of Freedom	$\bar{x}$	37.81	38.44	0.96
	S.D.	6.43	5.17	
7. Role Assumption	$\bar{x}$	36.73	38.22	3.85
	S.D.	7.03	6.57	
8. Consideration	$\bar{x}$	36.60	36.32	0.16
	S.D.	6.51	5.98	
9. Productive Emphasis	$\bar{x}$	33.88	34.58	1.30
	S.D.	5.38	5.51	
10. Predictive Accuracy	$\bar{x}$	17.69	18.42	5.40*
	S.D.	3.04	2.65	
11. Integration	$\bar{x}$	17.81	17.61	0.25
	S.D.	3.75	3.57	
12. Superior Orientation	$\bar{x}$	37.53	36.43	3.77
	S.D.	5.41	4.78	

*$p < .05$ **$p < .01$

TABLE 19

T-TEST OF THE MANAGEMENT TEAM MEMBERS' PERCEPTION OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE DEMAND RECONCILIATION, TOLERANCE OF UNCERTAINTY AND PREDICTIVE ACCURACY DIMENSIONS ACCORDING TO SCHOOL DISTRICT SIZE

Dimension		School District Size		
		Middle	Large	t
1. Demand Reconciliation	$\bar{x}$	17.90	19.12	-3.28**
	S.D.	3.42	3.22	
2. Tolerance of Uncertainty	$\bar{x}$	32.72	34.70	-3.30**
	S.D.	5.41	5.31	
3. Predictive Accuracy	$\bar{x}$	17.69	18.42	-2.32*
	S.D.	3.04	2.65	

*$p < .05$ **$p < .01$

findings for the Demand Reconciliation dimension as reported above. Table 20 gives the frequency and percentage distribution of the responses by management team members to the Demand Reconciliation statement, "He gets swamped by details," by management team members according to school district size. In a similar manner, Table 21 provides the frequency and percentage distribution of the responses by management team members to the Demand Reconciliation statement, "He gets confused when too many demands are made of him," by management team members according to school district size.

Tolerance of Uncertainty.--On the Tolerance of Uncertainty dimension, a significant t test was calculated (see Table 19). Comparison of means showed a significant difference at the one per cent level between large and small size school districts. The management team members in large size school districts perceived the behavior of the superintendent significantly higher at the one per cent level on the Tolerance of Uncertainty dimension than did management team members in middle size school districts.

A Pearson chi square test of association of the responses by management team members to the ten Tolerance of Uncertainty statements identified one significant (five per cent level) frequency and percentage distribution which reinforced the direction and scope of the findings for the Tolerance of Uncertainty dimension as reported above. Table 22 presents a frequency and percentage distribution of

TABLE 20

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE DEMAND RECONCILIATION STATEMENT, "HE GETS SWAMPED BY DETAILS," ACCORDING TO SCHOOL DISTRICT SIZE

Response	School District Size			
	Middle		Large	
	Number	Per Cent*	Number	Per Cent*
Always	5	4	1	1
Often	20	15	20	10
Occasionally	58	43	56	29
Seldom	39	29	93	48
Never	12	9	25	13
TOTAL	134	100	195	100

$X^2 = 18.69$ $p < .001$

*Percentages were rounded off to the nearest whole per cent.

TABLE 21

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE DEMAND RECONCILIATION STATEMENT, "HE GETS CONFUSED WHEN TOO MANY DEMANDS ARE MADE OF HIM," ACCORDING TO SCHOOL DISTRICT SIZE

Response	School District Size			
	Middle		Large	
	Number	Per Cent*	Number	Per Cent*
Always	3	2	0	0
Often	13	10	10	5
Occasionally	41	31	33	17
Seldom	55	41	100	51
Never	22	16	52	27
TOTAL	134	100	195	100

$X^2 = 18.82$ $p < .001$

*Percentages were rounded off to the nearest whole per cent.

TABLE 22

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE TOLERANCE OF UNCERTAINTY STATEMENT, "HE REMAINS CALM WHEN UNCERTAIN ABOUT COMING EVENTS," ACCORDING TO SCHOOL DISTRICT SIZE

Response	School District Size			
	Middle		Large	
	Number	Per Cent*	Number	Per Cent*
Always	20	15	46	24
Often	64	48	106	54
Occasionally	35	26	27	14
Seldom	14	10	13	7
Never	1	1	3	2
TOTAL	134	100	195	100

$X^2 = 11.78$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

the responses by management team members to the Tolerance of Uncertainty statement, "He remains calm when uncertain about coming events," according to school district size.

Predictive Accuracy.--The t test was used to examine the difference between the mean scores of the Predictive Accuracy dimension in middle and large size school districts (see Table 19). The computation resulted in a significant difference at the five per cent level between large and middle size school districts. The management team members in large size school districts viewed the behavior of the superintendent to be significantly higher at the five per cent level on the Predictive Accuracy dimension than did management team members in middle size school districts.

An item analysis of the responses to the five Predictive Accuracy statements resulted in one significant (five per cent level) frequency and percentage distribution which supported the direction and scope of the t test findings for the Predictive Accuracy dimension as reported above. Table 23 gives the frequency and percentage distribution of the responses by management team members to the Predictive Accuracy statement, "Things usually turn out as he predicts," according to school district size.

Graph of LBDQ-XII dimensions.--To provide an overall view of the relationships between middle and large size school districts, a graph employing the mean scores for

TABLE 23

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE PREDICTIVE ACCURACY STATEMENT, "THINGS USUALLY TURN OUT AS HE PREDICTS," ACCORDING TO SCHOOL DISTRICT SIZE

Response	School District Size			
	Middle		Large	
	Number	Per Cent*	Number	Per Cent*
Always	3	2	6	3
Often	76	57	121	62
Occasionally	40	30	64	33
Seldom	15	11	4	2
Never	0	0	0	0
TOTAL	134	100	195	100

$X^2 = 12.30$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

each LBDQ-XII dimension was constructed. Figure 3 shows the difference between the mean scores for each LBDQ-XII dimension according to middle and large size school districts. On nine of the twelve dimensions (Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Productive Emphasis and Predictive Accuracy) the mean scores for large size school districts were higher than the mean scores for middle size school districts.

> Hypothesis 3.--No significant differences existed between the perceptions by superintendents, central administrators, secondary school principals, assistant secondary school principals and elementary school principals of a superintendent's leader behavior on the LBDQ-XII dimensions.

Analysis of Hypothesis 3

As Table 24 shows, the hypothesis of no significant differences was rejected at the one per cent level for the Initiation of Structure (F=3.99), Tolerance of Freedom (F=4.48), Consideration (F=3.84), and Integration (F=5.87) dimensions and at the five per cent level for the Productive Emphasis (F=2.85) and Superior Orientation (F=2.82) dimensions. The intercorrelation matrix in Table 7 indicates the following high correlations among the six significant LBDQ-XII dimensions: (1) Between Initiation of Structure and Tolerance of Freedom, .474, (2) Between Initiation of Structure and Consideration, .604, (3) Between Initiation of Structure and Productive Emphasis, .625, (4) Between Initiation of

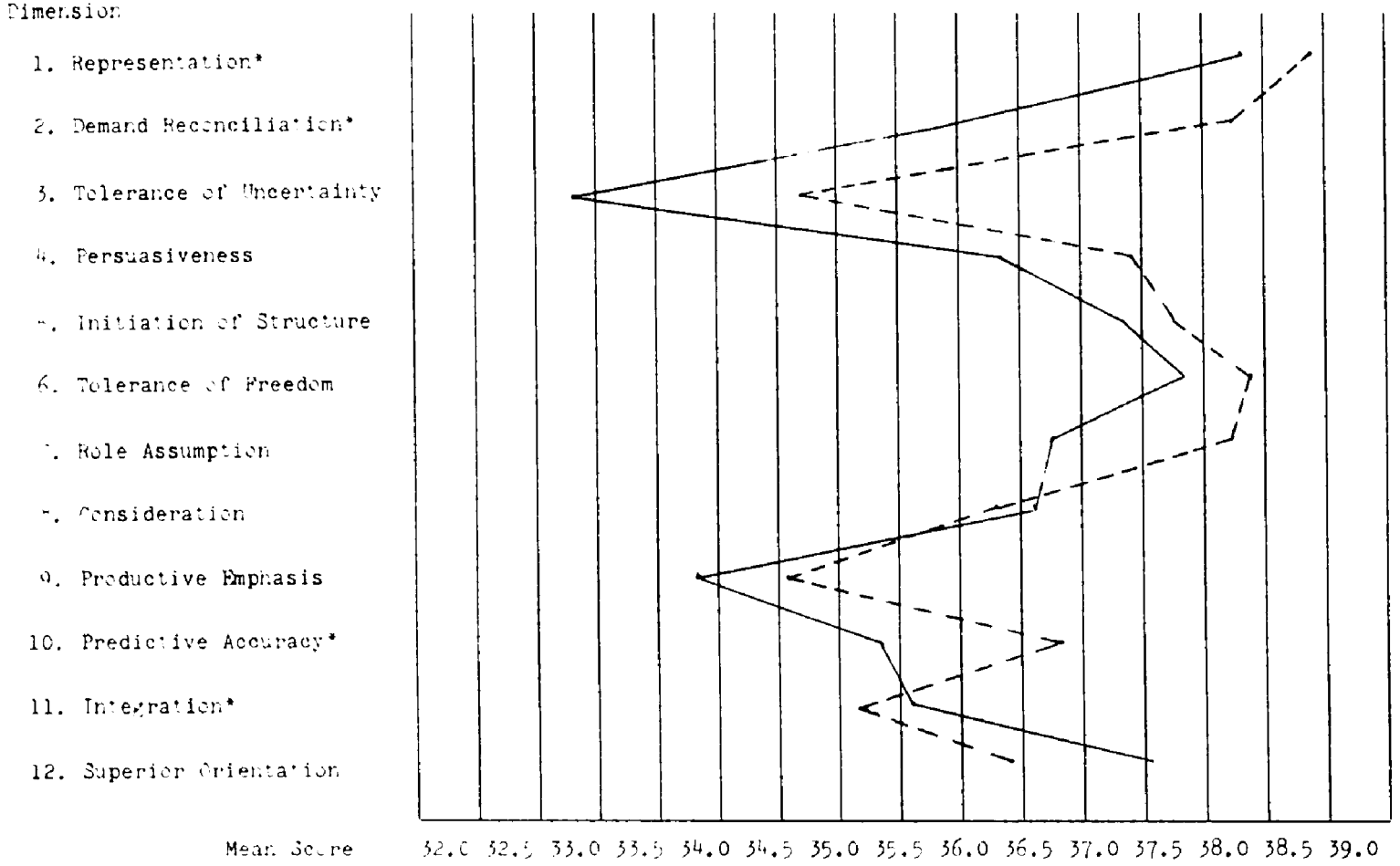


Fig. 5.--Mean Score for each Dimension of the LBDQ-XII according to School District Size.

——Middle Size School District

--- Large Size School District

*For graphing purposes, the Representation, Demand Reconciliation, Predictive Accuracy and Integration dimension means were doubled.

TABLE 24

ANALYSIS OF VARIANCE OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE TWELVE DIMENSIONS OF THE LBDQ-XII ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Dimension		Management Team Members' Position					
		Supt.	Cent. Admin.	Sec. Prin.	Asst. Sec. Prin.	Elem. Prin.	F
1. Representation	$\bar{x}$	19.70	19.97	18.86	18.91	19.29	1.78
	S.D.	1.64	2.32	3.57	3.31	3.29	
2. Demand Reconciliation	$\bar{x}$	18.47	18.92	18.08	18.68	18.92	0.79
	S.D.	1.97	3.61	3.40	3.26	3.74	
3. Tolerance of Uncertainty	$\bar{x}$	33.67	34.04	33.30	34.37	34.07	0.39
	S.D.	4.47	6.39	5.37	4.69	5.64	
4. Persuasiveness	$\bar{x}$	38.02	37.55	35.50	36.89	37.44	1.59
	S.D.	3.47	6.12	6.92	6.81	6.43	
5. Initiation of Structure	$\bar{x}$	39.79	38.38	36.11	37.11	37.55	3.99**
	S.D.	2.84	4.20	5.86	5.54	6.08	
6. Tolerance of Freedom	$\bar{x}$	40.79	37.89	36.43	38.03	38.86	4.48**
	S.D.	2.72	7.24	5.66	4.85	5.47	
7. Role Assumption	$\bar{x}$	37.56	38.24	37.30	36.69	38.15	0.61
	S.D.	3.95	5.92	6.84	7.40	8.24	
8. Consideration	$\bar{x}$	39.63	36.11	35.24	35.94	36.55	3.84**
	S.D.	2.57	5.70	6.79	6.13	7.05	
9. Productive Emphasis	$\bar{x}$	36.47	34.96	33.74	33.54	33.58	2.85*
	S.D.	4.23	5.13	5.84	5.49	5.71	
10. Predictive Accuracy	$\bar{x}$	18.88	18.58	17.59	17.77	18.05	2.20
	S.D.	1.82	2.67	3.20	2.91	2.91	
11. Integration	$\bar{x}$	19.88	17.85	16.68	17.35	17.58	5.87**
	S.D.	1.59	3.40	3.65	3.78	4.11	
12. Superior Orientation	$\bar{x}$	38.02	38.03	36.04	35.78	36.86	2.82*
	S.D.	3.26	4.19	5.26	5.17	6.10	

*$p < .05$ **$p < .01$

Structure and Integration, .706, (5) Between Initiation of Structure and Superior Orientation, .625, (6) Between Tolerance of Freedom and Consideration, .725, (7) Between Tolerance of Freedom and Productive Emphasis, .136, (8) Between Tolerance of Freedom and Integration, .680 and (9) Between Tolerance of Freedom and Superior Orientation, .377, (10) Between Consideration and Productive Emphasis, .315, (11) Between Consideration and Integration, .834, (12) Between Consideration and Superior Orientation, .506, (13) Productive Emphasis and Integration, .414, (14) Between Productive Emphasis and Superior Orientation, .556 and (15) Between Integration and Superior Orientation, .559.

The hypothesis of no significant difference, however, was accepted for the other six LBDQ-XII dimensions.

Initiation of Structure.--The significant F value mandated the computation of t tests for the Initiation of Structure dimension (see Table 25). Comparisons of the means revealed significant differences at the one per cent level between superintendents and secondary principals between superintendents and assistant secondary principals, between central administrators and secondary principals and at the five per cent level between superintendents and elementary principals. The superintendents perceived their behavior significantly higher at the one per cent level on the Initiation of Structure dimension than did secondary principals and assistant secondary principals; superintendents

TABLE 25

T-TEST OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE INITIATION OF STRUCTURE DIMENSION ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Dimension	Management Team Members' Position						
		Supt.	Cent. Admin.	Sec. Prin.	Asst. Sec. Prin.	Elem. Prin.	t
Initiation of Structure	$\bar{x}$	39.79	38.38				1.96
	S.D.	2.84	4.20				
	$\bar{x}$	39.79		36.11			3.86**
	S.D.	2.84		5.86			
	$\bar{x}$	39.79			37.11		2.93**
	S.D.	2.84			5.54		
	$\bar{x}$	39.79				37.55	2.27*
	S.D.	2.84				6.08	
	$\bar{x}$		38.38	36.11			2.71**
	S.D.		4.20	5.86			
	$\bar{x}$		38.38		37.11		1.53
	S.D.		4.20		5.54		
	$\bar{x}$		38.38			37.55	0.96
	S.D.		4.20			6.08	
	$\bar{x}$			36.11	37.11		-1.03
	S.D.			5.86	5.54		
	$\bar{x}$			36.11		37.55	-1.46
	S.D.			5.86		6.08	
	$\bar{x}$				37.11	37.55	-0.44
	S.D.				5.54	6.08	

*p$\angle$.05 **p$\angle$.01

viewed their behavior significantly higher at the five per cent level on the Initiation of Structure dimension than did elementary principals and; central administrators perceived the behavior of the superintendent significantly higher at the one per cent level on the Initiation of Structure dimension than did secondary principals.

An item analysis of the responses to the ten Initiation of Structure statements produced three significant frequency and percentage distributions which supported the direction and scope of the t test findings for the Initiation of Structure dimension as reported above. Table 26 gives the frequency and percentage distribution of the responses by management team members to the Initiation of Structure statement, "He tries out his ideas in the group," according to the management team members' position. The distribution was significant at the one per cent level.

The frequency and percentage distribution of the responses by management team members to the Initiation of Structure statement, "He makes his attitudes clear to the group," according to the management team members' position appears in Table 27. The Pearson chi square test for association was significant at the one per cent level.

Table 28 furnishes the frequency and percentage distribution of the responses by management team members to the Initiation of Structure statement, "He makes sure that his part in the group is understood by the group members,"

TABLE 26

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE INITIATION OF STRUCTURE STATEMENT, "HE TRIES OUT HIS IDEAS IN THE GROUP," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Princ.		Elem. Princ.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	8	19	9	12	10	14	8	12	12	16
Often	30	70	42	57	27	36	29	45	38	52
Occasionally	5	12	20	27	25	34	18	28	19	26
Seldom	0	0	2	3	11	15	10	15	2	3
Never	0	0	1	1	1	1	0	0	2	3
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 44.40$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 27

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE INITIATION OF STRUCTURE STATEMENT, "HE MAKES HIS ATTITUDES CLEAR TO THE GROUP," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	[illegible]	16	22	30	15	20	19	29	21	29
Often	36	84	40	54	35	47	27	42	37	51
Occasionally	0	0	11	15	18	24	14	22	9	12
Seldom	0	0	1	1	6	8	5	8	5	7
Never	0	0	0	0	0	0	0	0	1	1
TOTAL	43	100	74	100	74	100	65	100	73	100

χ^2 = 55.[illegible] $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 28

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE LEADER INITIATION OF STRUCTURE STATEMENT, "HE MAKES SURE THAT HIS PART IN THE GROUP IS UNDERSTOOD BY THE GROUP MEMBERS," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	14	35	22	30	16	22	18	28	22	30
Often	27	65	33	45	30	41	25	38	33	45
Occasionally	2	5	14	19	23	31	20	31	9	12
Seldom	0	0	5	7	5	7	2	3	8	11
Never	0	0	0	0	0	0	0	0	1	1
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 30.63$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

according to the management team members' position. The chi square statistic was significant at the five per cent level.

Tolerance of Freedom.--The t test was used to examine the mean scores of the Tolerance of Freedom dimension (see Table 29). The computation resulted in significant differences at the one per cent level between superintendents and secondary principals, between superintendents and assistant secondary principals and between elementary principals and secondary principals and at the five per cent level between superintendents and central administrators and between superintendents and elementary principals. The superintendents viewed their behavior on the Tolerance of Freedom dimension to be significantly higher at the one per cent level than did secondary principals and assistant secondary principals and at the five per cent level than did central administrators and elementary principals. The elementary principals, however, perceived the behavior of the superintendents on the Tolerance of Freedom dimension to be significantly higher at the one per cent level than did secondary principals.

For the ten Tolerance of Freedom statements, the computer generated four significant Pearson chi square tests for association which reinforced the direction and scope of the t test findings for the Tolerance of Freedom dimension as reported above. Table 30 presents the frequency and percentage distribution of the responses by management team

TABLE 29

T-TEST OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE TOLERANCE OF FREEDOM DIMENSION ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Dimension		Management Team Members' Position					t
		Supt.	Cent. Admin.	Sec. Prin.	Asst. Sec. Prin.	Elem. Prin.	
Tolerance of Freedom	$\bar{x}$	40.79	37.89				2.52*
	S.D.	2.72	7.24				
	$\bar{x}$	40.79		36.43			4.73**
	S.D.	2.72		5.66			
	$\bar{x}$	40.79			38.03		3.39**
	S.D.	2.72			4.85		
	$\bar{x}$	40.79				38.86	2.16*
	S.D.	2.72				5.47	
	$\bar{x}$		37.89	36.43			1.37
	S.D.		7.24	5.66			
	$\bar{x}$		37.89		38.03		-0.13
	S.D.		7.24		4.85		
	$\bar{x}$		37.89			38.86	-0.92
	S.D.		7.24			5.47	
	$\bar{x}$			36.43	38.03		-1.77
	S.D.			5.66	4.85		
	$\bar{x}$			36.43		38.86	-2.65**
	S.D.			5.66		5.47	
	$\bar{x}$				38.03	38.86	-0.94
	S.D.				4.85	5.47	

*p $\angle$ .05 **p$\angle$.01

TABLE 30

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE TOLERANCE OF FREEDOM STATEMENT, "HE ALLOWS MEMBERS COMPLETE FREEDOM IN THEIR WORK," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	10	23	19	26	7	9	10	15	20	27
Often	30	70	35	47	39	53	36	55	39	53
Occasionally	3	5	9	12	19	26	14	22	7	10
Seldom	0	0	9	12	8	11	4	6	6	8
Never	1	2	2	3	1	1	1	2	1	1
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 29.18$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

members to the Tolerance of Freedom statement, "He allows members complete freedom in their work," according to the management team members' position. The distribution was significant at the five per cent level.

A frequency and percentage distribution of the responses by management team members to the Tolerance of Freedom statement, "He turns the members loose on a job and lets them go to it," according to the management team members' position appears in Table 31. The chi square was significant at the five per cent level.

Table 32 provides the frequency and percentage of the responses by management team members to the Tolerance of Freedom statement, "He allows the group a high degree of initiative," according to the management team members' position. The Pearson chi square test for association was significant at the one tenth of one per cent level.

Table 33 describes the frequency and percentage distribution of the responses by management team members to the Tolerance of Freedom statement, "He trusts the members to exercise good judgment," according to the management team members' position. The distribution was significant at the one per cent level.

Consideration.--Further analysis of the Consideration dimension provided four significant t tests at the one per cent level (see Table 34). Significant differences were established between superintendents and central administrators, between superintendents and secondary principals,

TABLE 31

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE TOLERANCE OF FREEDOM STATEMENT, "HE TURNS THE MEMBERS LOOSE ON A JOB AND LETS THEM GO TO IT," MEMBERS ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	[illegible]	16	6	8	3	4	3	5	4	5
Often	29	67	45	61	37	50	41	63	49	67
Occasionally	[illegible]	16	13	18	28	38	18	28	11	15
Seldom	0	0	9	12	6	8	3	5	7	10
Never	0	0	1	1	0	0	0	5	2	3
TOTAL	43	100	74	100	74	100	65	100	73	100

χ^2 = 31.39 $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 32

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE TOLERANCE OF FREEDOM STATEMENT, "HE ALLOWS THE GROUP A HIGH DEGREE OF INITIATIVE," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	5	12	13	18	5	7	8	12	18	25
Often	38	88	43	58	45	61	38	58	38	52
Occasionally	0	0	9	12	15	20	17	26	13	18
Seldom	0	0	8	11	9	12	0	0	4	5
Never	0	0	1	1	0	0	2	3	0	0
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 46.03$ $p < .001$

*Percentages were rounded off to the nearest whole per cent.

TABLE 33

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE TOLERANCE OF FREEDOM STATEMENT, "HE TRUSTS THE MEMBERS TO EXERCISE GOOD JUDGMENT," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem Prin.	
	Number	Per Cent*	Number	Per Cent.	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	13	30	21	28	8	11	17	26	30	41
Often	29	67	37	50	45	61	35	54	30	41
Occasionally	1	2	11	15	17	23	11	17	9	12
Seldom	0	0	5	7	3	4	2	3	4	5
Never	0	0	0	0	1	1	0	0	0	0
TOTAL	43	100	74	100	74	100	65	100	73	100

$X^2 = 32.48$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 34

T-TEST OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE CONSIDERATION DIMENSION ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Dimension	Management Team Members' Position						
		Supt.	Cent. Admin.	Sec. Prin.	Asst. Sec. Prin.	Elem. Prin.	t
Consideration	$\bar{x}$	39.63	36.11				3.82**
	S.D.	2.57	5.70				
	$\bar{x}$	39.63		35.24			4.06**
	S.D.	2.57		6.79			
	$\bar{x}$	39.63			35.94		3.73**
	S.D.	2.57			6.13		
	$\bar{x}$	39.63				36.55	2.75**
	S.D.	2.57				7.05	
	$\bar{x}$		36.11	35.24			0.84
	S.D.		5.70	6.79			
	$\bar{x}$		36.11		35.94		0.17
	S.D.		5.70		6.13		
	$\bar{x}$		36.11			36.55	-0.42
	S.D.		5.70			7.05	
	$\bar{x}$			35.24	35.94		-0.63
	S.D.			6.79	6.13		
	$\bar{x}$			35.24		36.55	-1.14
	S.D.			6.79		7.05	
	$\bar{x}$				35.94	36.55	-0.54
	S.D.				6.13	7.05	

**p < .01

between superintendents and assistant secondary principals and between superintendents and elementary principals. Superintendents perceived their behavior on the Consideration dimension significantly higher at the one per cent level than did central administrators, secondary principals, assistant secondary principals and elementary principals.

A Pearson chi square test of association of the ten Consideration statements outlined five significant frequency and percentage distributions which supported the direction and scope of the t test findings for the Consideration dimension as reported above. Table 35 presents the frequency and percentage distribution of the responses by management team members to the Consideration statement, "He puts suggestions made by the group into operation," according to the management team members' position. The chi square was significant at the one per cent level.

Table 36 provides the frequency and percentage distribution of the responses by management team members to the Consideration statement, "He treats all members of the group as equals," according to the management team members' position. The distribution was significant at the five per cent level.

Table 37 gives the frequency and percentage distribution of the responses by management team members to the Consideration statement, "He looks out for the personal welfare of group members," according to the management team

TABLE 35

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE CONSIDERATION STATEMENT, "HE PUTS SUGGESTIONS MADE BY THE GROUP INTO OPERATION," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	1	2	2	3	2	3	2	3	0	0
Often	39	91	44	49	37	50	35	54	44	60
Occasionally	3	7	26	35	31	42	21	32	24	33
Seldom	0	0	2	3	4	5	7	11	3	4
Never	0	0	0	0	0	0	0	0	2	3
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 55.95$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 36

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE CONSIDERATION STATEMENT, "HE TREATS ALL MEMBERS OF THE GROUP AS EQUALS," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	16	37	11	15	9	12	10	15	14	19
Often	22	51	27	36	31	42	25	38	26	36
Occasionally	5	12	20	27	17	23	11	17	17	23
Seldom	0	0	12	16	10	14	16	25	12	16
Never	0	0	4	5	7	9	3	5	4	5
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 31.53$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 5?

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE CONSIDERATION STATEMENT, "HE LOOKS OUT FOR THE PERSONAL WELFARE OF GROUP MEMBERS," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	[illegible]	16	11	15	10	14	12	18	13	18
[illegible]en.	32	[illegible]4	32	43	29	39	26	40	34	47
Occasionally	1	2	26	35	22	30	19	29	17	23
Seldom	[illegible]	7	4	5	10	14	8	12	8	11
Never	0	0	1	1	3	4	0	0	1	1
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 30.20$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

members' position. The Pearson chi square test for association was significant at the five per cent level.

Table 38 outlines the frequency and percentage distribution of the responses by management team members to the Consideration statement, "He is willing to make changes," according to the management team members' position. The chi square was significant at the one per cent level.

Table 39 presents the frequency and percentage distribution of the responses by management team members to the Consideration statement, "He refuses to explain his actions," according to the management team members' position. The distribution was significant at the five per cent level.

Productive Emphasis.--The mean scores of the Productive Emphasis dimension were analyzed by the t test (see Table 40). Comparison of the mean scores displayed significant differences at the one per cent level between superintendents and secondary principals, between superintendents and assistant secondary principals and between superintendents and elementary principals. The superintendents perceived their behavior on the Productive Emphasis dimension significantly higher at the one per cent level than did secondary principals, assistant secondary principals and elementary principals.

An item analysis of the ten Productive Emphasis statements produced two significant frequency and percentage distributions which substantiated the direction and scope of

TABLE 58

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE CONSIDERATION STATEMENT, "HE IS WILLING TO MAKE CHANGES," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	19	23	14	19	5	7	11	17	21	29
Often	62	74	40	54	42	57	32	49	31	42
Occasionally	1	2	14	19	17	23	15	23	15	21
Seldom	0	0	6	8	10	14	7	11	6	8
Never	0	0	1	1	0	0	0	0	0	0
TOTAL	82	100	74	100	74	100	65	100	73	100

χ^2 = 44.04 $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 39

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE CONSIDERATION STATEMENT, "HE REFUSES TO EXPLAIN HIS ACTIONS," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	1	2	1	1	0	0	0	0	0	0
Often	0	0	7	9	8	11	5	8	7	10
Occasionally	3	5	15	20	16	22	22	39	17	23
Seldom	25	58	38	51	37	50	25	38	29	40
Never	15	35	13	18	13	18	13	20	20	27
TOTAL	43	100	74	100	74	100	65	100	73	100

$X^2 = 27.67$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 40

T-TEST OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE PRODUCTIVE EMPHASIS DIMENSION ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Dimension		Management Team Members' Position					
		Supt.	Cent. Admin.	Sec. Prin.	Asst. Sec. Prin.	Elem. Prin.	t
Productive Emphasis	$\bar{x}$	36.47	34.96				1.63
	S.D.	4.23	5.13				
	$\bar{x}$	36.47		33.74			2.67**
	S.D.	4.23		5.84			
	$\bar{x}$	36.47			33.54		2.96**
	S.D.	4.23			5.49		
	$\bar{x}$	36.47				33.58	2.88**
	S.D.	4.23				5.71	
	$\bar{x}$		34.96	33.74			1.35
	S.D.		5.13	5.84			
	$\bar{x}$		34.96		33.54		1.58
	S.D.		5.13		5.49		
	$\bar{x}$		34.96				1.55
	S.D.		5.13				
	$\bar{x}$			33.74	33.54	33.58	0.21
	S.D.			5.84	5.49	5.71	
	$\bar{x}$			33.74		33.58	0.18
	S.D.			5.84		5.71	
	$\bar{x}$				33.54	33.58	-0.04
	S.D.				5.49	5.71	

**p < .01

the t test findings for the Productive Emphasis as reported above. Table 41 presents the frequency and percentage distribution of the responses by management team members to the Productive Emphasis statement, "He pushes for increased production," according to the management team members' position. The chi square was significant at the one per cent level.

A frequency and percentage distribution of the responses by management team members to the Productive Emphasis statement, "He keeps the group working up to capacity," according to the management team members' position appears in Table 42. The distribution was significant at the one tenth of one per cent level.

Integration.--A significant F ratio at the one per cent level for the Integration dimension led to t tests of the mean scores (see Table 43). Comparison of the means showed significant differences at the one per cent level between superintendents and central administrators, between superintendents and secondary principals, between superintendents and assistant secondary principals and between superintendents and elementary principals and at the five per cent level between central administrators and secondary principals. Superintendents perceived their behavior on the Integration dimension significantly higher at the one per cent level than did central administrators, secondary principals, assistant secondary principals and elementary

TABLE 41

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE PRODUCTIVE EMPHASIS STATEMENT, "HE PUSHES FOR INCREASED PRODUCTION," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	6	14	11	15	7	9	8	12	8	11
Often	32	74	30	41	38	51	23	35	27	37
Occasionally	5	12	25	34	20	27	26	40	28	38
Seldom	0	0	6	8	9	12	8	12	10	14
Never	0	0	2	3	0	0	0	0	0	0
TOTAL	43	100	74	100	74	100	65	100	73	100

$X^2 = 34.21$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 42

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE PRODUCTIVE EMPHASIS STATEMENT, "HE KEEPS THE GROUP WORKING UP TO CAPACITY," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	2	5	10	14	1	1	2	3	14	19
Often	37	86	45	61	39	53	35	54	33	45
Occasionally	4	9	15	20	30	41	24	37	19	26
Seldom	0	0	4	5	4	5	4	6	7	10
Never	0	0	0	0	0	0	0	0	0	0
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 44.75$ $p < .001$

*Percentages were rounded off to the nearest whole per cent.

TABLE 43

T-TEST OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE INTEGRATION DIMENSION ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Dimension	Management Team Members' Position						
		Supt.	Cent. Admin.	Sec. Prin.	Asst. Sec. Prin.	Elem. Prin.	t
Integration	$\bar{x}$	19.88	17.85				3.69**
	S.D.	1.59	3.40				
	$\bar{x}$	19.88		16.68			5.47**
	S.D.	1.59		3.65			
	$\bar{x}$	19.88			17.35		4.15**
	S.D.	1.59			3.78		
	$\bar{x}$	19.88				17.58	3.53**
	S.D.	1.59				4.11	
	$\bar{x}$		17.85	16.68			2.03*
	S.D.		3.40	3.65			
	$\bar{x}$		17.85		17.35		0.82
	S.D.		3.40		3.78		
	$\bar{x}$		17.85			17.58	0.44
	S.D.		3.40			4.11	
	$\bar{x}$			16.68	17.35		-1.08
	S.D.			3.65	3.78		
	$\bar{x}$			16.68		17.58	-1.41
	S.D.			3.65		4.11	
	$\bar{x}$				17.35	17.58	-0.33
	S.D.				3.78	4.11	

*p $\angle$ .05 **p $\angle$ .01

principals; central administrators viewed the behavior of superintendents on the Integration dimension significantly higher at the five per cent level than did secondary principals.

The Pearson chi square test for association discovered that all five of the Integration statements generated significant frequency and percentage distributions which reinforced the direction and scope of the t test findings for the Integration dimension as reported above. Table 44 outlines the frequency and percentage distribution of the responses by management team members to the Integration statement, "He keeps the group working together as a team," according to the management team members' position. The chi square was significant at the five per cent level.

Table 45 presents the frequency and percentage distribution of the responses by management team members to the Integration statement, "He settles conflicts when they occur in the group," according to the management team members' position. The distribution was significant at the five per cent level.

Table 46 gives the frequency and percentage distribution of the responses by management team members to the Integration statement, "He sees to it that the work of the group is coordinated," according to the management team members' position. The Pearson chi square test for association was significant at the one per cent level.

TABLE 44

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE INTEGRATION STATEMENT, "HE KEEPS THE GROUP WORKING TOGETHER AS A TEAM," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	10	23	10	14	9	12	5	8	12	16
Often	27	63	38	51	25	34	30	46	29	40
Occasionally	6	14	18	24	22	30	19	29	21	29
Seldom	0	0	7	9	16	22	9	14	11	15
Never	0	0	1	1	2	3	2	3	0	0
TOTAL	43	100	74	100	74	100	65	100	73	100

$X^2 = 25.75$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 45

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE INTEGRATION STATEMENT, "HE SETTLES CONFLICTS WHEN THEY OCCUR IN THE GROUP," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	8	19	13	18	6	8	9	14	7	10
Often	29	67	34	46	34	46	29	45	33	45
Occasionally	6	14	21	28	22	30	14	22	21	29
Seldom	0	0	5	7	11	15	12	18	8	11
Never	0	0	1	1	1	1	1	2	4	5
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 27.30$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 46

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE INTEGRATION STATEMENT, "HE SEES TO IT THAT THE WORK OF THE GROUP IS COORDINATED," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	5	12	8	11	6	8	14	22	9	12
Often	34	79	42	57	31	42	29	45	38	52
Occasionally	4	9	16	22	28	38	18	28	14	19
Seldom	0	0	7	9	9	12	4	6	12	16
Never	0	0	1	1	0	0	0	0	0	0
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 36.96$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

Table 47 provides the frequency and percentage distribution of the responses by management team members to the Integration statement, "He helps group members settle their differences," according to the management team members' position. The chi square was significant at the one per cent level.

Table 48 presents the frequency and percentage distribution of the responses by management team members to the Integration statement, "He maintains a closely knit group," according to the management team members' position. The distribution was significant at the one tenth of one per cent level.

Superior Orientation.--The Superior Orientation mean scores were scrutinized by t test (see Table 49). Contrasting the mean scores showed significant differences at the one per cent level between central administrators and assistant secondary principals and at the five per cent level between central administrators and secondary principals, between superintendents and secondary principals and between superintendents and assistant secondary principals. Central administrators perceived the leader behavior of the superintendent on the Superior Orientation dimension significantly higher at the one per cent level than did assistant secondary principals, and also significantly higher at the five per level than did secondary principals. Superintendents viewed their leader behavior on the Superior Orientation dimension

TABLE 47

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE INTEGRATION STATEMENT, "HE HELPS GROUP MEMBERS SETTLE THEIR DIFFERENCES," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
Response	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	6	14	4	5	3	4	7	11	10	14
Often	30	70	39	53	31	42	23	35	27	37
Occasionally	7	16	25	34	34	46	22	34	25	34
Seldom	0	0	5	7	6	8	12	18	10	14
Never	0	0	1	1	0	0	1	2	1	1
TOTAL	43	100	74	100	74	100	65	100	73	100

$X^2 = 35.05$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 48

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE INTEGRATION STATEMENT, "HE MAINTAINS A CLOSELY KNIT GROUP," ACCORDING TO THE MANAGEMENT TEAM MEMBERS POSITION

	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
Response	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	1	2	6	8	0	0	3	5	15	21
Often	35	81	33	45	31	42	29	45	24	33
Occasionally	7	16	22	30	19	26	21	32	19	26
Seldom	0	0	10	14	20	27	11	17	13	18
Never	0	0	3	4	4	5	1	2	2	3
TOTAL	43	100	74	100	74	100	65	100	73	100

$X^2 = 39.252$ $p < .001$

*Percentages were rounded off to the nearest whole per cent.

TABLE 49

T-TEST OF THE SUPERINTENDENTS' LEADER BEHAVIOR ON THE SUPERIOR ORIENTATION DIMENSION ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Dimension		Management Team Members' Position					
		Supt.	Cent. Admin.	Sec. Prin.	Asst. Sec. Prin.	Elem. Prin.	t
Superior Orientation	$\bar{x}$	38.02	38.03				-0.01
	S.D.	3.26	4.19				
	$\bar{x}$	38.02		36.04			2.23*
	S.D.	3.26		5.26			
	$\bar{x}$	38.02			35.78		2.53*
	S.D.	3.26			5.17		
	$\bar{x}$	38.02				36.86	1.15
	S.D.	3.26				6.10	
	$\bar{x}$		38.03	36.04			2.54*
	S.D.		4.19	5.26			
	$\bar{x}$		38.03		35.78		2.82**
	S.D.		4.19		5.17		
	$\bar{x}$		38.03			36.86	1.35
	S.D.		4.19			6.10	
	$\bar{x}$			36.04	35.78		0.29
	S.D.			5.26	5.17		
	$\bar{x}$			36.04		36.86	-0.88
	S.D.			5.26		6.10	
	$\bar{x}$				35.78	36.86	-1.11
	S.D.				5.17	6.10	

*p∠.05 **p∠.01

significantly higher at the five per cent level than did secondary principals and assistant secondary principals.

The Pearson chi square test for association for each of the ten Superior Orientation statements resulted in four significant frequency and percentage distributions which supported the direction and scope of the t test findings for the Superior Orientation dimension as reported above. Table 50 gives the frequency and percentage distribution of the responses by management team members to the Superior Orientation statement, "He gets along well with the people above him," according to the management team members' position. The Pearson chi square test for association was significant at the five per cent level.

Table 51 presents the frequency and percentage distribution of the responses by management team members to the Superior Orientation statement, "He keeps the group in good standing with higher authority," according to the management team members' position. The distribution was significant at the five per cent level.

Table 52 outlines the frequency and percentage distribution of the responses by management team members to the Superior Orientation statement, "He gets his superiors to act for the welfare of the group," according to the management team members' position. The chi square was significant at the one per cent level.

Table 53 provides the frequency and percentage

TABLE 50

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE SUPERIOR ORIENTATION STATEMENT, "HE GETS ALONG WELL WITH THE PEOPLE ABOVE HIM," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	14	33	29	39	14	19	24	37	20	27
Often	29	67	36	49	44	59	31	48	45	62
Occasionally	0	0	7	9	14	19	5	8	5	7
Seldom	0	0	1	1	2	3	5	8	2	3
Never	0	0	1	1	0	0	0	0	1	1
TOTAL	43	100	74	100	74	100	65	100	73	100

$X^2 = 30.30$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 51

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE SUPERIOR ORIENTATION STATEMENT, "HE KEEPS THE GROUP IN GOOD STANDING WITH HIGHER AUTHORITY," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	17	40	26	35	13	18	14	22	19	26
Often	25	58	28	38	31	42	25	38	31	42
Occasionally	1	2	15	20	22	30	18	28	17	23
Seldom	0	0	4	5	7	9	7	11	3	4
Never	0	0	1	1	1	1	1	2	3	4
TOTAL	43	100	74	100	74	100	65	100	73	100

$X^2 = 30.77$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

TABLE 52

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE SUPERIOR ORIENTATION STATEMENT, "HE BETS HIS SUPERIORS TO ACT FOR THE WELFARE OF THE GROUP MEMBERS," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Supt.		Management Team Members' Position: Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	2	5	4	5	2	3	5	8	3	4
Often	38	88	47	64	42	57	29	45	36	49
Occasionally	3	7	18	24	21	28	23	35	21	29
Seldom	0	0	4	5	9	12	7	11	11	15
Never	0	0	1	1	0	0	1	2	2	3
TOTAL	43	100	74	100	74	100	65	100	73	100

$\chi^2 = 32.03$ $p < .01$

*Percentages were rounded off to the nearest whole per cent.

TABLE 53

A FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONSES BY MANAGEMENT TEAM MEMBERS TO THE SUPERIOR ORIENTATION STATEMENT, "HE GETS WHAT HE ASKS FOR FROM HIS SUPERIORS," ACCORDING TO THE MANAGEMENT TEAM MEMBERS' POSITION

Response	Management Team Members' Position									
	Supt.		Central Admin.		Sec. Prin.		Asst. Sec. Prin.		Elem. Prin.	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
Always	3	5	5	7	5	7	6	9	5	7
Often	40	93	55	74	45	61	38	58	51	70
Occasionally	1	2	13	18	16	22	17	26	12	16
Seldom	0	0	1	1	8	11	3	5	4	5
Never	0	0	0	0	0	0	1	2	1	1
TOTAL	44	100	74	100	74	100	65	100	73	100

$\chi^2 = 27.57$ $p < .05$

*Percentages were rounded off to the nearest whole per cent.

distribution of the responses by management team members to the Superior Orientation statement, "He gets what he asks for from his superiors," according to the management team members' position. The distribution was significant at the five per cent level.

Graphs of LBDQ-XII dimensions.--To provide an overall view of the relationships between the management team members' position, graphs based on the mean scores for each LBDQ-XII dimension were constructed. Figure 4 outlines the difference between the mean score for each LBDQ-XII dimension according to superintendents, central administrators and secondary principals. On eight of the dimensions (Persuasiveness, Initiation of Structure, Tolerance of Freedom, Consideration, Productive Emphasis, Predictive Accuracy, Integration and Superior Orientation) the mean scores for superintendents were higher than the mean scores for both central administrators and secondary principals. At the opposite extreme, the mean scores on all dimensions for secondary principals were lower than the mean scores for both superintendents and central administrators.

The graph in Figure 5 shows the difference between the mean scores for each LBDQ-XII dimension according to superintendents, assistant secondary principals and elementary principals. On nine of the dimensions (Representation, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Consideration, Productive Emphasis, Predictive

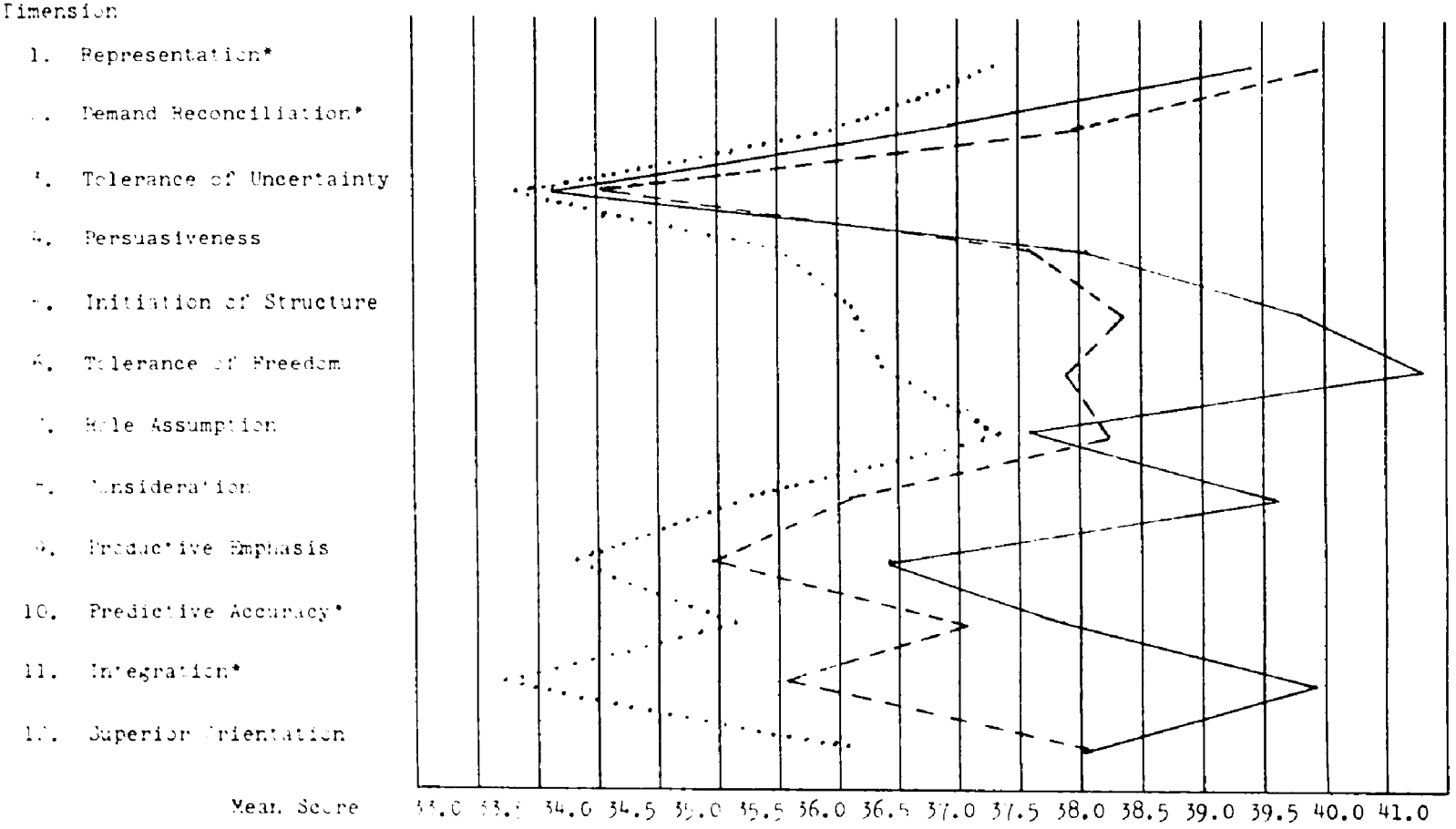


*Fig. 4.--Mean Score for each LBDQ-XII Dimension according to Superintendents, Central Administrators and Secondary Principals.

——Superintendents

--- Central Administrators

... Secondary Principals

*For graphing purposes, the Representation, Demand Reconciliation, Predictive Accuracy and Integration dimension means were doubled.

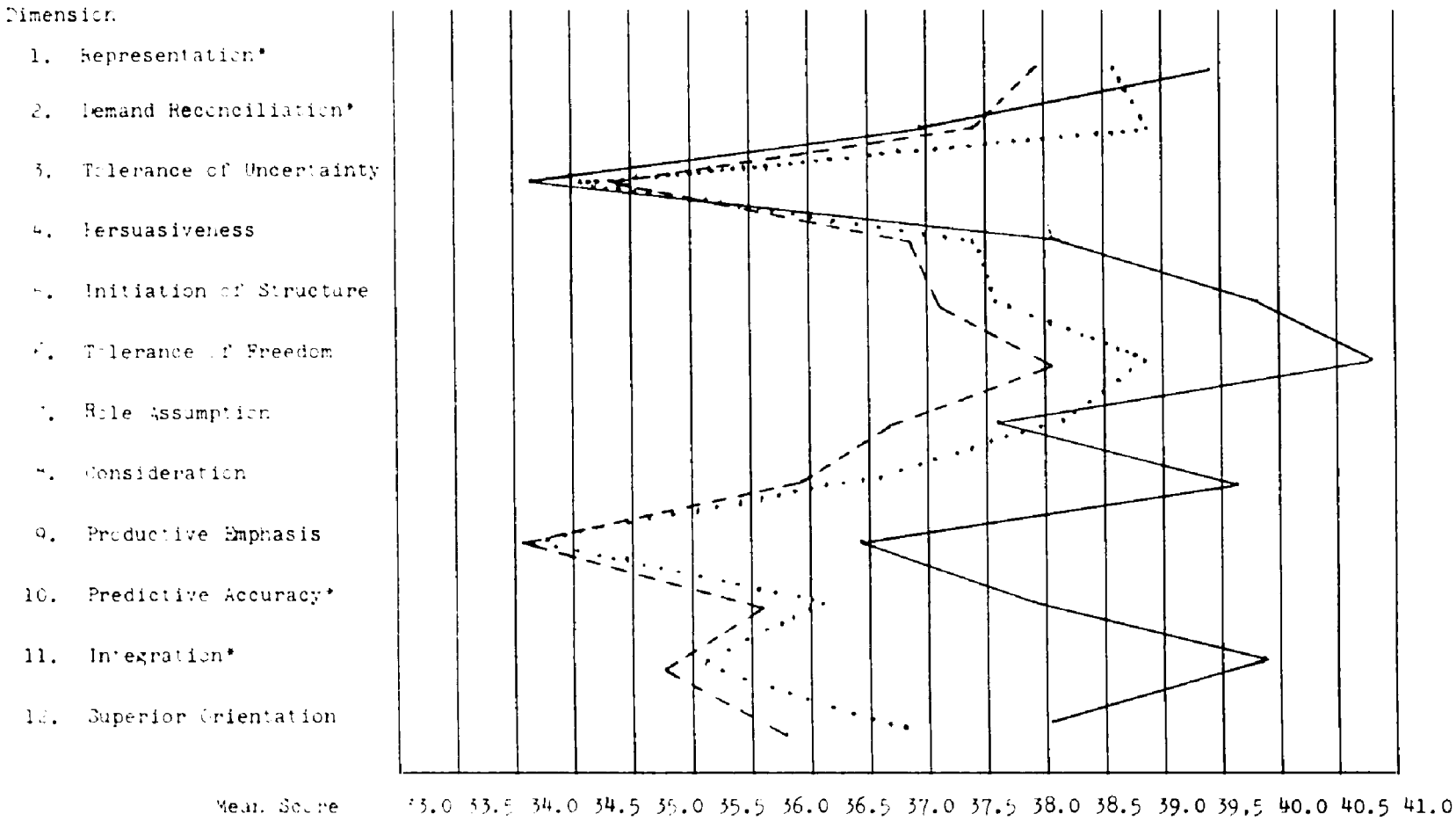


*Fig. 5.--Mean Score for each LBDQ-XII Dimension according to Superintendents, Assistant Secondary Principals and Elementary Principals.

——Superintendents

--- Assistant Secondary Principals

... Elementary Principals

*For graphing purposes, the Representation, Demand Reconciliation, Predictive Accuracy and Integration dimension means were doubled.

Accuracy, Integration and Superior Orientation) the mean scores for superintendents were higher than the mean scores for assistant secondary principals.

The final graph, Figure 6, exhibits the difference among the mean scores for each LBDQ-XII dimension according to secondary principals, assistant secondary principals and elementary principals. On all but two dimensions, Role Assumption and Productive Emphasis, the mean scores for secondary principals were lower than mean scores for both assistant secondary principals and elementary principals.

A composite of the three above graphs would indicate that the mean scores of superintendents on the Persuasiveness, Initiation of Structure, Tolerance of Freedom, Consideration, Productive Emphasis, Predictive Accuracy and Integration dimensions were higher than the mean scores of all other management team members. Such a graph would also reveal that the mean scores of secondary principals were lower than the mean scores of all other management team members on the Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Consideration, Predictive Accuracy, and Integration dimensions.

Summary

Significant differences were discovered between the perceived leader behavior of superintendents and the management team patterns of school organizational structure (single,

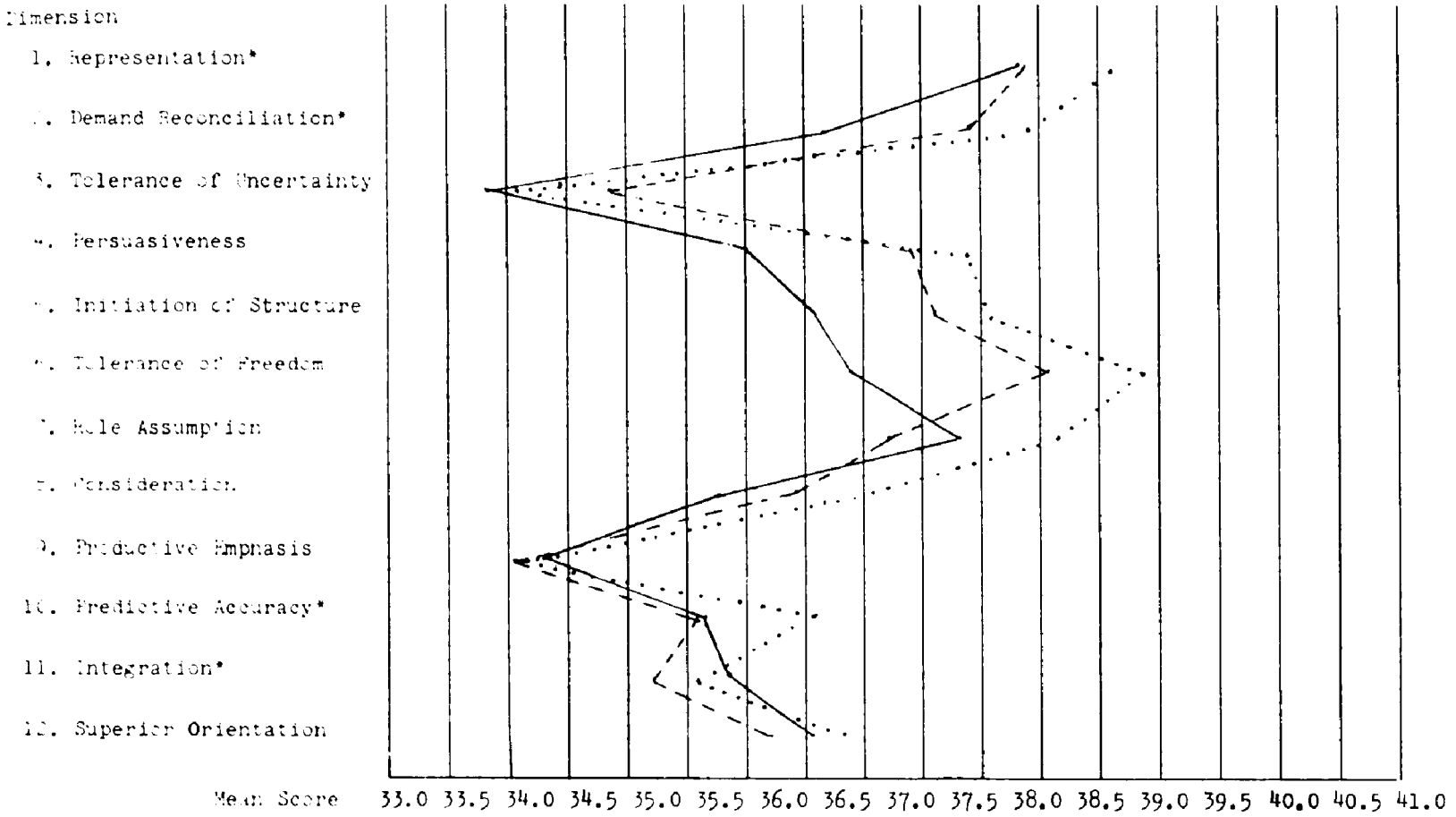


*Fig. 4.--Mean Score for each LBDQ-XII Dimension according to Secondary Principals, Assistant Secondary Principals and Elementary Principals.

____Secondary Principals

--- Assistant Secondary Principals

... Elementary Principals

*For graphing purposes, the Representation, Demand Reconciliation, Predictive Accuracy and Integration dimension means were doubled.

dual, multiple and divisional), school district size (middle and large) and management team members' position (superintendents, central administrators, secondary principals, assistant secondary principals and elementary principals). The last part of this study, Chapter V, contains a detailed summary of the significant findings and appropriate conclusions.

CHAPTER V

SUMMARY AND CONCLUSIONS

Statement of the Problem

The major problem of this study was to analyze the relationship between management team patterns of school organizational structure and the leader behavior of superintendents. More specifically, the study examined the relationships between the different types of administrative teams or groups in a school district that meet with the superintendent periodically in the consideration of system-wide problems and the leader behavior of superintendents, as perceived by themselves, central administrators, secondary school principals, assistant secondary school principals and elementary school principals.

Introduction

Within the last couple of years, the management team concept in school administration became a matter of concern to various educational organizations. "Improving the Management Team" was the theme for the Metropolitan Detroit Bureau

of School Studies annual School Administrators Management Lab in October of 1969. In addition, the Michigan School Board Association, the Wisconsin Association of School Boards, the Michigan Congress of School Administrator Associations, the Michigan Association of Secondary School Principals and the Michigan Association of Elementary School Principals have all published relevant literature regarding the management team concept in school administration.[1]

According to Anderson, the management team concept in school administration revolves around two main questions: 1) Do all parties really want a working relationship based on participation in policy formulation? and 2) Is the organizational structure designed to keep communication open in the decision making process?[2] This research was concerned about the latter question, management team patterns of school organizational structure. Bidwell provided

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[1]Heselton, "Management Team Concept from Board Member's Viewpoint," pp. 6, 23; Pinis, "Management Team Concept Myth or Reality," p. 7; Walker, "The Management Team Concept," pp. 8-9; Walker and Hammel, "Management by Design-Using the Team Approach," pp. 12-14; "Wisconsin School Boards Association Takes Position on Principal's Management Role in Negotiations," Educators Negotiating Service, pp. 75-6; "Management Team Concept," a position statement by the Michigan Congress of School Administrator Associations; "A Time for Reflection and Reinforcement," Michigan Association of Secondary School Principals Bulletin, p. 1; Smith, The Management Team-A Position Statement.

[2]Anderson, "Management Team Concept," pp. 24-33.

further support for such a study when he stated:

> . . . There are apparently no published studies of relationships between superintendent and principal . . . despite the central importance of middle-level administrative echelons in the functioning of school systems. In addition, there are, it seems, no inquiries into the articulation of school units and system-level administrative structures, despite the questions raised by the structural looseness of school systems.[1]

The second phase of the research examined the relationships between the different types of management team patterns of school organizational structure and the leader behavior of the superintendent. McGregor, who analyzed numberous leadership studies, concluded that leader behavior evolves from the interaction of four basic variables: (1) the personality traits of the leader, (2) the attitudes, needs and other individual features of the followers, (3) the organizational structure, purposes and tasks and (4) the overall climate of society.[2] In a complex organization like a school district where the superintendent has a limited number of face-to-face interactions with other members of the management team, the organizational structure is paramount in shaping the superintendents' leader behavior as perceived by management team members. The other three variables contribute to the superintendents' leader behavior, but the management team patterns of school

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[1] Bidwell, "The School as a Formal Organization," pp. 1001-02.

[2] McGregor, The Human Side of Enterprise, p. 182.

organizational structure determine the type and amount of interaction between the superintendent and other management team members and in turn the leader behavior of the superintendent.

Review of Selected Literature

The review of the selected literature established a relationship between the management team concept in school administration, organizational involvement and leadership.

In school administration, the management team concept refers basically to the involvement of all levels of administration in the decision making process when the decision directly affects their professional responsibilities.[1] An effective management team depends primarily upon the superintendent establishing the overall tone and atmosphere for the team's operation and the type of interpersonal and group relations within the team.

Etzioni's compliance model relates involvement in any organization to the power structure of that organization. Thus, the success of an organization is dependent upon the type of involvement. The amount and type of involvement, however, reflects the organization.[2]

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[1]Anderson, "Management Team Concept," p. 27; Walker, "The Management Team Concept," pp. 8-9.

[2]Etzioni, A Comparative Analysis of Complex Organizations, pp. 3-19.

Leadership is a function of organizations. The individuals involved in organizations usually generate the most concern about leadership. No factor looms on the horizon which suggests a decreased concern about leadership as a social phenomenon.

Lipham, in a review of leadership studies, identified three major approaches to the study of leadership: (1) The psychological approach, (2) The sociological approach and (3) The behavioral approach.[1]

The psychological approach focused on isolating the leaders' personality traits. Stogdill's review failed to establish a consistent pattern of personality traits connected with leadership.[2] Gibb, however, did find some evidence that member and leader personalities affect leadership.[3]

The sociological approach to the study of leadership delineated organizational roles and relationships. Mann's review of numerous sociological studies found support for the notion that leadership was a function to some degree of organizational roles and relationships.[4]

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[1] Lipham, "Leadership and Administration," p. 122.

[2] Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature," pp. 35-6.

[3] Gibb, "Leadership," p. 889.

[4] Mann, "A Review of the Relationships Between Personality and Performance in Small Groups," pp. 46-7.

The behavioral approach to the study of leadership, which was based on the contention that the personality of the invidivual and the role of the organization contributed to the observed behavior of the leader, was developed concurrently at the University of Illinois (Urbana), The University of Michigan and Ohio State University.

From the Ohio State Studies evolved the Leader Behavior Description Questionnaire. In the development of the initial LBDQ, the staff of the Ohio State Leadership Studies tried to answer the question: "How does he [the leader] go about what he does?"[1] The 1957 form of the LBDQ contained forty items designed to measure leader behavior on two dimensions, Consideration and Initiating Structure.

Further theoretical work by Stogdill suggested that two factors failed adequately to describe all the differences in leader behavior. The 1962 LBDQ-Form XII contained the following dimensions of leader behavior: (1) Representation, (2) Demand Reconciliation, (3) Tolerance of Uncertainty, (4) Persuasiveness, (5) Initiation of Structure, (6) Tolerance of Freedom, (7) Role Assumption, (8) Consideration, (9) Production Emphasis, (10) Predictive Accuracy,

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[1] Hemphill and Coons, "Development of the Leader Behavior Description Questionnaire," p. 6.

(11) Integration and (12) Superior Orientation.[1]

The review of various educational studies employing both forms of the LBDQ resulted in the following observations:

(1) The independent variables of size, personality of the leader and group, the degree of centralization of the decision making process, number of educational innovations initiated by the leader, group and leader authoritarianism, group and leader dogmatism, type of school climate, leader experience, leader-group conflict, leader use of formal and informal structure, leader need achievement and need affiliation, the number of compensatory programs initiated by the leader and position in a group have all been examined in relationship to the dependent variable, leader behavior;

(2) The independent variable of management team patterns of school organizational structure, however, has not been analyzed in relationship to leader behavior; and

(3) The independent variables of group size and position in a group have been consistently related to leader behavior.

Design of the Study

As indicated before, the major purpose of this study was to examine the relationship between the independent variable, management team patterns of school organizational structure, and the dependent variable, leader behavior of

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[1] Stogdill, Manual for the Leader Behavior Description Questionnaire-Form XII, pp. 2-3.

superintendents. Of special interest to this study were two related investigations that focused on the independent variable and the dependent variables of decision making and administrators' professional welfare.

Local school districts with membership in the Metropolitan Detroit Bureau of School Studies, Inc., provided the setting for the study.

Two instruments, the Questionnaire-Patterns of School Organizational Structure and the Leader Behavior Description Questionnaire-Form XII, were used to test the three hypotheses:

> Hypothesis 1.--No significant differences existed in the perceptions by management team members of a superintendent's leader behavior on the LBDQ-XII dimensions between school districts with single, dual, multiple or divisional management team patterns of school organizational structure.
>
> Hypothesis 2.--No significant differences existed in the perceptions by management team members of a superintendent's leader behavior on the LBDQ-XII dimensions between middle and large size school districts.
>
> Hypothesis 3.--No significant differences existed between the perceptions by superintendents, central administrators, secondary school principals, assistant secondary school principals, and elementary school principals of a superintendent's leader behavior on the LBDQ-XII dimensions.

The Questionnaire-Patterns of School Organizational Structure identified four basic management team patterns of school organizational structure:

1. School districts where the superintendent meets with just one group that includes all the management team members or their representatives were classified as employing "single" management team patterns of school organizational structure (seventeen districts);

2. School districts where the superintendent meets with a group that includes all the management team members or their representatives as well as a group that includes just central administrators were classified as employing "dual" management team patterns of school organizational structure (thirteen districts);

3. School districts where the superintendent meets with a group that includes all the management team members or their representatives and one or more other groups that include different segments of the management team members were classified as employing "multiple" management team patterns of school organizational structure (eleven districts); and

4. School districts where the superintendent does not meet with a group that includes all the management team members or their representatives, but meets with one or more groups that include different segments of the management team members were classified as employing "divisional" management team patterns of school organizational structure (five districts).

The LBDQ-XII was used to obtain the perceptions of the superintendent's leader behavior as viewed by management team members. The 401 management team members who comprised the stratified random sample consisted of 46 superintendents, 90 central administrators, 87 secondary school principals, 86 assistant secondary school principals and 92 elementary school principals. Three separate mailings resulted in a return of 329 LBDQ-XII's (82 per cent) by management team members.

Then, the resources of The University of Michigan

Computing Center were employed to examine the LBDQ-XII data. For each hypothesis, a F ratio and t test were computed for the twelve leader behavior dimensions. Also determined were frequency and percentage distribution tables and the Pearson chi squared test of association for the responses to the 100 LBDQ-XII statements for each hypothesis.

Findings

The findings for the study are summarized according to the three basic hypotheses.

Findings for Hypothesis 1

> Hypothesis 1.--No significant differences existed in the perceptions by management team members of a superintendent's leader behavior on the LBDQ-XII dimensions between school districts with single, dual, multiple or divisional management team patterns of school organizational structure.

On the Demand Reconciliation dimension, management team members in districts with multiple or divisional management team patterns of school organizational structure perceived the leader behavior of the superintendent to be significantly higher than did management team members in districts with single management team patterns of school organizational structure.

The management team members in multiple management team patterns of school organizational structure viewed the superintendent's leader behavior on the Role Assumption dimension to be significantly higher than did management

team members in single management team patterns of school organizational structure. In both multiple and divisional management team patterns of school organizational structure, management team members perceived the leader behavior of the superintendent on the Role Assumption dimension to be significantly higher than did management team members in dual management team patterns of school organizational structure. Of the ten Role Assumption statements, the following two accounted for most of the significant differences: (1) He takes full charge when emergencies arise and (2) He overcomes attempts made to challenge his leadership.

On the Superior Orientation dimension, management team members in both single and multiple management team patterns of school organizational structure perceived the leader behavior of the superintendent to be significantly higher than did management team members in dual management team patterns of school organizational structure. The four Superior Orientation statements that accounted for most of the significant differences included: (1) He is working hard for a promotion, (2) His superiors act favorably on most of his suggestions, (3) He enjoys the privileges of his position, and (4) He maintains cordial relations with superiors.

On the whole, the mean scores for single management team patterns of school organizational structure on the Representation, Persuasiveness, Initiation of Structure,

Tolerance of Freedom, Role Assumption, Consideration, Predictive Accuracy, Integration and Superior Orientation dimensions were larger than the mean scores for dual management team patterns of school organizational structure. On all dimensions, except Tolerance of Uncertainty, the mean scores for multiple management team patterns of school organizational structure were larger than the mean scores for dual management team patterns of school organizational structure. Finally, the mean scores for divisional management team patterns of school organizational structure on the Representation, Demand Reconciliation, Persuasiveness, Initiation of Structure, Role Assumption, Productive Emphasis, Predictive Accuracy, Integration and Superior Orientation dimensions were higher than the mean scores for dual management team patterns of school organizational structure.

Findings for Hypothesis 2

> Hypothesis 2.--No significant differences existed in the perceptions by management team members of a superintendent's leader behavior on the LBDQ-XII dimensions between middle and large size school districts.

The management team members in large size school districts perceived the superintendent's leader behavior on the Demand Reconciliation dimension to be significantly higher than did management team members in middle size school districts. The Demand Reconciliation statements that accounted for most of the significant differences included: (1) He gets swamped by details and (2) He gets confused when

too many demands are made of him.

On the Tolerance of Uncertainty dimension, the management team members in large size school districts viewed the superintendent's behavior to be significantly higher than did management team members in middle size school districts. The Tolerance of Uncertainty statement, "He remains calm when uncertain about coming events," accounted for most of the significant differences.

The management team members in large school districts perceived the leader behavior of the superintendent on the Predictive Accuracy dimension to be significantly higher than did management team members in middle size school districts. The Predictive Accuracy statement, "Things usually turn out as he predicts," accounted for most of the significant differences.

On the whole, the mean scores for large size school districts on the Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Productive Emphasis and Predictive Accuracy dimensions were higher than the mean scores for middle size school districts.

Findings for Hypothesis 3

> Hypothesis 3.--No significant differences existed between the perceptions by superintendents, central administrators, secondary school principals, assistant elementary school principals and elementary school principals of a superintendent's leader behavior on the LBDQ-XII dimensions.

The superintendents perceived their leader behavior on the Initiation of Structure dimension to be significantly higher than did secondary principals, assistant secondary principals and elementary principals. In addition, the central administrators viewed the superintendent's behavior on Initiation of Structure to be significantly higher than did secondary principals. The following Initiation of Structure statements contributed the most to the significant differences: (1) He tries out his ideas in the group, (2) He makes his attitudes clear to the group, and (3) He makes sure that his part in the group is understood by the group members.

On the Tolerance of Freedom dimension, the superintendents viewed their behavior to be significantly higher than did all the other management team members (central administrators, secondary principals, assistant secondary principals and elementary principals). The elementary principals, however, perceived the behavior of the superintendent on the Tolerance of Freedom dimension to be significantly higher than did secondary principals. Of the ten Tolerance of Freedom statements, the following four accounted for most of the significant differences: (1) He allows members complete freedom in their work, (2) He turns the members loose on a job and lets them go to it, (3) He allows the group a high degree of initiative, and (4) He trusts the members to exercise good judgment.

In a similar manner, the superintendents perceived their leader behavior on the Consideration dimension to be significantly higher than did all the other management team members. The Consideration statements that contributed the most to the significant differences included: (1) He puts suggestions made by the group into operation, (2) He treats all members of the group as equals, (3) He looks out for the personal welfare of group members, (4) He is willing to make changes, and (5) He refuses to explain his actions.

On the Productive Emphasis dimension, superintendents viewed their leader behavior to be significantly higher than did secondary principals, assistant secondary principals and elementary principals. The two following Productive Emphasis statements accounted for most of the significant differences: (1) He pushes for increased production and (2) He keeps the group working up to capacity.

The superintendents perceived their leader behavior on the Integration dimension to be significantly higher than did all the other management team members. The central administrators, however, perceived the superintendent's behavior on Integration to be significantly higher than did secondary principals. The five Integration statements that contributed the most to the significant differences included: (1) He keeps the group working together as a team, (2) He settles conflicts when they occur in the group, (3) He sees to it that the work of the group is coordinated, (4) He helps

group members settle their differences, and (5) He maintains a closely knit group.

Both superintendents and central administrators viewed the leader behavior of the superintendent on the Superior Orientation dimension to be significantly higher than did secondary principals and assistant secondary principals. Of the ten Superior Orientation statements, the following four accounted for most of the significant differences: (1) He gets along well with the people above him, (2) He keeps the group in good standing with higher authority, (3) He gets his superiors to act for the welfare of the group, and (4) He gets what he asks for from his superiors.

On the whole, the mean scores of superintendents on the Persuasiveness, Initiation of Structure, Tolerance of Freedom, Consideration, Productive Emphasis, Predictive Accuracy and Integration dimensions were higher than the mean scores of all other management team members. In the opposite direction, the mean scores of secondary principals were lower than the mean scores of all other management team members on the Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Consideration, Predictive Accuracy and Integration dimensions.

Conclusions

Out of seventy-two possible comparisons in the perceptions by management team members of a superintendent's

leader behavior on the LBDQ-XII dimensions between school districts with single, dual, multiple or divisional management team patterns of school organizational structure, only seven proved to be significant. Thus, the management team patterns of school organizational structure account for minimal differences in a superintendent's leader behavior. However, differences may exist if management team patterns of school organizational structure are expanded to include the informal patterns of school organizational structure that exist in every district.

In addition, a tendency exists for superintendents in dual management team patterns of school organizational structure to be perceived as displaying behavior less characteristic of seven LBDQ-XII dimensions than are superintendents in single, multiple or divisional management team patterns of school organizational structure. This observation suggests that the differences in perceived leader behavior of a superintendent according to management team patterns of school organizational structure may depend primarily upon whether the superintendent meets with all the management team members or their representatives plus a group that includes just central administrators, or not. The management team members in dual districts may perceive that the "real" decisions affecting their professional responsibilities are determined in the central administrators' meetings, and then "sold" to the other management team

members at meetings where all school management team members attend. Or, the differences may evolve from the interactions of central administrators with secondary principals, assistant secondary principals and elementary principals, and not the interactions of superintendents with building management team members. Further research of a more in depth nature might prove the observed tendency to be statistically significant.

Turning to school district size and superintendent's leader behavior, superintendents in large size school districts (6,000 or more students) are perceived by management team members as displaying behavior more characteristic of the Demand Reconciliation, Tolerance of Uncertainty and Predictive Accuracy dimensions than are superintendents in middle size school districts (less than 6,000 students). In other words, superintendents in large size districts are perceived as: (1) reconciling conflicting demands and reducing disorder to system, (2) tolerating uncertainty and postponement without anxiety or upset and (3) exhibiting foresight and ability to predict outcomes accurately. This finding, coupled with higher perceptions of a superintendent's behavior in large size districts on six other LBDQ-XII dimensions, suggests that superintendents in large size school districts tend to involve other management team members. Such involvement in large size districts may evolve from more management team members, less involvement

in administrative activities by school board members, forced delegation by superintendents due to a greater volume of programs, activities or problems, or more experienced superintendents. Additional research may establish the reasons for the apparent involvement of other management team members by superintendents in large size school districts.

The final relationship studied, management team members' position and a superintendent's leader behavior, provided some interesting data. On three specific LBDQ-XII dimensions, Tolerance of Freedom, Consideration and Integration, superintendents and other management team members disagree on the superintendent's leader behavior. In other words, superintendents perceive that they: (1) allow management team members scope for initiative, decision and action, (2) regard the comfort, well being, status and contributions of management team members and (3) resolve team member conflicts, while maintaining a closely knit organization. Other management team members, however, do not view the superintendent's behavior in a similar fashion.

Thus, coupled with nine other significant differences on three other LBDQ-XII dimensions among management team members (superintendents, central administrators, secondary principals, assistant secondary principals and elementary principals), a lack of congruence exists in the perceived leader behavior of the superintendent. The perceived differences, however, occur mainly between

superintendents and other management team members.

Right away a tendency may exist to fault superintendents for the lack of congruence in their perceived leader behavior. However, as the review of literature indicated, not only the superintendent, but the other management team members contribute to an effective management team concept in school administration.

The effective management team is a two-way process. The superintendent must constantly seek ways to improve the communication process, involve management team members in the decision making process, coordinate the various segments of the district toward the main goal of educating students and foster supportive and cooperative relationship within the management team. On the other hand, the other members of the management team contribute to an effective management team too. The team members must help establish the district's goals and purposes, encourage open communication within the team, resolve human differences, formulate individual job descriptions, and participate in their own evaluation.

It is the author's contention that if the superintendent and other management team members maximize their input in each area of the effective management team and initially stress three LBDQ-XII dimensions, Tolerance of Freedom, Consideration and Integration, then greater congruence will occur in the perceived leader behavior of the

superintendent. In turn, an improvement in the management team concept in school administration will evolve.

Two other observations concerning management team members' position and the superintendent's leader behavior encourage interesting questions. First, central administrators tend to agree more with superintendents about the superintendent's perceived leader behavior than do secondary principals, assistant secondary principals and elementary principals. This observation suggests two questions to be answered by further research. Do building management team members describe the superintendent's actual leader behavior more accurately than central administrators or superintendents? Does a positive relationship exist between the perceived influence in the decision making process and the superintendent's leader behavior?

In the opposite direction, secondary principals tend to describe the superintendent's leader behavior to be lower on nine LBDQ-XII dimensions than do all other management team members. This phenomenon raises an interesting question. What special factors about the superintendent-secondary principal interactions contribute to the apparent differences in the perceived leader behavior of superintendents? Only by further research can this important yet complex question uncover the special factors.

Closing Remarks

Thus, this study found significant differences in the perceived leader behavior of superintendents due to management team members' position, school district size and to a lesser degree, management team patterns of school organizational structure. Several limitations, such as school district population, instruments used, perceptions versus actual behavior and the large number of statistical calculations, existed in the completion of the study. With these limitations in mind, it is hoped that the findings and conclusions will be of assistance to the superintendents, central administrators, secondary principals, assistant secondary principals and elementary principals who function with or are considering the establishment of the management team concept in school administration.

APPENDICES

A P P E N D I X A

QUESTIONNAIRE - PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

NAME OF SCHOOL DISTRICT_____

_____ _____

Person completing this questionnaire Position

1. Is there any kind of "administrative team" or groups (council, committee, etc.) in operation in your school district which meet with you (the superintendent) periodically to help you in the consideration of system-wide problems?

Yes_____ No_____

2. What name do you give your administrative team or groups? (Check one or more below if appropriate; other wise please give name or names.)

____Administrative Cabinet
____Administrative Council
____Advisory Council
____Advisory Staff
____Curriculum Council
____Central Administrative Staff
____Superintendent's Advisory Committee
____Bargaining Team
____Secondary Principals
____Elementary Principals

Other_____

3. For each administrative team or group you listed above in Question 2, indicate the positions represented; the total number of persons in the position in the school district; the number of persons from the position meeting with you; the frequency of the meetings; and the average length of the meetings. (AFTER COMPLETING THIS SECTION, PLEASE ANSWER QUESTION 4 ON THE LAST PAGE.)

EXAMPLE

Administrative Cabinet
NAME OF GROUP

POSITION	TOTAL MEMBERSHIP	NUMBER IN TEAM/GROUP	FREQUENCY OF MEETINGS	AVERAGE LENGTH
____Board Members	_____	_____	Once	Two
x Superintendent	1	1	every	hours
x Assistant Superintendents	3	2	two weeks	_____
x Other Central Office Staff	15	5		
x Secondary Principals	4	1		
____Assistant Secondary Principals	_____	_____		
____Elementary Principals	_____	_____		
____Assistant Elem. Principals	_____	_____		
____Department Chairman	_____	_____		
____Teachers	_____	_____		
____Pupils	_____	_____		
____(Other (specify) _____	_____	_____		

NAME OF GROUP _____

POSITION	TOTAL MEMBER-SHIP	NUMBER IN TEAM/GROUP	FREQUENCY OF MEETING	AVERAGE LENGTH
____Board Members	_____	_____	_____	_____
____Superintendent	_____	_____	_____	_____
____Assistant Superintendents	_____	_____	_____	_____
____Other Central Office Staff	_____	_____		
____Secondary Principals	_____	_____		
____Assistant Secondary Principals	_____	_____		
____Elementary Principals	_____	_____		
____Assistant Elementary Principals	_____	_____		
____Department Chairman	_____	_____		
____Teachers	_____	_____		
____Pupils	_____	_____		
____Other (specify)_____	_____	_____		

NAME OF GROUP _____

POSITION	TOTAL MEMBER-SHIP	NUMBER IN TEAM/GROUP	FREQUENCY OF MEETING	AVERAGE LENGTH
____Board Members	_____	_____	_____	_____
____Superintendent	_____	_____	_____	_____
____Assistant Superintendents	_____	_____	_____	_____
____Other Central Office Staff	_____	_____		
____Secondary Principals	_____	_____		
____Assistant Secondary Principals	_____	_____		
____Elementary Principals	_____	_____		
____Assistant Elementary Principals	_____	_____		
____Department Chairman	_____	_____		
____Teachers	_____	_____		
____Pupils	_____	_____		
____Other (specify)_____	_____	_____		

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____Teachers	_____	_____		
____Pupils	_____	_____		
____Other (specify)_____	_____	_____		

If readily available, please enclose an organizational chart for your school district and describe the role of each team or group mentioned above.

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE-Form XII

Originated by staff members of
The Ohio State Leadership Studies
and revised by the
Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe your behavior as superintendent. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, your behavior as superintendent.

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

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

*Please note: This front page of the LBDQ-XII was sent to the superintendents.

Published by

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

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LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE-Form XII

Originated by staff members of
The Ohio State Leadership Studies
and revised by the
Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your superintendent. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your superintendent.

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

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

*Please note: This front page of the LBDQ-XII was sent to the central administrators, secondary school principals, assistant secondary school principals, and elementary school principals.

Published by

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College of Commerce and Administration
The Ohio State University
Columbus, Ohio

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 (A) always, (B) often, (C) occasionally, (D) seldom or (E) never acts as described by the item.

d. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

e. MARK your answers as shown in the examples below.

Example:	He often acts as described.....	A	(B)	C	D	E
Example:	He never acts as described.....	A	B	C	D	(E)
Example:	He occasionally acts as described.....	A	B	(C)	D	E

1.	He acts as the spokesman of the group.....	A	B	C	D	E
2.	He waits patiently for the results of a decision.....	A	B	C	D	E
3.	He makes pep talks to stimulate the group.....	A	B	C	D	E
4.	He lets group members know what is expected of them.....	A	B	C	D	E
5.	He allows the members complete freedom in their work.....	A	B	C	D	E
6.	He is hesitant about taking initiative in the group.....	A	B	C	D	E
7.	He is friendly and approachable.....	A	B	C	D	E
8.	He encourages overtime work.....	A	B	C	D	E
9.	He makes accurate decisions.....	A	B	C	D	E
10.	He gets along well with the people above him.....	A	B	C	D	E
11.	He publicizes the activities of the group.....	A	B	C	D	E
12.	He becomes anxious when he cannot find out what is coming next.....	A	B	C	D	E
13.	His arguments are convincing.....	A	B	C	D	E
14.	He encourages the use of uniform procedures.....	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

15.	He permits the members to use their own judgment in solving problems.....	A	B	C	D	E
16.	He fails to take necessary action.....	A	B	C	D	E
17.	He does little things to make it pleasant to be a member of the group.....	A	B	C	D	E
18.	He stresses being ahead of competing groups.....	A	B	C	D	E
19.	He keeps the group working together as a team.....	A	B	C	D	E
20.	He keeps the group in good standing with high authority....	A	B	C	D	E
21.	He speaks as the representative of the group.....	A	B	C	D	E
22.	He accepts defeat in stride.....	A	B	C	D	E
23.	He argues persuasively for his point of view.....	A	B	C	D	E
24.	He tries out his ideas in the group.....	A	B	C	D	E
25.	He encourages initiative in the group members.....	A	B	C	D	E
26.	He lets other persons take away his leadership in the group.....	A	B	C	D	E
27.	He puts suggestions made by the group into operation.....	A	B	C	D	E
28.	He needles members for greater effort.....	A	B	C	D	E
29.	He seems able to predict what is coming next.....	A	B	C	D	E
30.	He is working hard for a promotion.....	A	B	C	D	E
31.	He speaks for the group when visitors are present.....	A	B	C	D	E
32.	He accepts delays without becoming upset.....	A	B	C	D	E
33.	He is very persuasive talker.....	A	B	C	D	E
34.	He makes his attitudes clear to the group.....	A	B	C	D	E
35.	He lets the members do their work the way they think best..	A	B	C	D	E
36.	He lets some members take advantage of him.....	A	B	C	D	E
37.	He treats all group members as his equals.....	A	B	C	D	E
38.	He keeps the work moving at a rapid pace.....	A	B	C	D	E
39.	He settles conflicts when they occur in the group.....	A	B	C	D	E
40.	His superiors act favorably on most of his suggestions.....	A	B	C	D	E
41.	He represents the group at outside meetings.....	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

42.	He becomes anxious when waiting for new developments.....	A	B	C	D	E
43.	He is very skillful in an argument.....	A	B	C	D	E
44.	He decides what shall be done and how it shall be done.....	A	B	C	D	E
45.	He assigns a task, then lets the members handle it.....	A	B	C	D	E
46.	He is the leader of the group in name only.....	A	B	C	D	E
47.	He gives advance notice of changes.....	A	B	C	D	E
48.	He pushes for increased production.....	A	B	C	D	E
49.	Things usually turn out as he predicts.....	A	B	C	D	E
50.	He enjoys the privileges of his position.....	A	B	C	D	E
51.	He handles complex problems efficiently.....	A	B	C	D	E
52.	He is able to tolerate postponement and uncertainty.....	A	B	C	D	E
53.	He is not a very convincing talker.....	A	B	C	D	E
54.	He assigns group members to particular tasks.....	A	B	C	D	E
55.	He turns the members loose on a job, and lets them go to it.	A	B	C	D	E
56.	He backs down when he ought to stand firm.....	A	B	C	D	E
57.	He keeps to himself.....	A	B	C	D	E
58.	He asks the members to work harder.....	A	B	C	D	E
59.	He is accurate in predicting the trend of events.....	A	B	C	D	E
60.	He gets his superiors to act for the welfare of the group members.....	A	B	C	D	E
61.	He gets swamped by details.....	A	B	C	D	E
62.	He can wait just so long, then blows up.....	A	B	C	D	E
63.	He speaks from a strong inner conviction.....	A	B	C	D	E
64.	He makes sure that his part in the group is understood by the group members.....	A	B	C	D	E
65.	He is reluctant to allow the members any freedom of action..	A	B	C	D	E
66.	He lets some members have authority that he should keep.....	A	B	C	D	E
67.	He looks out for the personal welfare of group members.....	A	B	C	D	E
68.	He permits the members to take it easy in their work.....	A	B	C	D	E
69.	He sees to it that the work of the group is coordinated.....	A	B	C	D	E
70.	His word carries weight with his superiors.....	A	B	C	D	E

A = Always
B = Often
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71.	He gets things all tangled up.....	A	B	C	D	E
72.	He remains calm when uncertain about comming events.....	A	B	C	D	E
73.	He is an inspiring talker.....	A	B	C	D	E
74.	He schedules the work to be done.....	A	B	C	D	E
75.	He allows the group a high degree of initiative.....	A	B	C	D	E
76.	He takes full charge when emergencies arise.....	A	B	C	D	E
77.	He is willing to make changes.....	A	B	C	D	E
78.	He drives hard when there is a job to be done.....	A	B	C	D	E
79.	He helps group members settle their differences.....	A	B	C	D	E
80.	He gets what he asks for from his superiors.....	A	B	C	D	E
81.	He can reduce a madhouse to system and order.....	A	B	C	D	E
82.	He is able to delay action until the proper time occurs.....	A	B	C	D	E
83.	He persuades others that his ideas are to their advantage.....	A	B	C	D	E
84.	He maintains definite standards of performance.....	A	B	C	D	E
85.	He trusts the members to exercise good judgment.....	A	B	C	D	E
86.	He overcomes attempts made to challenge his leadership.....	A	B	C	D	E
87.	He refuses to explain his actions.....	A	B	C	D	E
88.	He urges the group to beat its previous record.....	A	B	C	D	E
89.	He anticipates problems and plans for them.....	A	B	C	D	E
90.	He is working his way to the top.....	A	B	C	D	E
91.	He gets confused when too many demands are made of him.....	A	B	C	D	E
92.	He worries about the outcome of any new procedure.....	A	B	C	D	E
93.	He can inspire enthusiasm for a project.....	A	B	C	D	E
94.	He asks that group members follow standard rules and regulations.....	A	B	C	D	E
95.	He permits the group to set its own pace.....	A	B	C	D	E
96.	He is easily recognized as the leader of the group.....	A	B	C	D	E
97.	He acts without consulting the group.....	A	B	C	D	E
98.	He keeps the group working up to capacity.....	A	B	C	D	E
99.	He maintains a closely knit group.....	A	B	C	D	E
100.	He maintains cordial relations with superiors.....	A	B	C	D	E

THE OHIO STATE UNIVERSITY
1775 South College Road
Columbus, Ohio 43210
Telephone: 614-293-2120

College of
Administrative Science
Division of Research
Program For Research In
Leadership and Organization

October 29, 1969

Mr. John A. Beckwith
Research Assistant
Metropolitan Detroit Bureau of School Studies, Inc.
Fairmont Building
Wayne State University
680 Merrick Street
Detroit, Michigan 48202

Dear Mr. Beckwith:

You have our permission to use the LBDQ - XII in your doctoral research.

Please note our Policy, enclosed.

Sincerely,

Ralph M. Stogdill
Director
and
Professor of Management Sciences

RMS/az

enclosure

STATEMENT OF POLICY

Concerning the Leader Behavior Description Questionnaire and Related Forms

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

1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.

2. Adaptation and Revision: The directions and the form of the items may be adapted to specific situations when such steps are considered desirable.

3. Duplication: Sufficient copies for a specific research project may be duplicated.

4. Inclusion in dissertations: Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan.

5. Copyright: In granting permission to modify or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19--, by The Ohio State University."

6. Inquiries: Communications should be addressed to:

Center for Business and Economic Research
The Ohio State University
1775 South College Road
Columbus, Ohio 43210

A P P E N D I X B

METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC.

FAIRMONT BUILDING, WAYNE STATE UNIVERSITY
680 MERRICK STREET
DETROIT, MICHIGAN 48202

AREA CODE: 313
831-0965
831-0613

Executive Director
Dr. Gerald G. Mansergh

August 12, 1969

Dear Bureau Superintendents,

As you know, over the past several years considerable interest in the development and improvement of the school management team has been expressed by many school administrators and such organizations as the Metropolitan Detroit Bureau of School Studies and The Michigan Congress of School Administrators.

In October the Bureau's Committee for the Improvement of Professional Management is sponsoring a School Administrators' Management Lab and we are also interested in a series of research projects which hopefully will contribute significant data and information relative to this crucial issue.

Enclosed you will find an initial questionnaire designed to obtain descriptions of current patterns of school organizational structures. To help us in our endeavors, we respectfully request your support and cooperation in completing this enclosed questionnaire.

The tabulated data from this questionnaire will be made available to you and an interim report will be made at the Bureau's Management Lab entitled "Improving the Management Team".

Please take a few moments of your time to complete the questionnaire and mail it to the Bureau in the enclosed envelope by Wednesday, August 27th so that the information can be compiled in time for our October 7-8 Waldenwoods Management Lab. Thank you.

Sincerely,

Gerald G. Mansergh
Executive Director

GGM/fk
Enc.

METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC.
FAIRMONT BUILDING - 680 MERRICK STREET
WAYNE STATE UNIVERSITY
TEmple 1-0613 DETROIT, MICH. 48202 TEmple 1-0965

August 28, 1969

Dear Bureau Superintendents,

During the second week of August, you received the questionnaire, "Patterns of School Organizational Structure." Our records indicate the one mailed to you has not been returned. The success of the Bureau's Management Lab in October and a series of research projects on improving the school management team depends greatly upon your support and cooperation. To date twenty-two of the Bureau Superintendents have already returned the initial questionnaire.

Enclosed you will find an additional questionnaire to complete and mail to the Bureau in the enclosed envelope. Please do this today so that the information can be compiled in time for the Bureau's October 7-8 School Administrators' Management Lab entitled "Improving the Management Team."

Thank you for your continued interest and cooperation in Bureau activities.

Sincerely,

Gerald G. Mansergh
Executive Director

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Executive Director
Dr. Gerald G. Mansergh

November 17, 1969

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Northville
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South Redford
Taylor
Trenton
Utica
Van Buren
Warren
Warren Woods
Waterford
Wayne
West Bloomfield

Macomb County
Oakland County
Washtenaw County
Wayne County

Eastern Michigan University
The University of Michigan
Wayne State University

Dear Bureau Superintendent,

During the month of August you completed the Bureau questionnaire, "Patterns of School Organizational Structure." An analysis of the data from the questionnaire was presented earlier in the fall at the Bureau sponsored School Administrator's Management Lab entitled "Improving the Management Team."

In an effort to provide further information for Bureau schools concerning the improvement of the management team, the Bureau, upon the approval of the Executive Board, is sponsoring a series of research projects focusing on the management team. The first project is designed to relate the various management team patterns of school organizational structure, discovered in the initial questionnaire, and the leader behavior of superintendents as perceived by themselves and the members of the management team. It is important to note that the emphasis is on the management team patterns of school organizational structure as they relate to the leader behavior of all Bureau superintendents and not on the leader behavior of any one superintendent.

The Bureau encourages you to complete the enclosed instrument, Leader Behavior Description Questionnaire-Form XII. The items in the LBDQ describe a specific kind of leader behavior, but do not ask the respondent to make any judgment about the desirability or undesirability of that behavior. The statements in no way involve an evaluation of the superintendent's effectiveness, but rather provide descriptions of the superintendent's leadership style.

In addition, we solicit your cooperation in urging the members of your management team to complete the LBDQ. The LBDQ will be mailed to a random sample of eight other administrators in your district.

After the completion of the research projects, the Bureau will provide feedback by publishing a monograph focusing on improving on the management team. In turn, the monograph will be distributed to member school districts.

We appreciate your help and assure you that the anonymity of school districts and individuals will be strictly preserved in reporting the data. The code on each LBDQ is only for clerical purposes.

Please return the completed LBDQ as soon as possible to the Bureau in the enclosed envelope.

The success of the research projects on improving the management team depends upon your cooperation and support.

Sincerely,

Gerald G. Mansergh
Executive Director

JAB/lk

John A. Beckwith
Research Assistant

METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC.

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November 17, 1969

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Utica
Van Buren
Warren
Warren Woods
Waterford
Wayne
West Bloomfield

Macomb County
Oakland County
Washtenaw County
Wayne County

Eastern Michigan University
The University of Michigan
Wayne State University

Dear Bureau Administrator,

As you know, over the past several years considerable interest in the development and improvement of the school management team has been expressed by many school administrators and such organizations as the Metropolitan Detroit Bureau of School Studies and The Michigan Congress of School Administrators. In October the Bureau's Committee for the Improvement of Professional Management conducted a School Administrator's Management Lab entitled "Improving the Management Team."

In an effort to provide further information for Bureau schools concerning the improvement of the management team, the Bureau, upon the approval of the Executive Board, is sponsoring a series of research projects focusing on the management team. The first project is designed to relate the various management team patterns of school organizational structure and the leader behavior of superintendents as perceived by themselves and the members of the management team.

As a member of the management team in your school district, the Bureau encourages you to complete the enclosed instrument, Leader Behavior Description Questionnaire-Form XII. The items in the LBDQ describe a specific kind of leader behavior, but do not ask the respondent to make any judgment about the desirability or undesirability of that behavior. The statements in no way involve an evaluation of the superintendent's effectiveness, but rather provide descriptions of the superintendent's leadership style.

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Sincerely,

Gerald G. Mansergh
Executive Director

John A. Beckwith
Research Assistant

mb tk

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Harper Woods
Heintzen
Highland Park
Inkster
Lakeview
Lamphere
Lincoln Park
Livonia
Marysville
Melvindale-N. Allen Pk.
Mount Clemens
N. Dearborn Heights
Northville
Oak Park
Plymouth
Pontiac
Port Huron
Redford Union
River Rouge
Riverview
Rochester
Romeo
Royal Oak
Southfield
South Redford
Taylor
Trenton
Utica
Van Buren
Warren
Warren Woods
Waterford
Wayne
West Bloomfield

Macomb County
Oakland County
Washtenaw County
Wayne County

Eastern Michigan University
The University of Michigan
Wayne State University

December 10, 1969

Dear Bureau Superintendent,

On November 17, 1969, you received from the Bureau the Leader Behavior Description Questionnaire-Form XII. Our records indicate the one mailed to you has not been returned. To date twenty-five of the Bureau Superintendents have already returned the questionnaire.

The success of a series of research projects focusing on improving the management team depends greatly upon your completion of the LBDQ. The first project is designed to relate the various management team patterns of school organizational structure and the leader behavior of superintendents as perceived by themselves and the members of the management team. It is important to note that the emphasis is on the leader behavior of all Bureau superintendents and not on the leader behavior of any one superintendent.

Enclosed you will find an additional Leader Behavior Description Questionnaire to complete and return to the Bureau in the enclosed envelope by December 31, 1969.

We appreciate your help and assure you that the anonymity of school districts and individuals will be strictly preserved in reporting the data. The code on each LBDQ is only for clerical purposes.

Sincerely,

Gerald G. Mansergh
Executive Director

John A. Beckwith
Research Assistant

GGM-JAB/fk
Enc.

METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC.

FAIRMONT BUILDING, WAYNE STATE UNIVERSITY
680 MERRICK STREET
DETROIT, MICHIGAN 48202

AREA CODE: 313
831-0965
831-0613

Executive Director
Dr. Gerald G. Mansergh

Member Schools

Algonac
Allen Park
Birmingham
Cherry Hill
Clarenceville
Clintondale
Crestwood
Detroit
East China
Ecorse
Farmington
Fitzgerald
Garden City
Grosse Pointe
Hamtramck
Harper Woods
Heintzen
Highland Park
Inkster
Lakeview
Lamphere
Lincoln Park
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Utica
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Warren
Warren Woods
Waterford
Wayne
West Bloomfield

Macomb County
Oakland County
Washtenaw County
Wayne County

Eastern Michigan University
The University of Michigan
Wayne State University

December 12, 1969

Dear Bureau Administrator,

On November 17, 1969, you received from the Bureau the Leader Behavior Description Questionnaire-Form XII. Our records indicate the one mailed to you has not been returned. To date, only about 50% of the 401 randomly selected Bureau Administrators have returned the questionnaire.

The success of a series of research projects focusing on improving the management team depends greatly upon your completion of the LBDQ. The items in the LBDQ describe a specific kind of leader behavior, but do not ask the respondent to make any judgment about the desirability or undesirability of that behavior. The statements in no way involve an evaluation of the superintendent's effectiveness, but rather provide descriptions of the superintendent's leadership style.

We appreciate your help and assure you that the anonymity of school districts and individuals will be strictly preserved. The code on each LBDQ is only for clerical purposes.

Please return to the Bureau the completed LBDQ by December 23, 1969.

Sincerely,

John A. Beckwith
Research Assistant

JAB/fk

METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC.

FAIRMONT BUILDING, WAYNE STATE UNIVERSITY
680 MERRICK STREET
DETROIT, MICHIGAN 48202

AREA CODE: 313
831-0965
831-0613

Executive Director
Dr. Gerald G. Mansergh

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Utica
Van Buren
Warren
Warren Woods
Waterford
Wayne
West Bloomfield

Macomb County
Oakland County
Washtenaw County
Wayne County

Eastern Michigan University
The University of Michigan
Wayne State University

January 5, 1970

Dear Bureau Administrator,

Perhaps the first questionnaire has gravitated to the bottom of your overload stack and has failed to surface? Perhaps the questionnaire has disappeared in the flurry of your daily educational tasks? Perhaps.... Well, no matter what, a new copy of the Leader Behavior Description Questionnaire-Form XII is enclosed.

Please take ten minutes out of your busy schedule to complete the LBDQ-XII and return to the Bureau in the enclosed envelope by January 15, 1970.

Thank you very much.

Sincerely,

John A. Beckwith
Research Assistant

JAB/fk
Enc.

METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC.

FAIRMONT BUILDING, WAYNE STATE UNIVERSITY
680 MERRICK STREET
DETROIT, MICHIGAN 48202

AREA CODE: 313
831-0965
831-0613

Executive Director
Dr. Gerald G. Mansergh

Member Schools

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Allen Park
Birmingham
Cherry Hill
Clarenceville
Clintondale
Crestwood
Detroit
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Ecorse
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Fitzgerald
Garden City
Grosse Pointe
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Mount Clemens
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Redford Union
River Rouge
Riverview
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Romeo
Royal Oak
Southfield
South Redford
Taylor
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Utica
Van Buren
Warren
Warren Woods
Waterford
Wayne
West Bloomfield

Macomb County
Oakland County
Washtenaw County
Wayne County

Eastern Michigan University
The University of Michigan
Wayne State University

January 5, 1970

Dear (Individual Superintendent)

Perhaps the first two questionnaires have gravitated to the bottom of your overload stack and have failed to surface? Perhaps the questionnaires have disappeared in the flurry of your daily educational tasks? Perhaps.... Well, no matter what, a new copy of the Leader Behavior Description Questionnaire-Form XII is enclosed.

Please take ten minutes out of your busy schedule to complete the LBDQ-XII and return to the Bureau in the enclosed envelope by January 15, 1970.

Thank you very much.

Sincerely,

John A. Beckwith
Research Assistant

Enclosures:
(1) Original letter
(2) Second letter
(3) LBDQ-XII
(4) Return envelope

A P P E N D I X C

LBDQ-Form XII - RECORD SHEET

													Totals
1.	Representation	1 ___	11 ___	21 ___	31 ___	41 ___							( )
2.	Reconciliation						51 ___	61 ___	71 ___	81 ___	91 ___		( )
3.	Tolerance of Uncertainty	2 ___	12 ___	22 ___	32 ___	42 ___	52 ___	62 ___	72 ___	82 ___	92 ___		( )
4.	Persuasion	3 ___	13 ___	23 ___	33 ___	43 ___	53 ___	63 ___	73 ___	83 ___	93 ___		( )
5.	Structure	4 ___	14 ___	24 ___	34 ___	44 ___	54 ___	64 ___	74 ___	84 ___	94 ___		( )
6.	Tolerance of Freedom	5 ___	15 ___	25 ___	35 ___	45 ___	55 ___	65 ___	75 ___	85 ___	95 ___		( )
7.	Role Assumption	6 ___	16 ___	26 ___	36 ___	46 ___	56 ___	66 ___	76 ___	86 ___	96 ___		( )
8.	Consideration	7 ___	17 ___	27 ___	37 ___	47 ___	57 ___	67 ___	77 ___	87 ___	97 ___		( )
9.	Production Emphasis	8 ___	18 ___	28 ___	38 ___	48 ___	58 ___	68 ___	78 ___	88 ___	98 ___		( )
10.	Predictive Accuracy	9 ___		29 ___		49 ___	59 ___			89 ___			( )
11.	Integration		19 ___		39 ___			69 ___	79 ___		99 ___		( )
12.	Superior Orientation	10 ___	20 ___	30 ___	40 ___	50 ___	60 ___	70 ___	80 ___	90 ___	100 ___		( )

A P P E N D I X D

METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC.
Member Organizations on August 1, 1969

Local School Districts

___Algonac
___Allen Park
___Birmingham
___Cherry Hill
___Clarenceville
___Clintondale
___Crestwood
___Detroit
___East China
___Ecorse
___Farmington
___Fitzgerald
___Garden City
___Grosse Pointe
___Hamtramck
___Harper Woods
___Heintzen
___Highland Park
___Inkster
___Lakeview
___Lamphere
___Livonia
___Lincoln Park
___Marysville
___Melvindale
___Mount Clemens
___N. Dearborn Hgts.
___Northville
___Oak Park
___Plymouth
___Pontiac
___Port Huron
___Redford Union
___River Rouge
___Riverview
___Rochester
___Romeo
___Royal Oak
___Southfield
___So. Redford
___Taylor
___Trenton
___Utica
___Van Buren
___Warren
___Warren Woods
___Waterford
___Wayne
___W. Bloomfield

Intermediate Districts

___Macomb County
___Oakland County
___Washtenaw County
___Wayne County

Universities

___Eastern Mich. Univ.
___Univ. of Michigan
___Wayne State Univ.

A P P E N D I X E

I SINGLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

LESS THAN 6,000 STUDENTS	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
1. Algonac																	
Adm. Staff		1	1		2	1	2						x				2
2. Clarenceville																	
Adm. Council		1	1	3	2		4							x			3
Bargaining Team	2	1	1	1			1						As need arises				
3. Clintondale																	
Adm. Council		1	2	1	2	2	5					1-Communications		x			2-3
4. Crestwood																	
Adm. Council		1	2	2	1	2	5						x				2
Curr. Council		1		2	2		2		2	8		1-Spec. Services			x		2
5. Hamtramck																	
Adm. Council		1		1	1		4					3-Program Directors	x				2
6. Harper Woods																	
Adm. Council		1	1		2		2						x				2
7. Heinrer																	
Adm. Council		1	1	2	2		4							x			2
8. Marysville																	
Adm. Council		1	1		1		2							x			2
Prof. Study Council	1	1			1		1			3		1-President of Teachers Association					
9. Melvindale																	
Adm. Council		1	2	1	2	2	7									x	2
10. N. Dearborn Heights																	
Adm. Council		1	1		1		4							x			2½-3
Ed. Advisory Council		1	1		1		1			6					x		2½-3

I SINGLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

LESS THAN 5,000 STUDENTS	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
11. Northville																	
Executive Council		1		2	2	2	3							x			2½
12. River Rouge														x			2
Adm. Staff		1	1	2	1		4								Bi-weekly		2 hrs.
Bargaining Team	1	1	1		1		1						Once a week when negotiating				1
13. Romeo																	
Adm. Council		1		2	2	2	4							x			2
14. W. Bloomfield																	
Adm. Council		1	2	1	2		5							x			3
MORE THAN 5,000 STUDENTS																	
1. Farmington																	
Adm. Council		1	2	2	6	6	18							x			2
2. Mt. Clemens																	
Adm. Council		1	2		1		11					2-Directors; 3-Coordinators		x			3
3. Utica																	
Cabinet		1	2		1		1					1-Dir. Elem. Ed.; 2-Adm. Assistant; 1-Dir. Sec. Ed.	x				3

II DUAL MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
LESS THAN 6,000 STUDENTS																	
1. Berry Hill																	
Adm. Council		1	2	1	2	2	5							x			1½
Central Adm. Council		1	2	1									x				1
2. Lamphere																	
Adm. Council		1		4	2		7							x			3-4
Central Adm. Staff		1		4									x				2-3
Supt. Ad. Comm.		1		1	1		1					1-Representative at least from the secretaries, cafeteria, transportation & custodians				x	1-2
MORE THAN 6,000 STUDENTS																	
1. Birmingham																	
Adm. Council		1	1	9	7		18					1-Deputy Supt.; 10-Coordinators		x			2½
Central Staff		1	1	9										x			2
Teachers' Assoc. Exec. Bd.		1	1							10					x		1
Sec. School Editors & Student Council Pres.		1									25				x		1
Teachers		1								35		Any teacher may come	Every month		other		1½
2. Grosse Pointe																	
Adm. Council		1	2	6	5	15	10	1				1-Personnel; 3-Instructional Dept. Assts.			x		2
Central Adm. Staff "Cabinet"		1	2	6									x				3

II DUAL MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
. Lakeview																	
Adm. Staff		1	2	5	3	4	9					1-Title III Dir.		x			2½
Central Adm. Staff		1	2	5										x			2
. Lincoln Park																	
Adm. Council		1	2	1	1	7	15					4-Directors			x		2
Adm. Cabinet		1	2	1									x				2
Board Meetings	7	1	3	1										x			3
. Livonia																	
Adm. Staff		1	2	3	2	1	2	1							x		2
Adm. Cabinet		1	2	5									x				2
Prof. Study Comm.	5	1	1		1		1			6				x			1½
. Oak Park																	
Adm. Council		1	3	2	3	2	7	1						x			3
Central Adm. Staff		1	3	1										x			2
Curr. Council		1	2	1	1		2		2	4					x		3-5
Bargaining Team	2	1	2		1		1						As needed				
. Plymouth																	
Adm. Staff		1	3	2	4		9										
Central Adm. Staff		1	3														
. Port Huron																	
Adm. Council		1	2	15	2		14								x		3
Executive Comm.		1	2									2-Executive Dir.	Twice a week				3
perational Council		1	1									3-Bus Drivers; 3-Cooks; 3-Custodians; 3-Secretaries			x		1½

II DUAL MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

MORE THAN 4,000 STUDENTS	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-Weekly	Monthly	Other	Time by Hours
9. Rochester																	
Adm. Council		1	1	5	4		8						x				2½
Supts. Cabinet		1	1	5									2				3
10. Trenton																	
Adm. Council		1	1	3	1	2	5						x				2-3
Supt. Adm. Council		1	1	3									x				1-2
11. Wayne																	
Adm. Council		1	2	8	7		25		2					x			4
Adm. Cabinet		1	2	5										x			2

III MULTIPLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

LESS THAN 6,000 STUDENTS	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
1. East China																	
Adm. Council		1	2		4		4					1-Secretary		x			2½
Central Adm.		1	2										x				2
Bargaining Team		1	1		1		1						As needed				2½-3
2. Keene																	
Adm. Council		1	1	1	1	2	5							x			5
Advisory Staff		1	1	1								1-Coord. Spec. Services; 1-Dir. School Comm. Affairs		x			1
Central Adm. Staff		1	1	1									Daily				½
Bargaining Team		1	1	1	1		1						As needed				
3. Inkster																	
Adm. Council		1	1		2		7							x			2-3
Bargaining Team		1	1		1		2						Annual-on call				6-7
Curriculum Council		1		1			4			9		1-Early Childhood Ed. Specialist					
MORE THAN 6,000 STUDENTS																	
1. Allen Park																	
Adm. Cabinet		1	1	4								Some secondary, Asst. Sec. and Elem. Principals		x			4
Elem. Prin.		1	1				6							x			2
Sec. Prin.		1	1		3	4								x			2
Central Adm.		1	1	4									x				2

III MULTIPLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

MORE THAN 6,000 STUDENTS	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
2. Garden City																	
Adm. Council		1	1	3	6	2	9					2-Curr. Cir.		x			2½
Central Office Staff		1	1	3	1		1					1-Elem. Curr. Dir.; 1-Curr. Dir.	x				2½
Sec. Principal		1			6	2						1-Dir. Curr.	x				3
Elem. Prin.		1					9					1-Elem. Curr. Dir.	x				3
4. Highland Park																	
Adm. Council		1	4	5	4		5					1-Dir. of Cont. & Voc. Ed.			x		1
Central Adm.		1	4											On call			
Sec. Principal		1	4		4										x		1
Elem. Principal		1	1				5								x		1
College Adm.		1	1									1-Dean, Jr. College; 4 College Adm.			x		
Supt. Ad. Comm.		1	4									20-Citizens from each school area			x		1
5. Pontiac																	
Supt's Coordinating Council		1	2	12	8		28					8-Heads, Central Office Dept.		x			2
Executive Council		1	2									1-Bus. Mgr.; 1-Dir. Human Relations	x				3
Negotiating Team		1	1	1	1		1					1-Personnel Dir.					
6. Royal Oak																	
Adm. Council		1	3	11	6		18						4½ hrs/mo				
Curr. Council		1	2	9	6		18						7½ hrs/mo				
Executive Council		1	3										x				3
7. Southfield																	
Bargaining Team		1	2	2	1		1						Every day of negotiations				3

III MULTIPLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

F FF THAN 6,000 STUDENTS	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
Southfield (cont.)																	
Central Adm. Staff		1	2	11										x			2
Sec. Principal		1	2	2	6		3							x			2
Elem. Principal		1	2	4			18							x			2
7. South Bedford																	
Gen. Adm. Staff		1	1	3	3	4	9							x			2-3
Bargaining Team - Prof.		1		1		1	2										
Bargaining Team - Non-Teaching		1		1			2										
Central Adm. Staff		1	1	3													
Sec. Principal		1			3	4									x		2
Elem. Prin.		1					9								x		2
Curr. Council		1	1		2		4		27	44	14	Sub-Committee within the Curriculum Council Conducted 77 meetings in 68-69					1½
8. Waterford																	
Adm. Council		1	2	8	6	12	28							x			3
Adm. Steering Comm.		1	2	8	1	1	2							x			3

V DIVISIONAL MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

LESS THAN 4,000 STUDENTS	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
1. Fitzgerald																	
Supt. Adv. Council		1	.	1	1	3						Architect	This committee is for construction purposes only				2½
Central Adm. Staff		1	.	1	1									x			2
MORE THAN 4,000 STUDENTS																	
1. Detroit																	
Superintendent's Executive Committee																	
1 Superintendent; 1 Executive Deputy Supt.;																	
1 Bus. Mgr.; 5 Deputy Supts.																	
Superintendent's Administrative Committee																	
The Executive Committee plus --																	
4 Associate Supts.; 5 Assistant Supts.;																	
4 Executive Adminis. Assts.; 8 Region Supts.																	
Superintendent's Administrative Staff																	
The Administrative Committee plus --																	
4 Region Assistants																	
Central Advisory																	
The Executive Committee plus --																	
4 Associate Supts.; 4 Assistant Supts.;																	
4 Executive Adminis. Assts.; 2 Assistants to Superintendent																	
1 Director of Public Relations																	

IV DIVISIONAL MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

MORE THAN 7,000 STUDENTS	Board Members	Superintendent	Asst. Supt.	Central Office	Secondary Prin.	Asst. Sec. Prin.	Elem. Prin.	Asst. Elem. Prin.	Dept. Chairman	Teachers	Pupils	Others	Weekly	Bi-weekly	Monthly	Other	Time by Hours
. Taylor																	
Central Adm. Staff		1	2	4								Business Manager		On	call		
Bargaining Team	3	1	2														
Secondary Prin.		1	2		5												
Elem. Prin..		1	1				28										
Specific Focus		1		5			2			5							
. Warren																	
Adm. Cabinet		1										1-Deputy Supt.; 4-Assoc. Supt.; 1-Adm. Asst.	x				3-3
. Warren Woods																	
Team		1	2	1									x				3

A P P E N D I X F

TABLE 54

NUMBER AND PER CENT OF RETURNS FROM THE INDIVIDUALS SAMPLED IN SCHOOL DISTRICTS WITH SINGLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Management Team Members - Individuals	Single Management Team Patterns of School Organizational Structure								
	Middle Size			Large Size			Total		
	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned
Superintendents	14	13	93	3	2	67	17	15	88
Central Administrators	26	20	77	[illegible]	6	100	32	26	81
Secondary School Principals	27	21	81	5	5	100	31	26	84
Assistant Secondary School Principals	24	15	63	6	5	83	30	20	67
Elementary School Principals	28	25	89	6	6	100	34	31	91
Total	118	94	80	26	24	92	144	118	82

TABLE 55

NUMBER AND PER CENT OF RETURNS FROM THE INDIVIDUALS SAMPLED IN SCHOOL DISTRICTS WITH DUAL MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Management Team Members - Individuals	Dual Management Team Patterns of School Organizational Structure								
	Middle Size			Large Size			Total		
	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned
Superintendents	2	2	100	11	10	91	13	12	92
Central Administrators	4	4	100	22	17	77	26	21	81
Secondary School Principals	4	4	100	22	21	95	26	25	96
Assistant Secondary School Principals	4	3	75	22	17	77	26	20	77
Elementary School Principals	4	2	50	22	18	82	26	20	77
Total	18	15	83	99	83	84	117	98	84

TABLE 56

NUMBER AND PER CENT OF RETURNS FROM THE INDIVIDUALS SAMPLED IN SCHOOL DISTRICTS WITH MULTIPLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Management Team Members - Individuals	Multiple Management Team Pattern of School Organizational Structure								
	Middle Size			Large Size			Total		
	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned
Superintendents	5	5	100	8	8	100	11	11	100
Central Administrators	6	5	83	16	15	94	22	20	91
Secondary School Principals	5	4	80	16	13	81	21	17	81
Assistant Secondary School Principals	5	3	60	16	15	94	21	18	86
Elementary School Principals	6	5	83	16	9	56	22	14	64
Total	25	20	80	72	60	83	97	80	82

TABLE 57

NUMBER AND PER CENT RETURNED FROM THE INDIVIDUALS SAMPLED IN SCHOOL DISTRICTS WITH DIVISIONAL MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Management Team Members - Individuals	Divisional Management Team Patterns of School Organization Structure								
	Middle Size			Large Size			Total		
	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned
Superintendents	1	1	100	4	4	100	5	5	100
Central Administrators	4	3	75	6	4	67	10	7	70
Secondary School Principals	3	2	67	6	4	67	9	6	67
Assistant Secondary School Principals	4	3	75	5	4	80	9	7	78
Elementary School Principals	2	1	50	8	7	88	10	8	80
Total			73			77	43	33	78

A P P E N D I X G

TABLE [illegible]

[illegible] PER CENT [illegible] RETURNS FROM THE [illegible] SITUATIONS SAMPLED IN [illegible] SCHOOL DISTRICTS WITH [illegible] MANAGEMENT TEAM PATTERNS [illegible] SCHOOL ORGANIZATIONAL STRUCTURE

Management Team Members-[illegible]	Single Management Team Patterns of School Organizational Structure								
	Middle Size			Large Size			Total		
	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned
Superintendents	1[illegible]	1[illegible]	[illegible]	5	[illegible]	[illegible]	1[illegible]	1[illegible]	[illegible]
Central Administrators	1[illegible]	1[illegible]	[illegible]	5	[illegible]	1[illegible]	1[illegible]	1[illegible]	[illegible]
Secondary School Principals	1[illegible]	1[illegible]	[illegible]	5	5	100	1[illegible]	1[illegible]	[illegible]
Assistant Secondary School Principals	1[illegible]	11	[illegible]	5	5	100	16	14	88
Elementary School Principals	1[illegible]	1[illegible]	[illegible]	5	5	100	1[illegible]	[illegible]	100
Total	[illegible]	[illegible]	[illegible]	1[illegible]	1[illegible]	[illegible]	[illegible]	78	[illegible]

TABLE 19

[illegible] PATTERNS FOR MIDDLE SIZE SCHOOLS SAMPLED IN SCHOOL DISTRICTS
[illegible] MANAGEMENT TEAM PATTERNS BY SCHOOL ORGANIZATIONAL STRUCTURE

Management Team Members - Titles	Dual Management Team Patterns of School Organizational Structure								
	Middle Size			Large Size			Total		
	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned
Superintendents	[illegible]		100	11	10	91	13	12	92
Central Administrators	[illegible]		100	11	10	91	13	12	92
Secondary School Principals	2	[illegible]	100	11	11	100	13	13	100
Assistant Secondary School Principals	[illegible]		100	11	10	91	13	12	92
Elementary School Principals	[illegible]	[illegible]		11	11	100	13	12	92
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	61	94

TABLE 60

NUMBER AND PER CENT OF RETURNS FROM THE POSITIONS SAMPLED IN SCHOOL DISTRICTS WITH MULTIPLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Management Team Members - Positions	Multiple Management Team Patterns of School Organizational Structure								
	Middle Size			Large Size			Total		
	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned
Superintendents	1	1	100	-	-	--	11	11	100
Central Administrators	1	1	100	-	-	100	11	11	100
Secondary School Principals	1	1	100	-	-	--	11	10	91
Assistant Secondary School Principals	1	1	100	-	-	--	11	10	91
Elementary School Principals	1	1	100	-	-	-	11	10	91
Total	5	5	100	6	3	50	55	52	95

TABLE 61

NUMBER AND PER CENT OF RETURNS FROM THE POSITIONS SAMPLED IN SCHOOL DISTRICTS WITH DIVISIONAL MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE

Management Team Members - Positions	Divisional Management Team Patterns of School Organizational Structure								
	Middle Size			Large Size			Total		
	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned	Number Sampled	Number Returned	Per Cent Returned
Superintendents	1	1	100	4	4	100	5	5	100
Central administrators	1	1	100	4	4	100	5	5	100
Secondary School Principals	1	1	100	4	3	75	5	4	80
Assistant Secondary School Principals	1	1	100	4	4	100	5	5	100
Elementary School Principals	1	1	100	4	4	100	5	5	100
Total			100	20	19	95	25	24	96

A P P E N D I X H

KEY TO IBM CARDS

IBM Card 1

Column	Information
1	Blank
2	Management Team Pattern of School Organizational Structure - Single=1, Dual=2, Multiple=3, Divisional=4
3	School District Size - Middle=1, Large=2
4	Individual Position - Superintendent=1, Central Administrator=2, Secondary Principal=3, Assistant Secondary Principal=4, Elementary Principal=5
5-6	School District Number
7	Individual I.D. Number - Superintendent=1, Central Administrators=2 or 3, Secondary Principals=4 or 5, Assistant Secondary Principals=6 or 7, and Elementary School Principals=8 or 9.
8-9	Blanks
10-11	Representation Score
12-13	Reconciliation Score
14-15	Tolerance of Uncertainty Score
16-17	Persuasiveness Score
18-19	Initiating Structure Score
20-21	Tolerance of Freedom Score
22-23	Role Assumption Score
24-25	Consideration Score
26-27	Production Emphasis Score
28-29	Predictive Accuracy Score
30-31	Integration Score
32-33	Superior Orientation Score
34	Blank
35-74	1st 40 item scores
75-80	Blanks

IBM Card 2

Column	Information
1-4	Blanks
5-6	School District Number
7	Individual I.D. Number
8-9	Blanks
10-69	Last 60 item scores
70-80	Blanks

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