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Perceptions Of The Role Of Leadership Of The Associate/Assistant Superintendent In A Catholic School Office

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**PERCEPTIONS OF THE ROLE OF LEADERSHIP OF THE ASSOCIATE/ASSISTANT
SUPERINTENDENT IN A CATHOLIC SCHOOL OFFICE**

BY

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**Submitted in partial fulfillment of the
requirements for the Degree of Doctor of Education
1999**

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ABSTRACT

Perceptions of the Role of Leadership of an Associate / Assistant Superintendent in a Catholic School Office

The purpose of this study was to define the role of leadership of the associate/assistant superintendent working in a Catholic School Office. The study based in the four variables of, leadership, power, organizational structure and areas of responsibility, utilized a quantitative / qualitative approach to define the role of leadership of an associate /assistant superintendent. This study was confined to five dioceses within one state. Since there was very limited research about this role of leadership, this study represented an attempt to add to the research. Historically this role is the only role of leadership in Catholic education that has its roots in the Religious Communities. This role of leadership evolved out of the role of leadership of the community supervisors who sought to bring accountability to Catholic education.

This descriptive study used two methodologies to gather data. The original descriptive survey was distributed to four populations who included Catholic school superintendents, associate/assistant superintendents, and elementary and secondary principals. One hundred and forty-one surveys were distributed and 67% were returned. However, upon averaging all the returns of each individual diocese the percent of return changed to 83.68%.

The second methodology employed an Interview protocol in which seventeen persons were interviewed. The participants were chosen from the pool of

superintendents, associate/assistant superintendents, elementary and secondary principals who had responded to the descriptive survey.

The results from the descriptive survey indicated that the associate/assistant superintendent was a recognized leader in Catholic education and impacted on the advancement of Catholic education in each diocese. The results also showed that there were very unrealistic expectations placed on the associate/assistant superintendent to be knowledgeable in their areas of responsibility. Part II of the survey indicated the outstanding qualities of the associate/assistant superintendents. They were expected to be qualified, visionary and spiritual. Also in Part II interpersonal, managerial and communication skills were requested. Listening was the top priority of the four populations in this study. Further, the results of the interviews showed that the superintendents and the secondary principals were more tasks oriented in their approach toward the associate/assistant superintendents while the associate/assistant superintendents and the elementary principals had a more visionary approach toward the role of leadership of the associate/assistant superintendents.

The four participating populations acknowledged the role of leadership of the associate/assistant superintendents as a critical, viable and necessary role of leadership who lead from the stance of powerless power. From all the findings a definition for the role of leadership was constructed.

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It is with an enormous debt of gratitude that I acknowledge the ongoing guidance, support and caring of my mentor Dr. Mel Shay, at Seton Hall University. His continual encouragement and respect for my work provided the energy and motivation to see this study to its completion. Along with Dr. Shay, I was blessed with a committee who walked with me every step of the way. Dr. Lorraine Amendolara, Sr. Patricia Clune, CSJ, Ph.D., and Dr. James Caulfield provided understanding, expertise and encouragement.

I am also very grateful for the support and patience of my family, including my husband, son and sisters, Kathryn Mason and Mary Shalaida and their families who wanted me to see this work to its completion. Without their encouragement the task would have been impossible to complete.

Finally, I will always be filled with gratitude for all the help, support and prayers my friends have given to me throughout this process in particular Ellen Singler for her many hours of proofreading, Helen Pelano for her prayers and support and Mary Rose Watkins, OSF for never saying no to my requests for help. Each one in a special way helped me to complete the spiritual journey of this study.

DEDICATION

This dissertation is very specially dedicated to my husband, Joseph Edward Boland, my son, Joseph Francis Boland and to my friend, Mary Rose Watkins, OSF. I will be forever grateful for their support for my work through their presence, patience and prayer.

The following poem, written by Mary Rose Watkins, OSF, highlights the unfolding essence of God's direction for this study.

It is dedicated to all associate/assistant superintendents who serve in every Catholic School Office.

The Mustard Seed and the Leaven

God's kingdom, like a mustard seed:
small, unpretentious, numinous;
Whose inherent fullness of life,
hidden until the sowing,
is transformed within the quiet darkness of earth;
Gradually unfolding into the journey
from seed to full grown bush;
Whose branches, a sanctuary of shelter;
Whose seeds, a harvest of food.

God's kingdom, like leaven;
agitation, energy, mystery;
Whose spectacular inner power,
hidden until the "seeding",
ferments within the quiet darkness of meal;
Activating and transforming it
into huge masses of dough;
Whose loaves, a source of feed;
Whose bread, an intimacy of communion.

God's kingdom, a mystery of transformation:
At times, like the mustard seed,
gently unfolding;
At times, like the leaven,
vigorously fermenting;
Always imperceptibly working in the quiet darkness;
Transforming that sacred life hidden within us,
into the fullness of God's presence among us;
Whose presence, food for the hungry;
Whose presence, an embrace of "Welcome home".

Mary Rose Watkins, OSF

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CHAPTER I

INTRODUCTION

The purpose of this study is to define the role of leadership of the associates/assistant superintendent serving in a Catholic school office. According to Karen L. Tichy, (1997) research is needed to clarify all aspects of administration, which are definitely unique in a Catholic school or in a Catholic school system (p.81). Tichy (1997), also noted that new research to clarify the unique role of the Catholic educational administrator would be a valuable gift to the Catholic Church, to Catholic institutions of higher education and to all who serve in these positions (p.81). The leadership of the associates/assistant superintendent is one of those roles that impact on the advancement of Catholic education. However, it is a role of leadership that is seldom perceived as a distinct role of leadership in Catholic education. This study seeks to unveil the perceptions of this role and uncover the components of the role of leadership of the associates/assistant superintendent in Catholic education and administration.

It is very important to note at the beginning of this study that very little research has been done about this topic. To this researcher's knowledge, there has not been any research inquiry into this topic in the Catholic educational environment. This research could impact on the future hiring of associates/assistant superintendents. This role is the first line of defense for the principals and is a resource and support for the superintendents. Often the associates/assistant superintendents know what is happening in the field before the superintendents. The associates/assistant superintendent has legitimacy by virtue of the position to impact on the future of Catholic schools.

Associate / assistant superintendents would be interested in this study because their role has not been defined and they may have a difficult time finding any research about their position. They are frequently left on their own to complete a project or solve a problem for a school or a principal. This study would also interest superintendents who want to know more about this role of leadership in order for the role to become more effective in actualizing the mission of Catholic education.

As will be noted in Chapter II of this study, diocesan policy looks for well-educated persons who are articulate and knowledgeable in a variety of areas such as government entitlements, curriculum design and implementation, personnel issues, marketing and development, assessment, strategic planning and formal presentations. In other words, a generalist with expertise in many areas, who can demonstrate effective leadership for Catholic education and for the administrators who are responsible for the schools.

The study is an appraisal of the role of leadership of the associate superintendents. The data for the study was gathered through the self-perceptions of the associate/assistant superintendents' leadership as well as the perceptions of the superintendents and elementary and secondary principals about the leadership role of the associate superintendents in a Catholic school office. The research was conducted in five dioceses within one state.

For this study the following variables were included in the research: leadership, power, organizational structure, and areas of responsibility. These variables were chosen because this researcher, as a practitioner in the role, perceived them to be at the core of the role of leadership of the associate/assistant superintendent working in

a Catholic school office. Understanding the meaning of power and how to use it is important because the associate/assistant superintendent does not possess any type of compulsory power over the school communities. The pastors of the schools, which they administer, employ the principals. Therefore, the associate/assistant superintendents must understand what power they have and use it wisely to effect change. Every associate/assistant superintendent is usually assigned certain areas of responsibility with the schools such as government, curriculum, personnel, marketing, testing, technology or strategic planning. How proficient they are in effecting change is related to their use of power and their expertise in those areas.

Organizational structure is connected to power and areas of responsibility because the diocesan level is often a hierarchical, closed system, but the internal operations of the office may be an open system. Functioning in both systems demands an in-depth knowledge of organizational structure so that they can accomplish what is required of them in their position. The fourth variable is leadership. Self-knowledge of their own leadership style and the style of those with whom they interact will help the associate superintendents to become more effective in their position. As stated in the document Those Who Hear You, Hear Me, (1995) collaboratively written by NCEA, NCCL and the USCC, "joining wisdom and courage, our leaders will provide direction for all God's people" (p.3).

Effective leadership of the associates/assistant superintendents then, appears to be closely tied to the use of power, within the Church structure, and on the local level allowing the associates / assistant superintendents to carry out their assigned areas responsibilities. The study will investigate whether these four variables will form the

core of the definition of the role of leadership of the associate/assistant superintendents who serve in a Catholic school office.

Chapter I of this study includes background information as to why this research topic was chosen, the purpose of this study, statement of the problem, research questions, the theoretical rationale of this study, definition of specific terms, limitations of this study and finally the organization of the study.

In 1991 the seeds were planted for this study and continued to germinate over the years. It was at that time, at a Middle States Evaluation, that I had a conversation with an associate/assistant superintendent about the future of Catholic leadership for the Catholic schools. The conversation centered on how the leadership of associate/assistant superintendents was effectively impacting the future of the Catholic schools. This associate/assistant superintendent viewed the role as a catalyst for change, developing vision and continuing the legacy of Religious Congregations' contribution to Catholic education. It was the first time that I had ever had the opportunity to discuss the leadership of the Catholic schools with such an astute, knowledgeable and deeply spiritual religious leader in Catholic education. It left a very positive impression that would resonate within me for a long time. I realized that here was a diocesan educational leader who was aware of the needs of the schools, dedicated to the continuation of Catholic education and fulfilling this through her vocation as a Religious woman. Certainly this associate/assistant superintendent was a model leader who was worth emulating. Researching the topic about the associate/assistant superintendent revealed very little information about the role of leadership and its effect on the Catholic schools. The question that continued to surface was how could

leadership of this caliber be ignored in the research and why was this leadership role not recognized in Catholic educational research?

As a direct result of this experience, I applied to Seton Hall University for the doctoral program in Educational Administration and Supervision and eventually moved from teaching into Catholic school administration. It was obvious to me from the beginning of my studies that the topic of my dissertation had to be Catholic leadership. Focusing on the role of leadership of the associate superintendent evolved out of this experience, conversations with other Catholic leaders and finally becoming a practitioner in the role of associate/assistant superintendent. The following study though is really the result of the impact of that meeting in 1991.

It must be recognized from the beginning of this study that leadership in Catholic education is a ministry that derives its call from God. This call is the greatest internal dimension that shapes all Catholic leadership. "There is nothing more real and concrete than the touch of God's hand upon the human soul" (Morneau, 1996,p.79).

According to Jacobs (1996), it is a call from God that challenges teachers and administrators for youth something that is simple and idealistic, yet something both practical and full of hope. This is the heart of educational excellence. In the middle of this very difficult and challenging ministry, tangible rewards are few. But these disciples possess an educative vision illuminated by the theological virtues of faith, hope, and love (p.4).

This is at the very core of Catholic leadership and needs to be stated as this study unfolds. God is the life and the substance of Catholic leadership. Each variable has to be understood in relationship to the role that this intrinsic value plays in the lives

of all associate/assistant superintendents. The role of leadership of the associate/assistant superintendent is being studied because they are the leaders whom the superintendents seek out to actualize their ideas and are the vital link between the principals and the Diocesan Office. Educational literature has ignored this role, and yet the educational expertise needed in fulfilling this role is increasing. This study will attempt to show this through a descriptive survey and 19 interviews.

According to Lunenburg and Ornstein, (1991), to fulfill responsibilities, the superintendent is assisted by a central office staff. In a large district of 25,000 or more students, there may be many levels in the staff hierarchy; a deputy superintendent, associate superintendents, assistant superintendents, directors, department heads and a number of coordinators and supervisors, each with supporting staff (p.330). Konnert and Augenstein (1995) also addressed the make-up of the central office, in the following manner:

While titles, and position descriptions may vary, central office personnel constitute the Superintendent's leadership team. They often represent the superintendent to the schools and community. They play a critical role in the support, resourcing, and implementation of the system's goals and programs. To the degree that these personnel are empowered to achieve the goals of the system, the superintendent and the educational community are well served (p.120).

The associate/assistant superintendents in a Catholic school office have a challenging position and role. They are the leaders who interact with the principals, teachers and parents. In order to do this, the associate/assistant superintendents should have certain qualities and skills. The Diocesan leadership project lists seven

competencies for a leader in a diocesan school office. They are: (a) Vision of Total Catholic Education; (b) Church Systems and Structures; (c) Communications Skills; (d) Collaboration/Delegation/Shared Decision Making (e) Facilitation and Enablement; (f) Administration/Organization/Technology; (g) Planning and Resource Management (Those Who Hear You, Hear Me, 1995, pp. 21-24).

These seven competencies demand that the leader be educated and capable of providing the leadership necessary for the future existence of the Catholic schools. This role of leadership of the associate/assistant superintendent as well as the superintendent is critical to the implementation of these competencies because the superintendent of today relies on the expertise of the associate/assistant superintendent to get the work done well. These competencies require strong, visionary leadership; the associate/assistant superintendent shares in implementing that vision.

Occasionally conflict arises. The associate/assistant superintendents are well educated often with the same educational expertise as the superintendent and in some cases they may possess even more educational expertise in certain areas. The conflict involves the use of power, particularly when the expertise is the same or opinions differ. Often it is the use of power that causes the conflict.

The power of the associate/assistant superintendent is often seen as powerless power because the power of the associate/assistant superintendent is based in faith and trust, not in a coercive power. The effectiveness of the leadership of the associate/assistant superintendent is seen in their ability to discern the type of power they have and to use it wisely. The associate/assistant superintendent must elicit respect from and trust in the principals because the pastor, not the diocesan office, employs the

principal.

According to Jacobson and Conway (1990), "Power plays a role in everyone's life" (p.48). "How to use power effectively to produce change is one of the most difficult dilemmas facing the leaders of modern organizations" (Brill&Worth,1997,p.80). Power is usually discussed in quantities. How much power do the associate/assistant superintendents have? Why does one particular associate/assistant superintendent appear to be more powerful than another? How can power be tapped in an organization to achieve a common good? The answers to these questions will be revealed in the survey that will be sent out to superintendents, associate/assistant superintendents and principals.

Proper use of power isn't a quantity of power but rather a quality used for effective influence, unification and collaboration. Power flows between human beings along specific channels. Brill and Worth (1997) further claim that the flow of power depends on the relationships that develop between the individuals and the amount of power that is perceived to be held by the one exercising the power (p.75). According to Burns (1978) in his text Leadership, "all leaders are actual or potential power holders, but not all power holders are leaders" (p.18). He further notes that power is relational just as leadership is but leaders must exercise caution in using power by presuming that as leader we can assume we have "elite control" of communities, groups, or entire nations just because of title or position (p.22).

Power is exercised effectively within the organizational structure of the Catholic school office; it is the leaders' understanding of power that encourages the use of power for effectiveness in dealing with the members of the school community. "The paradox

about this power is that although it is yours, it is given you for the benefit of the community" (Sergiovanni & Starratt, 1993,p.56). "There are few people for whom the power to be themselves freely and spontaneously, is unlimited" (Sergiovanni & Starratt, 1993,p.57). Thus, an understanding of the meaning and perception of power is vital for those in authority.

According to Sergiovanni and Starratt (1993), school administrators can easily become victims of the power used by those in authority and can allow their perception of this power to influence their leadership within a school setting (p.53). The role of leadership of the associate/assistant superintendent, as a person of authority, demands cognizance of how they are perceived by their constituents.

A question then arises about the organizational structure that is in place in a Catholic school office. Does the present structure maximize the expertise of the associate/assistant superintendents? If the system in place is closed, then the hierarchical structure does not allow for leadership to bloom. According to LeBow and Simon (1997) few organizations have truly harnessed the potential of organizational development to improve performance and productivity (p.27). If the structure is a combination of open and closed systems then according to Hanson (1991) an organization should maintain some degree of openness and closedness with respect to specific decisions, pressures or materials facing the system at any given time (p.143).

If the structure is a combination of both systems leadership will evolve and result in more creativity, change and renewal. This will occur because the open system will diffuse power into the whole community, the leader will look to support all subsystems in the organization and the needs of the of the total community will be met

because open communication will allow the needs of the subsystems to be heard (Hanson, 1991,p.147).

The research of the leadership project suggested that there are different organizational models for the diocesan educational ministry to review and implement in their central office; however this project did not separate the multiple areas of responsibility and how they should be divided in a Catholic school office (Those Who Hear, 1995,p.18).

The organizational structure designed for a particular school office should be determined based on the leadership needed for the schools they serve. Leadership and organizational structure appear to be very clearly intertwined and therefore, have been included as variables in this study. This study is investigating the ideal role of leadership of the associate/assistant superintendent which is tied to the organizational structure which encourages the exercise of that leadership.

A motto for good administrators might be adapted from an old axiom about the Church: "Ecclesia Semper Reformanda", the Church must always be in the process of being reformed" (Buetow,1988, p.229).

According to Jones, (1997) all leadership organizations are created, they do not occur naturally (p.127). Real-life models of leadership organizations for the twenty-first century really do not yet exist (p.127). If the associate/assistant superintendents are to influence the schools positively as they move into the twenty-first century, then as stated in the Leadership Project, it is the responsibility of every diocesan Bishop to provide diocesan organizational structures in which the priority of the local church's educational / catechetical mission is clearly evident (Those Who Hear, 1995,p.8).

As the challenges and needs in the Catholic schools change from purely traditional schools governed by religious communities to schools administered by lay personnel who have been trained in non-Catholic colleges and universities, different leadership will be needed, as well as different organizational structure for the Catholic school office that positively seeks to utilize the expertise of the associate/assistant superintendent. At one time leaders, with vision could guide and direct the entire organization; this isn't possible today or for the future. The associate/assistant superintendents will have to have more in-depth training in the structures of the public sector as well as in defining their personal mission. Their personal mission and the diocesan mission must connect in order for them to be effective in leading the schools into the twenty-first century.

Organizational structure is an important variable in this study because the structure in place will either allow leadership to lead as needed or it will restrict leadership from happening and just allow it to become a series of completed projects. In an interview with C.G.Jung, McGuire and Hull (1977) wrote that Jung expressed that "the need of the whole always calls forth a leader, regardless of the form a state may take" (p.65). Whatever is happening commands a leader to walk with the community to fulfill the needs of the community. New leadership is being asked for our schools. Reverend William J. Bryon SJ, (1992) in responding to a question about new stresses for Catholic education, stated that there were seven of them which are affecting Catholic leadership and schools today and into the twenty-first century (Pontifical North American College, Rome (p.77). The seven stresses are (a) rising costs, (b) diminishing numbers of religious and priests, (c) new apostolic challenges for priests and religious

who are active and available for service, (d) changing values, (e) changes in the family, (f) reduced discrimination against Catholics in schooling, employment, and upward mobility, and (g) increased acceptance by Catholics of cultural pluralism and ecumenical cooperation (Pontifical North American College, Rome 1992,p.77). These seven forces indicate the need for strong leadership to evolve on the diocesan level and, in particular, form a strong relationship between the superintendent and the associate superintendent. According to Buetow, (1988) in Corinthians chapter 4,2 the good administrator must be always open to "conversion" and to be "trustworthy" (p312). Since the power and leadership of the associate/assistant superintendent is not coercive, establishing trust by the leader is essential. Max DePree (1997) in his text Leading Without Power reminds us that building trust in any organization has become a chief responsibility of leaders, particularly for its followers (p.134). Bolman and Deal (1994) remind us that leadership is needed to "foster purpose, passion and imagination." (p.77) This is a focus of the role of leadership of the associate superintendent in a Catholic school office. Bolman and Deal (1994) further note that in times of crisis and rapid change, we look to our leaders, not to our managers, for hope and inspiration and possibly a pathway to a more desirable end (p.77).

The Diocesan Leadership Project (1995) claims that all leaders in diocesan offices should possess a shared vision about the work in which they are engaged at the present time; isolationism and competition for individual recognition should be discouraged inside the diocesan office as well as among the many dioceses in the state or nation.(1995) It is expected that members of the diocesan offices will meet with resistance from the members of the school community but that should not deter anyone

from attempting to move forward with change as recognized in their shared vision (p.4).

According to Schlechty, (1990), most who have come to positions of leadership in education arrived there at a time when society seemed to be demanding what J.M. Burns (1978) has called transactional leaders: people who can balance forces, deal with antagonistic groups, and somehow negotiate a course in a stormy sea (p.151).

Today our schools need a different type of leadership from the leaders. Schlechty (1990) claims that our schools need leaders who can design visions and write goals that cause people to try to transform the schools they are attempting to advance to a level of excellence in teaching and learning (p.151). The associate/assistant superintendents' responsibilities are focused on improving the diocesan Catholic schools. This means that they are always looking to what needs to be done for the schools. This calls for a very broad vision of society in regard to what is affecting the schools.

The basis for this openness to change and renewal in Catholic education is found in the Declaration on Christian Education, written in 1965 at the Vatican II Council, (Flannery, 1996) which states: the Church as a Mother is under an obligation, therefore, to provide for its children an education by virtue of which their whole lives may be inspired by the spirit of Christ (p. 579).

This document further states that: of the highest importance is the vocation of those who help parents in carrying out their duties and act in the name of the community. This vocation requires special qualities of mind and heart, most careful preparation and a constant readiness to accept new ideas and to adapt the old (Flannery, p.580-581).

The renewal that was called for in Vatican II was a challenge to all Catholic

leaders to reflect on the past accomplishments, to assess the present and to look toward the needs of the future in Catholic education for the children, parents and all educators. In a very special way, the leaders were asked to renew their purpose and their commitment to the continuation of Catholic education. This impacted on the role of leadership of the associate/assistant superintendent because it meant that the present, new or aspiring associate/assistant superintendents need to be highly educated to accomplish what is being asked of them. In this way the role of leadership of the associate/assistant superintendent is evolving into a broader role of leadership because of what is expected and needed from them now and into the future.

It was during this time of renewal in the Church that the research in education doubled in output. Technology was improving and the global world was becoming more accessible to all educators. Information was easier to retrieve and the school leaders were called upon to have expertise in areas that were expanding very quickly.

A paradigm shift was slowly impacting all education, and Catholic education wasn't an exception. Desegregation occurred in many parts of the country, religious leaders left communities, more lay people began to administer the Catholic schools, computers were appearing in the schools, and 1960's saw the passage of legislation for public funding for remedial help in the Catholic schools. According to Alexander and Salmon, (1995), Title I of the Elementary and Secondary Education Act, was passed in 1965, followed by the Everson decision in 1968 providing transportation to parochial students, and the Allen case allowing the loan of textbooks to parochial schools (pp.20-22). As a result of the increase of favorable legislative decisions for parochial students, more expertise in law and government legislation has become a requisite for the

associate/assistant superintendents in the Catholic school office.

Curriculum was also impacted by the plentiful research in child psychology and learning styles. Change was happening at a rate that was unexpected. The diocesan office staff in the Catholic schools quickly had to become more than project managers or just managers of information; they had to become leaders. Jack Hawley (1993), in Reawakening The Spirit Of Work, developed a chart explaining the differences between manager's role and leader's role in reference to functions, interests and concerns of management and leadership and their spiritual basis (p.167). (See Appendix F) The purpose of the chart is to demonstrate that the role of leadership of the associate/assistant superintendent appears to fit the leadership model more than the manager model even though this role is often viewed as middle management. The present role appears to be a blend of both leaders and manager. Hopefully this study will clarify these perceptions of the role.

Educational literature has seldom included the role of associate/assistant superintendent as a distinct role of leadership. Jacobs (1996), in his monograph The Vocation of the Catholic Educator, indicates that leadership training needs to be provided for superintendents, principals and teachers (p.xv). Yet it is the associate/assistant superintendent who interacts on a daily basis with the principals. This study sought to add to the sparse research concerning the role of leadership of the associate/assistant superintendent. To achieve this end, this study surveyed and interviewed superintendents, associate/assistant superintendents, and principals in five dioceses within one state.

The five dioceses included in this study are a microcosm of Catholic education in

the United States. For this study to proceed, it is necessary to have an image of the five dioceses as a whole. Table 1, describes the breakdown of the different levels of schools found in the state involved in this study.

Table 1

Number of Catholic Institutions in the State in this study

Institutions	n	n of students
Colleges / Universities	10	20,498
High Schools	75	36,859
Elementary Schools	372	115,884

(Dee, 1999, p. 541)

There are five superintendents, 24 associate/assistant superintendents and 447 principals in the five dioceses. Twenty-nine diocesan leaders including superintendents and associate/assistant superintendents are responsible for administering to over two hundred thousand people including, principals, teachers and students. This is an enormous responsibility for any group of leaders to share. Therefore, it is important for these leaders to assess how they are being perceived in their role so that they can be leaders, "who model lives of balance, working toward spiritual, physical, intellectual, and relational health" (Those Who Hear, 1995,p.4).

This study intends to investigate the perceptions of the role of leadership of the associate/assistant superintendents in a Catholic school office. According to Schermerhorn, Hunt, and Osborn, (1991), it is important to understand the definition of perception as a prestep to understanding how leadership is perceived (p.48). " A perception is the process through which people select, receive, organize, and interpret information from their environment" (p.48). Since each person is a distinct individual,

it is difficult to understand fully all there is to know about a person's behavior. Everyone's learning style and behavior is his own. A leader needs to be able to bring people together, unite them in their common vision, and draw people to the leader in order to influence, guide, and serve them as needed. According to Greenleaf, (1977), for one to become a great leader, the individual should be seen as a servant first (p7). To accomplish this, a Catholic leader has to be grounded in a firm understanding of how his leadership can be perceived by those being led.

According to Schermerhorn, Hunt and Osborn, (1991), there are many different components, which can contribute to understanding the perceptual differences among the people in an office setting (p.49). These factors include the following characteristics:

1. Characteristics of the Perceiver: A person's needs, past experience, habits, personality, values, and attitudes may all influence the perception process.

2. Characteristics of the Perceived: The physical attributes, appearance, and behavior of other persons in the situation also influence how that situation is perceived. ... a young person attempting to exert authority in a situation may be viewed quite differently from an older person doing exactly the same thing.

- 3.Characteristics of the Situation: The physical, social, and organizational settings of the situation or event in question can also influence perceptions.

(Schermerhorn, et al,1991.,p.49)

Associate/assistant superintendents need to be cognizant that they can experience different perceptions from those with whom they are working in the same situation. The associate/assistant superintendents have to spend time periodically reflecting on

their own leadership and its effectiveness for the community they serve " Perception influences a manager's view of people and events, and it influences the manager's responses to them" (Schermerhorn,et al,1991,p.50).

An understanding of those perceptions will give guidance and direction for the future role of leadership of the associate/assistant superintendents. These perceptions are being investigated within the four variables stated in the beginning of this chapter. The perceptions of the superintendents, principals and self-perceptions of the associate/assistant superintendents found within these variable will lead to a definition of the role of leadership of the associate/assistant superintendents. The variables were carefully chosen, as they appear to have a strong impact on the role of the associate/assistant superintendents' leadership. The variables were chosen after careful reflection about the role, personal experience with the role and first-hand knowledge of the role. As referred to in the beginning of this chapter, all variables needed to be studied in relationship to the internal dimension of the associate /assistant superintendents' journey in Faith.

The role of leadership of the associate/assistant superintendents can be symbolized in a passage from Matthew, 13,32. " It is the smallest seed of all, yet when full-grown it is the largest of plants. It becomes a large bush, and the "birds of the sky come and dwell in its branches" (New American Bible, 1987,p.1030). The leadership of the associate/associate superintendent appears to extend in many directions via leadership, power, organizational structure and areas of responsibility, as they seek to share the faith with the superintendents, principals, and the entire school community. The associate/assistant superintendents encourage all that seek them out to return to

their local setting, to implement their leadership. The office of the associate /assistant superintendent provides a sanctuary for rest and problem solving for the superintendents, elementary and secondary principals but such a place is only temporary. From sanctuary you take rest, nourishment and guidance back to where you need it. That is the role of leadership of the associate/assistant superintendent as seen from Matthew's Gospel (1987, p.1030).

As we approach the twenty-first century, a quest for a multi-dimensional form of leadership is needed. One of the roles of leadership yet to be fully explored, but of vital importance, is the role of leadership of the associate/assistant superintendents.

According to Bolman and Deal (1995), leadership for tomorrow's leaders should be steeped in understanding the spiritual center of the person in power (p.12). The role of leadership of the associate/assistant superintendent is rooted in the Catholic Faith, which is nurtured in the soul of each Catholic leader. Bolman and Deal (1995) suggest that if a leader guides from the soul, the organization that is being led will have spirit and passion breathed into all its activities (p.12).

In attempting to define the role of leadership of the associate/assistant superintendent in a Catholic school office through perception the core of the spirit of the associate/assistant superintendent will surface. This core will lead to a definition of the role of leadership of the associate/assistant superintendent.

THE PURPOSE OF THE STUDY

The purpose of this study is to define the role of leadership of the associate/assistant superintendent serving in a Catholic school office. This study is an investigation into the associate/assistant superintendents' self-perceptions of their

leadership as well as the perceptions of superintendents and principals regarding the leadership role of the associate superintendents. The research will be conducted in five dioceses within one state.

In order to conduct this study the following variables were included in the research: leadership, power, organizational structure and areas of responsibility.

Educational literature does not separate the leadership role of the associate/assistant superintendent in educational administration from the role of the other members of a central office, but this role in the Catholic sector has influence over the future growth of the Catholic schools. According to Karen L. Tichy, (1997) research is definitely needed to clarify all the aspects of administration, which are definitely unique in a Catholic school or in a Catholic school system (p.81). Tichy further notes that new research to clarify the unique role of the Catholic educational administrator would be a valuable gift to the Catholic Church, to Catholic institutions of higher education and to all who serve in these positions, for they are the change agents in today's Catholic educational world (p.81).

The principals and the superintendents look to the associate/assistant superintendents for expertise not just as staff members completing a project, but also as highly educated individuals who are well trained leaders with a vision of their role as Catholic leaders. If these staff members are to have the same education as a superintendent then it is necessary that their leadership role be reviewed, defined and studied to develop clarity about the differences of the roles.

The document Those Who Hear You, Hear Me, (1995) indicates that "leaders will be called who are deeply committed to the fullness of the Christian proclamation in the

Roman Catholic tradition and who are at the same time committed to the process of Change" (p.4). Understanding how those with whom they serve perceive leadership will open the door to a better working relationship between the associate/assistant superintendents and the superintendents, as well as between the associate/assistant superintendents and the principals. For the most part, the role is perceived as hierarchical in nature, and few educators rarely understand the role or the purpose of the associate/assistant superintendent.

The associate/assistant superintendent is a leader. That leadership needs to be defined just as the leadership of the superintendent has been, and as the leadership of the principal has been defined in educational administration research.

STATEMENT OF THE PROBLEM

Who is the associate/assistant superintendent in a Catholic school office? What is his/her role of leadership? How do the members of the educational community whom they are called to serve perceive this role? This problem that will be investigated in this study. When these questions go unanswered, the role of the associate/assistant superintendent can lack clear direction and purpose. Since the associate / assistant superintendent is the first contact with the Catholic school office, directions they give or the solutions they suggest will have a critical impact on the decisions of the principals. Also, most Catholic School Offices have minimal staff and voluminous amount of work to complete. Having a clear definition of the role of leadership will facilitate the work to be done. Understanding how this position is perceived will help the superintendent to hire a person who has the education, gifts and talent that is needed to fulfill this role of leadership. Catholic education will be impacted favorably by this type of perception and

definition. At this time, this has not been done.

To continue the mission of Catholic education, those in leadership roles need to be able to define that role in relationship to the mission of the Church and the mission of the office they hold. "These leaders will influence, positively or negatively, the quality of education...by their resolve or lack of resolve" (Those Who Hear, 1995 p.2).

According to Konnert and Augenstein, (1995) "they play a critical role in the support, resourcing, and implementation of the system's goals and programs. To the degree that these personnel are empowered to achieve the goals of the system, the superintendent and the educational community are well served (p.120). The associate/assistant superintendent in a Catholic school office is called to do all of the above and more. They are encouraged to be leaders, but that leadership role has no definite parameters. The areas of responsibility and expertise have expanded in depth. Reliance on this expertise has also expanded without the benefit of in depth training.

The power connected to the associate/assistant superintendents' leadership role is also in question. Because of the governance structure that is in place in the Church, the principal is directly responsible to the pastor. According to Canon Law, the Catholic school is understood to be one that is under the control of the competent ecclesiastical authority or of a public ecclesiastical juridical person, or one that in a written document is acknowledged as Catholic by the ecclesiastical authority (Code of Canon Law #803, 1983, p.146).

Therefore, the associate/assistant superintendent needs to understand this line of authority and to view their power in a powerless manner. This is not negative, but a positive response to an established framework that is in place. How this power is

perceived is then critical to the role of the associate/assistant superintendent for the Catholic educational community whom they are called to serve. Greenleaf (1998) in his text, The Power of Servant Leadership, identified 10 characteristics of a servant leader: they are listening, empathy, healing, awareness, persuasion, foresight, stewardship, and commitment to the growth of people and building community (p.5-8). These are not characteristics or behavior foreign to the role of leadership of the associate/assistant superintendent. The interest is in seeing if these characteristics surface in the associate/assistant superintendent.

Since educational literature in the Catholic sector does not separate out the role of the associate/assistant superintendent it is necessary to go out into the community they serve and see how the leadership role is being perceived. Educational research is calling on the leadership of central offices to effect major change. In 1983, in A Nation At Risk,(cited in Gutek, 1995) a call to change was requested for all leaders in education. Following this post reform movement educational research continued to pour out from educational foundations and from universities. Only well trained, educated leaders could initiate and sustain that called for change. Documents such as Developmentally Appropriate Practices for Early Childhood (Bredekamp & Copple, 1997), Turning Points (Carnegie Council on Adolescent Development,1989) from the Carnegie Foundation and Breaking Ranks: Changing an American Institution (National Association of Secondary Principals,1996) from the Carnegie Foundation have all called for a renewal of leadership in the vision for the future of education. To be able to utilize these documents, our educational community needs well-trained leaders who are life long learners who embrace newness and change but who can discern the mission of

the faith in educational research. The definition of role will set parameters where there are none at the present.

Max DePree (1992) in his book, Leadership Jazz, says "a leader's voice is the expression of one's beliefs" (p.5). The associate/assistant superintendents are able to articulate their definition of their leadership role as they follow their journey of faith. If their gift of leadership is not recognized as an individual role, the Catholic Church and system of schools could be denied this vast resource of information regarding leadership for the Catholic schools. In the special issue of Time magazine "American Visions", there is a piece of art by Walter De Maria (1997) which shows lightning striking an open field in the night (p.88). There is no one there to receive the energy from the lightning, to understand its presence or its force. The associate/assistant superintendent is the lightning seeking to strike a responsive chord in the educational field. Like the lightning, that of leaders does not last forever. The advent of the twenty-first century calls for new understanding of leadership and recognition of the role of leadership of the associate/assistant superintendent serving in a Catholic school office.

THEORETICAL RATIONAL OF THE STUDY

This study seeks to advance role theory while also addressing systems theory and Scripture in relationship to the role of leadership of the associate/assistant superintendent in a Catholic school office. There has not been a study done in the Catholic sector based on role and systems theory about the role of leadership of the associate superintendent. This study strives to fill that void for no factor has a greater impact on the attainment of the mission of Catholic education than the characteristics of

the educators involved in this ministry in schools, in parish programs, and in diocesan offices (Tichy, 1997,p.79).

Role theory involves the study of patterns of behavior, qualities and skills needed in a particular role. According to Murphy, (1996) much of the current thinking about role can be traced to Kahn and his colleagues (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Katz &Kahn, 1978) (1996,p.306). They were responsible for developing "The Role-Taking Model " which Hollenbeck, LePine and Ilgen (1996) discuss in their research entitled " Adapting to Roles in Decision- making Teams"(p.300). This model focuses on the interaction between two persons: the person who holds the role and the person who receives the effects of the role in action. On the other hand,Graen and his colleagues (Graen, 1976; Graen, Orris, & Johnson, 1973; Haga, Graen, & Dansereau, 1974) have also had a powerful influence on current thinking regarding the role development process (p.307). The differences in the two models are how those involved in the role models deal with those with whom they are asked to interact at a given time. For the most part, Graen's model can be seen as a major elaboration and refinement (in terms of specificity) of the original role-taking model put forth by Katz and Kahn (p. 308). The limitations of their models is that as with Katz and Kahn, Graen (1996) offers no systematic or comprehensive approach in listing what specific traits are likely to impact which stages of the role development process or the overall outcome of the process (p.308).

The role of leadership of the associate/assistant superintendent pre-supposes that a wide range of relationships have to be made. Role theory addresses these relationships through developing an understanding of the person and behavior. According to Jenks, (1990) a role is "an expected set of behaviors for a particular position" (p.542). This

study will attempt to uncover the most important expected behaviors of the associate/assistant superintendent working in a Catholic school office.

For diocesan leaders, "there also should be enough role flexibility to allow for creativity and management of the unexpected" and to have "clarification of their role of leadership" (Those Who Hear, 1995 p11).

According to Biddle, (1966) there are three basic concepts of role theory; classification, properties and variables (p.22). Biddle (1966) explains that classification concepts refer to behavior, persons or persons and their behavior; property is a characteristic that pertains to events that occur in the organization; variables are used to interpret behavior in the role (pp.22-55). This connects to this study because the behavior of the associate/assistant superintendent in relationship to their use of authority and power is being investigated as well as their own understanding of their role and the activities that impact on developing a definition of role of leadership. According to Gross, Mason and McEachun, (1958) developing consensus on role definition is an important dimension affecting all organizations and their subsystems (p.11). This role needs to be understood from the perceptions of the associate/assistant superintendents as well as how the principals perceive the role.

Biddle (1966) describes how role analysts examine the problems of process and phases of social interdependence among individuals, the characteristics and organization of social positions, processes of conformity and sanctioning, specialization of performance at work and the division of labor at work (p.17).

The role of leadership of the associate/assistant superintendent is carried out within the structure of the Catholic school office. Therefore, the system that is in place demands a

design that will enable this leadership to flourish.

According to Hanson, (1991) most organizations are a combination of open and closed systems (p.142). A system can be defined as a "set of interacted elements that functions as a unit for a specific purpose"(Lunenburg, Ornstein,1991) A purely closed system is hierarchical and considers the organization and the tasks as the primary focus. The decision-making process in a closed system reflects the classical and social system of organization. This type of system allows for very little leadership input from the staff.

Murphy (1996) suggests, " that there has been a shift in contemporary organizations, away from tight bureaucratic structures with well-defined jobs toward more flexible structures centered around teams" (p.301). This team approach leads to the open system theory.

According to Hanson, (1991) the open system theory conceives of an organization as a set of interrelated parts that interact with the environment just as a living creature does (p.9). The behavior or the role of leadership of the associate/assistant superintendent is affected by the type of organizational system that is in place in the Catholic school office. A closed system will restrict creativity while an open system will allow the role to be developing as Murphy (1996) suggests into a more flexible team approach (p.301).

The third section of the triangulate is Holy Scripture. The work of a Catholic leader is always a search for truth. In John's Gospel, 8:32 (New American Bible, 1987, p.1150) Jesus says, "You will know the truth and the truth will set you free" (New American Bible, 1987, p.1150). In examining role theory and systems

theory, scripture cannot be ignored for that is the internal force of all leaders in Catholic education. Catholic leaders deal in truth and interact with the members of the school community ever mindful of their commitment as Disciples of Christ in their role of leadership. In 1977 the Sacred Congregation for Catholic Education in a document entitled The Catholic School, stated the following postulate in section 70: Catholic education is inspired by the general principles enunciated by the Second Vatican Council concerning collaboration between the hierarchy and those who work in the apostolate (The Sacred Congregation for Catholic Education, 1977,p.20).

According to Tom Morris, (1997) “ we all have a deep spiritual need to understand our work and our place in the world” (p.206). Therefore, this study seeks to define the role of leadership of the associate/assistant superintendent in a Catholic school office to give this role a distinct place in the levels of leadership for Catholic education.

RESEARCH QUESTIONS

The following questions are addressed in this study about the perceptions of the role of leadership of the associate/assistant superintendent in a Catholic school office:

1. Does the role of leadership of the associate/assistant superintendent critically impact the advancement of Catholic education?
2. What are the leadership behaviors and characteristics of the associate/assistant superintendent that superintendents, associate/assistant superintendents, elementary and secondary principals perceive?
3. How is the use of power by the associate/assistant superintendent perceived by superintendents, associate/assistant superintendents and elementary and

secondary principals?

4. Does the organizational structure of the Catholic school office limit or enhance the role of leadership of the associate/ assistant superintendents?

5. How are the areas of responsibility of the associate/assistant superintendents in relationship to expertise , training needed and relevance to those served?

6. What three outstanding qualities of leadership of the associate/assistant superintendents are perceived by the superintendents, associate/assistant superintendents, and elementary and secondary principals.

DEFINITION OF TERMS

Associate Superintendent: For the purposes of this study the title associate superintendent includes all associate and assistant superintendents in Catholic School Offices. According to Konnert and Augenstein, (1995) titles and position descriptions may vary, central office personnel constitute the superintendent's leadership team. They often represent the superintendent to the schools and community. They play a critical role in the support, resourcing, and implementation of the systems' goals and programs (p.120). They must be practicing Catholics and have developed a personal Catholic philosophy by which they lead and fulfill their role.

Superintendent of Catholic Schools: The Superintendent of Catholic Schools, "serves as the delegate of the diocesan bishop in all school matters and is accountable to the diocesan bishop or the secretary/ director/vicar where there is one".The Superintendent also designs and manages the organizational change process to ensure

an improved future” (Those Who Hear You, 1995 p. 25-26).

Open System: This theory conceives of an organization as a set of interrelated parts that interact with the environment, almost as a living creature does.

(Hanson, 1991,p. 9).

Closed System: A closed system organization is isolated from the surrounding environment. There is a lack of human or material resources utilized in a closed system organization (Hanson, 1991,p.142).

Power: Power is the capacity to control or influence the behavior of others. If the capacity is high, power is the exercise of control. If it is low, power is the exercise of influence (Hanson, 1991,p.63).

Leadership: This is the ability to inspire, guide and direct as disciples of Christ, demonstrating vision, competency and management skills so as to cause change as needed for growth in all areas of Catholic education.

(original definition)

Leadership: a passionate and consuming activity (Heifetz, 1994,p.274).

Leader: A leader in a Catholic School Office should “demonstrate an ability to articulate a vision of total Catholic education in all settings”(Those Who Hear 1995 p, 21).

Role: An expected set of behaviors for a particular position (Jenks,1990,p.542)

Perception: Perception is the process through which people select, receive, organize, and interpret information from their environment. Through perception people process information inputs into decisions and actions. It is a way of forming impressions about yourself, other people, and daily life experiences. It is also a screen or filter through which information passes before having an effect on people. The quality or accuracy of a person's perceptions, therefore, has a major impact on the quality of any decisions made or actions taken in a given situation (Schermerhorn, Hunt, Osborn, 1991, pp.48-49).

Vision: A picture that can be seen with the mind's eye. It has substance, form and color. It is a portrait of the future to which you can commit. It is the articulation of your values and what you believe in as a leader (Bennis, Goldsmith, 1997, 105-106).

LIMITATIONS OF THE STUDY

This study was an invitation to a limited number of Catholic leaders to participate. The study was conducted within five dioceses that are located in one state. The research included a survey sent to four superintendents, all associate/assistant superintendents and a random sample of elementary and secondary principals asking for their perceptions of the leadership role of the associate/assistant superintendent in a Catholic School Office. The second part of the research process was a limited number of interviews that were conducted. Sampling a percentage of the principals in both the survey and interview process limited the results of this study. The fact that this study was conducted within one state was also a limitation of the study.

Another major limitation is the fact that educational literature does not delineate

out the leadership role of the associate/assistant superintendent to any significant degree. This is especially true in the Catholic sector. In the public sector, any discernible research was found within the topic of central office. This study was seminal research in the area of defining the role of leadership of the associate/assistant superintendent, as there was a limited amount of educational research to draw upon for this study.

A third limitation was the bias of the researcher who is presently serving as an associate/assistant superintendent in one of the dioceses included in this research. Validity was preserved by carefully reviewing the results of the study and strictly analyzing and reporting the data in an objective manner.

A fourth limitation was the reluctance on the part of the respondents to the survey and to the interview questions to reveal openly how they really perceived the leadership role of the associate/assistant superintendents, because of the close working relationship that all of the participants have with each other.

An attempt to control discrepancies was made by assuring the participants before the process that all data will be treated with respect and confidence and that they may answer anonymously.

ORGANIZATION OF THE STUDY

This study is divided into five chapters that deal with a particular area of this study.

The purpose of Chapter I was to introduce the background of the topic and to develop the problem being researched in this study.

The purpose of Chapter II was to review the historical and current literature which

relates to this study.

The purpose of Chapter III was to describe the research methodology, which was used to gather data and report the findings of the research.

The purpose of Chapter IV was to report the analysis of data and the results of the research that was conducted in this study.

The purpose of Chapter V was to summarize and interpret the research findings, as well as provide conclusions about the research and suggest future topics for research.

CHAPTER II
REVIEW OF LITERATURE
INTRODUCTION

This chapter contains the review of literature pertinent to this study. The purpose of this study is to define the role of leadership of the associate/assistant superintendent serving in a Catholic school office. There is a considerable lack of research available on this topic. Therefore, the review of literature will add to the scarcity of information about this topic.

This chapter contains the following sub-headings (a) an historical perspective,(b) listing of the qualifications for an associate/assistant superintendent, (c) discussion about the four variables of leadership, power, organizational structure and areas of responsibility of the associate/assistant superintendent serving in a Catholic school office.

Historical Perspective

Taking the time to reflect on the historical background of the beginnings of Catholic education will provide a framework for this study. According to the renowned sociologist Emile Durkheim, (as cited in Kliebard 1995) when he began to teach a required course for future secondary teachers at the University of Paris in 1904-1905, he felt obliged to provide a rationale for why anyone would study history (p.194). He wanted them to understand that history taught in concept and context could teach reflection and deliberative inquiry (Kliebard, 1995p.194).

Following this thread is Max DePree in his text, Leading Without Power, where he discusses in Chapter 12, the 12 Elements of Legacy (DePree, 1997, p.163). De Pree

believes that a legacy results from the certain facts of behavior that remain embedded in the mind of others. The legacy of the religious congregations in the role of community supervisors lives on today in the role of leadership of the associate superintendent. DePree continues with the comment that a legacy "has a deeper and a more enduring and more substantial place in the lives of the organizations than meeting goals" (DePree, 1997, p.165).

The roots of the role of leadership of the associate/assistant superintendent evolved out of the position of the religious community supervisors who were requested by Catholic school superintendents to assist them in supervising and evaluating the educational developments in the Catholic schools around the turn of the century. In the words of historian Edward Lantowicz, (cited in Walch, 1996), Catholic education was an "administrative nightmare" (p.135). In 1884, at the Third Plenary Council, an outcome was the establishment of the position of superintendent. According to Augenstein, (1996) the new superintendents began to organize the diocesan schools into a system. In order to accomplish this, superintendents had to have assistance. It was here that community supervisor assisted in the establishment of uniformity in textbooks, courses of study, assignments, school calendar, daily programs and examinations (p.44).

The Third Plenary Council, in Baltimore had forged the policy that led to making parish schools mandatory in 1884 (Bokenkotter,1990,p.332). As the number of Catholic schools increased it became very apparent to the Bishops that some sort of centralization was needed.

Taking a model from the Public school system the Bishops appointed a superintendent and/or Boards of Education to oversee the education that was taking

place in the Catholic schools. The major difference between the Public and Catholic school systems was that in the public system the schools were governed according to districts but in the Catholic system the schools were administered by Pastors and Religious Communities.

According to McNamara, (1996) each community had their own set of rules and were in effect autonomous. In the United States, the strict separation of church and state made the church exceptionally anxious to develop a school system that would ensure the instruction of Catholics (p.621).

This was needed because the immigrants were coming from a eighteen-century Europe, that was in social, political, intellectual, and religious turmoil. Three revolutions were occurring: the intellectual revolution, economic revolution and the French Revolution. The effects of these revolutions carried over into the nineteenth century and caused thousands of people to emigrate to the United States. Voltaire was one of those European philosophers who were very vocal about his hatred of the Catholic Church. "Voltaire mocked her most sacred beliefs, questioned her every right and privilege, and would be satisfied with nothing less than her complete destruction" (Shaperio, 1953,p.7). This philosophy stayed with the immigrants as they arrived in the United States. They felt that they could shield their children from such ideas by sending them to Catholic schools. The needs of immigrant groups in America were largely answered by sisters from among their own ranks (McNamara, 1996,p.621). Religious communities grew in number as the schools increased. For a long while they attempted to stay tied to their European founders but this was difficult to accomplish as communication took a long time and decisions had to be made about the rule of the

community including their mission here in the United States. The communities were very poor and provided little training for the sister teachers. The Bishops were aware of this yet it wasn't until the end of the nineteenth century that women were admitted into Catholic Universities for teacher training. Many of the communities started their own teacher training for the sister teachers. "In 1884 the third council recommended that normal schools be established to train sisters"(McNamara, 1996,p.622).

According to Augenstein, (1996) as the number of schools increased, the teachers began to achieve more education, general supervision was no longer necessary (p.4).The superintendents then needed community supervisors who were able to be more global in their supervision. The number of teachers were increasing in the Catholic schools. Elizabeth Ann Seton, founded the Sisters of Charity in Emmittsburg, Maryland and by the end of the nineteenth century "Elizabeth Seton's Sisters of Charity accounted for close to sixteen hundred of these teachers" (Walch, 1996,p.134). How to supervise these schools in some way was the dilemma of all the Bishops. They turned to the superintendents, who in turn looked to the community supervisors to help them. These community supervisors became the precursors for the assistant/ associate superintendents in the twentieth century. "Supervisors now needed to hold advanced degrees, at least a masters' and preferably a doctorate" (Augenstein, 1996 p.44). As teachers and principals became more educated, the leadership and supervision needed from the community supervisors widened in scope and depth. They worked in conjunction with the superintendents and reported to them the educational progress of the Catholic Schools.

In the history of the Sisters of St. Joseph is found information, which leads to the

foundation of the role of the associate/assistant superintendent from the community supervisors who served side by side with the superintendents. According to a history of the community written by Sister Maria Kostka Logue, SSJ, Ph.D., in 1950, the first community supervisor was Sister Sacred Heart Stewart, who in the fall of 1889 had been appointed the first community supervisor of the Sisters of St. Joseph (p.192). In 1889, after the Reverend Nevin F. Fisher was appointed superintendent of schools, the first in the parochial school system, Mother Clement Lannen, head of the community at the time, wrote to Father Fisher (Logue, 1950,p.191). At that time Mother Clement Lannen (cited in Logue, 1950) said, "the want of some general and uniform superintendence had been much felt by us, that we had this year, in September, appointed a Sister to the duty of inspection (p.191). The leaders of the religious communities knew that there had to be some type of review and accountability of the teachers and principals in the schools. In 1894, according to Sr. Logue's historical account, Reverend John Shanahan succeeded Reverend Fisher as superintendent of schools in Philadelphia. "When Father Shanahan took up his duties, he noted that the community supervision was highly productive of improved teaching and he asked that each of the religious communities in the diocese appoint such an inspector, who would be burdened with no other task" (Logue, 1950,p.192). These community supervisors were the assistants to the superintendent. "For four years, with the aid of the school board and the community supervisors, Father Shanahan as superintendent, worked assiduously at a task he loved" (p.192).

The evolvement of the role of associate/assistant superintendent took a different pathway into existence. It appears that the idea of centralization for the Catholic schools

came from the public sector. According to Jackie M. Blount, (1998) in her text, *Destined to Rule the Schools: Women and the Superintendency, 1873-1995*, the role of assistant to the superintendent was created by City Superintendents (p.45). City Superintendents assumed a greater share of school administrative duties. In order to facilitate these duties they hired supervisors and assistants who each assumed particular portions of the superintendent's supervisory work and thus constituted a new administrative layer (p.46). Blount also recorded that these new administrators were usually men who received salaries considerably above those paid to teachers' (p.46).

As the membership in religious communities has declined over the past thirty years, the duties of these community supervisors was incorporated into the role description of the associate/assistant superintendent.

In the early years these community supervisors were clerics. Mid-way through the twentieth century sisters began to replace the priests and brothers.

Catholic schools, according to Buetow, (1985) constitute not a school system but a pattern whose elements are in common, but in which each part, and often each school, differs from the others (p.1). It is this structure that makes it difficult to govern. Throughout the 1930's the dioceses were searching for ways to bring more leadership and structure to this pattern. Augenstein (1995) suggests that in 1935 at the National Catholic Educational Association convention in Chicago it was openly suggested that there be a re-organization of the Parish school department and that it become a Department of Superintendents, principals, teachers, and community supervisors (p.141). The need for more educational leadership was being recognized particularly as associates /assistants with the superintendents.

The community supervisors "became delegates of the superintendent and supervised in schools across the dioceses and not just in their community schools. These specialized individuals became instructors in the Diocesan Teachers College as well as school supervisors" (Augenstein, 1996, p. 44).

As the number of dioceses increased in the United States, the schools that were within the boundaries of those dioceses needed to be supervised. Each diocese under the leadership of the Ordinary of the diocese, that is the Bishop, appointed a superintendent who in turn selected members of the different communities to assist him/her. These assistants became the assistant/ associate superintendents of today.

According to the National Catholic Educational Association CACE/SPC Directory, (1998-1999) a high percentage of the associate / assistant superintendents are still members of religious communities. They bring with them their expertise as well as their traditions and training from their respective religious communities.

Qualifications for the Position of Assistant / Associate Superintendents in a Catholic School Office:

The Handbook of Policies (Diocese of Trenton, 1993) states the following qualification requirements for the associate superintendent: In order for a person to be hired for this position they have to meet certain criteria. According to the Handbook of Policies and Practices for Elementary Schools and Secondary Schools in the Diocese of Trenton policy # 2111 states the following:

2111 Associate Superintendent: The Associate Superintendent is nominated by a search committee to the Superintendent. Upon the recommendation of the Superintendent, he/she is appointed by the Bishop.

In the absence of the Superintendent, an Associate Superintendent functions as the Acting Superintendent subject to the authority of the Bishop.

It shall be the function of Associate Superintendents to perform such duties as are assigned by the Superintendent in order to assist in performing the functions as outlined in 2110 (p.7).

2111.1 Qualifications of Associate Superintendent

The Associate Superintendent shall possess the following qualifications:

1. An active and participating Catholic. (See 4110: Christian Witness Statement)
2. Sound philosophy of Catholic Education
3. New Jersey School Administrator Certificate or equivalent.
4. Masters in Educational Administration or equivalent or appropriately related area.
5. Minimum of five years of educational administration experience on a local level plus evidence of teaching experience preferably in Catholic schools.
6. Evidence in course work in religious education/theology, especially ecclesiology, elementary and secondary school administration, and finance.
7. Evidence of competence in management and communication skills.

8. Evidence of letter of approval from state criminal history check.

(Diocese of Trenton, 1993 p.8)

In the Archdiocese of Newark's Handbook for (1996-97), the duties and responsibilities were spelled out for the associate/assistant superintendents. Since it is an archdiocese the size and structure is different than a smaller diocese such as the Diocese of Trenton.

Given the size of the archdiocese there are three associate superintendents and six assistant superintendents in the office along with a number of directors and two deputy superintendents and one superintendent who is also the Secretary of Education.

Included here is a sample job description for the Associate Superintendent for Secondary Schools:

Reports to: Deputy Superintendent for Secondary Schools

Basic Function: Assist the Deputy Superintendent for Secondary Schools in all matters

Concerning the secondary schools in promoting quality education.

Specific Duties:

1. Promote academic excellence in the secondary schools with the Deputy

Superintendent by:

- a. visiting schools and documenting pertinent aspects of such visits
- b. encouraging curriculum/technology integration
- c. evaluating school administrators where and when appropriate
- d. making known to principals the analyses of test results
(E.g. COOP, PSAT, SAT)

- e. fostering articulation efforts between elementary and high schools
- 2. Coordinate the administration of the high school admission test (COOP) for
- 3. Approximately 5000 8th grade students; negotiate all aspects of the COOP testing; refer
- 4. Students not accepted by any high school due to space restriction and program to meet needs.
- 5. Take a lead role in examining curriculum issues and innovations with principals and assistant principals.
- 6. Monitor with principals in their County organizations.
- 7. Serve as intermediary in disputes between high schools and parents in Essex and

Hudson counties.

- 8. Serve on Boards of high schools where appropriate.
- 9. Attend periodic meetings of related secondary school personnel, e.g. campus ministers.

One point to mention that in reviewing these duties and responsibilities it is important to note that the focus is purely task oriented.

(Archdiocese of Newark Handbook (1996-97), Office of the Superintendent of Schools)

Leadership Variable

Leadership in a Catholic School Office as outlined in the document

Those Who Hear You, Hear Me, (1995) stipulates that: "the call to discipleship plants the seed for Christian leadership" (p.iv). Those who accept the role of leadership in Catholic Education are responding to a call to serve. This document was written to provide a framework for that leadership to grow and to be productive in the Catholic

educational community. The associate/assistant superintendent is part of that leadership who is called to serve and minister to the school community within his/her diocese.

The role of leadership of the associate / assistant superintendent is very important today because Catholic schools are strong and growing calling for leadership that is versed in new educational techniques. The ability to articulate educational innovations to the school community is essential. The Annual Statistical Report on Schools, Enrollment and Staffing from The National Catholic Educational Association reports that "in 1996-97, there were 8,231 Catholic schools in this country; of these 6,903 were elementary, 102 were middle and 1,226 were secondary" (NCEA, 1997). This report also stated that there were 2,645,462 students in those schools (NCEA, 1997, p.13). One final statistic which impacts on the role of leadership of the associate /assistant superintendent is that in 1996-97, the total, full time equivalent (FTE) teaching staff in Catholic elementary, middle and secondary schools was 153,276 (NCEA, 1997, p.20).

In the dioceses involved in this study, the statistics show that there are 76 high schools, 372 elementary schools, and no middle schools, all with a total enrollment of 152,743 students (Dee, 1999 p.541). To lead these students are five superintendents, 23 associate / assistant superintendents and 448 principals.

These high statistics translate into the need for leadership from the associate/assistant superintendent in a Catholic School Office, which can relate to the educational needs of today. The diocesan offices provide the support needed by parishes and schools through direct services for adults, youth, and children so that they may grow in faith and live it more authentically each day (Those Who Hear, 1995, p.9). In Catholic education the Catholic school office is a place to go for guidance and direction. The

associate / assistant superintendent is usually the contact. However, several authors acknowledge that "confusion" and "uncertainty" remain concerning key issues affecting the role and that the role of the supervisor in education has not yet been clearly defined (Pajak, 1989,p.3). There is, not only a lack of research about public school central office supervisors, but also about Catholic school central staff as well. It is apparent that strong leadership is expected from the people who hold these positions. " It has long been recognized that the role of central office supervisor is poorly defined in practice and theory" (Pajak, 1989,p.2).

According to Pajak, (1989) there have been some studies conducted about central office Personnel. In 1982, the Association for Supervision and Curriculum Development established a Task Force on Research on Central Office Supervision to examine the possibility of documenting the effectiveness of supervisory personnel. In a final report the Task Force concluded that it might be impossible to develop a general measure of central office supervisor productivity and effectiveness. The variety of duties and expectations that comprise the supervisory role, according to the report, suggests that "questions of effectiveness must be answered in the specific situation and not through any sort of broad measuring instrument." (p.3) The Task Force further observed that central office supervisors typically rely upon "personal measures" of effectiveness such as a "sense" of rapport with teachers and a "sense" of being welcome in a school, rather than any objectively definable standard of performance (p.3).

When the ASCD was contacted by this researcher for a transcript of this study, the request was denied.

The role of leadership of the associate/assistant in this study appears to require a

leadership that can adapt to many situations. A "consumer's guide to assessing leadership, prepared by Judith Arter for the Northwest Regional Educational Laboratory addresses the issue of definitions of leadership through four major dimensions" (Lewis, 1993, p. 16). The four dimensions are Decision-Making, Perception of Employees, Task and Human Relations and Innovation and Risk Taking. A chart in Anne Lewis's text illustrates these dimensions as they relate to research, style, components, and flexibility. The chart is entitled, Comparison of Leadership Style Theories. A copy of this chart can be found in the appendix of this study.

(see Appendix E)

As stated on this chart one of the styles of leadership often needed by the associate/assistant superintendents is situational leadership. This style of leadership is needed to provide a pathway to deal with a given occurrence in the work of the associate/assistant superintendent. "The situational approach emphasizes the importance of contextual factors such as the nature of the work performed by the leader's unit, the nature of the external environment, and characteristics of followers" (Yukl, 1994, p. 13). Even though the associate/assistant superintendent is assigned areas of responsibility the situations that arise in those areas are often complex and difficult to solve. Therefore, the leadership of the associate/assistant superintendent must be flexible to adjust to any given situations. Hersey and Blanchard (1988) note in their text that Amitai Etzioni (cited in Hersey & Blanchard, 1988) believes that the best situation for leaders is when they have personal and position power since the needs of the people they serve changes day to day (p. 204). Hersey and Blanchard (1988) also note that situational leadership is a model for leadership not a theory (p. 171).

The literature is filled with leadership theories and solutions to leadership needs but the ones chosen need to have substance and connection to the situation at hand. In education that is not always easy to achieve. The associate / assistant superintendent appears to need a variety of theories ,styles and roles to draw from at a moments notice. According to Patricia Pitcher, (1997) in The Drama of Leadership, there were many different theories, systems, functions, and roles; however, there wasn't any passion, joy, triumph, envy, lust, hate, greed or avarice, cowardice, or dreams (p.1). Patricia Pitcher (1997) reported her findings of an eight-year research project examining why a particular large company failed. In this study, which was her dissertation for her doctorate in management she found that the only real barrier to teamwork was the technocratic mentality, which was put in power (p.5). Her study attempted to explode three interrelated myths about leadership. Pitcher described the three myths concerning leaders as follows:

The first myth is that we need one kind of leader-the charismatic visionary. The second, and much more pernicious, myth is that anybody can become one. The third is that if you tell leaders what they should do, they will do it (Pitcher, 1997,p.5).

Patricia Pitcher listed three types of leaders, artist, craftsman and the technocrat in her study. Table 2 is a list of the types of signposts or characterological underpinnings of behavior that those in leadership or aspiring to leadership should be cognizant of in leaders (1997, p.4).

Table 2
Leadership Behaviors That Leaders Should Be Aware of in New or Present Leaders

<u>Artist</u>	<u>Craftsman</u>	<u>Technocrat</u>
Unpredictable	well-balanced	cerebral
Funny	helpful	difficult
Imaginative	honest	uncompromising
Daring	sensible	stiff
Intuitive	responsible	intense
Exciting	trustworthy	detail-oriented
Emotional	realistic	determined
Visionary	steady	fastidious
Entrepreneurial	reasonable	hardheaded
Inspiring	predictable	no-nonsense

Note: The behaviors are cited from Patricia Pitcher's text *The Drama of Leadership* (1997, p.4).

The behavior of a leader has a great impact on his/ her effectiveness in the role of leadership in which the leader is situated. According to Hersey and Blanchard, (1988) behavior can effect the leader' personal or positional power as well as the readiness levels of the people the leader is attempting to influence (p.171).

Every leader must recognize himself/herself as a leader before they are recognized as leaders as well as understand the behavior needed as a leader in the organization they work in each day. The hierarchical leadership structure of the Catholic Church does not recognize subordinates as true leaders. Thomas J. Reese (1996) in his text, *Inside The Vatican* claimed that it was the leadership of the bishops of Rome, and the pope in this communion of churches which has through the centuries influenced the life of the church and the lives of individual Christians (p.2).

The strength , power and authority has a long arm which stretches outside Rome.

Those serving in Catholic School Offices are also affected by the edicts of Rome as

they advise and teach the people of their diocese. According to Charles Morris, (1997) the leadership in the large dioceses controlled American Catholic Church. (p.115). Morris, also, suggested that any path to true power in the Church was through the bureaucracy, not in the pastorate (p.117). The leadership of the associate/assistant superintendent, though critical to the Catholic schools, was not recognized as part of the true leadership of the American Church. In the early 1900's religious women were at the bottom of the pecking order in the Church (1997,p.116). Today, the leadership of the associate/assistant superintendent has been taken over by religious women in many dioceses. Kaye Ashe (1997), in The Feminization of the Church notes that the emphasis today on more interrelationships, process and collaboration make of the workplace a more hospitable environment for women who are accustomed to nurturing these values in the private sphere (p.131). Ashe also believes that the values needed for the transformation of business organizations are the very qualities that are inherent in women such as empowerment, inclusion and collaboration (p.131). The role of leadership of the associate/assistant superintendent is predominately women because the qualities and skills needed at that level have long been a part of the female psyche. The associate/assistant superintendent has to respond on a diocesan and local level to the call for inclusivity, not the exclusivity of relationships.

In the Book of Leadership Wisdom, Max DePree (1999) describes a form of leadership he entitles Roving Leadership (p.97). According to DePree, it is often difficult for hierarchy to allow "subordinates" to break custom and be leaders (p, 98). He further noted that in some special situations the hierarchical leader becomes obliged to identify the roving leaders, to support and follow him or her; and to exhibit the grace

that enables such a leader to lead others (p.99). This is often the case of the role of leadership of the associate/assistant superintendent. They are incumbent by the hierarchical structure but are needed to make strong decisions in the field.

The role of leadership of the associate/assistant superintendent in a Catholic school office is tied to the American Catholic Church. The Catholics they lead are inquisitive and at times controversial. Understanding their unique culture as Catholic needs to be understood in order to provide the vision for the Catholic schools.

The leadership of the associate/assistant superintendent has to be attentive to all the different cultures of the schools they serve. Each school environment has a different culture. Developing the appropriate leadership for that culture takes knowing themselves very well. According to Bennis, (1989) by definition each leader is unique, what the leader learns how the leader uses it to shape the future is unique to each leader (p.73). Fritz (1996) reminds us that leadership is substance, as well as, wise judgement, strength of character, clarity of purpose, and a strong dynamic urge toward values and aspirations (p.206).

How does the associate/assistant know this? It is by developing and authoring their own personal vision / mission statement that they keep close to themselves as they go about their work. Laurie Beth Jones in her text, The Path, (1995) discusses the pros and cons of having a personal mission statement. Jones notes that a personal mission statement can be a decision-maker for you at home and at work but that it also can be a harness and a sword (p.xvii). She explains this comment this way: "harnessing you to what is true about your life, and cutting away all that is false"(p.xvii).

The preponderance of religious in leadership, particularly in this study indicates

that they are tied to at least two visions and missions in their life; that is the vision/mission of their own religious community and to the vision/mission of their Catholic school office. A third mission statement may seem unnecessary to them. According to Joan Chittister, O.S.B., (1995) those in religious life are faced with very strong challenges today (p.56). While they are tied to the history and culture of their community they must take on a present day vision rooted in old values (p.57). The question, which arises, is what contribution can this religious leadership make to the continuation of Catholic education? Obviously their history of commitment and vision for what is needed to run a school system for over a 100 years is invaluable to us. It was the leadership of the early leaders of religious communities who saw the need for accountability in the schools and so instituted the role of community supervisor which has evolved into the role of leadership of the associate/assistant superintendent who presently serve in the Catholic school office.

The associate/assistant superintendent is a leader who spends their time visiting schools and interacting with the community at large. According to Kouzes and Posner, (1995) without leaders, citizens have no energizer to ignite their passions, no exemplar to modeler no compass by which to be guided (p.30).

According to the Leadership Project, (as cited in *Those Who Hear You, Hear Me*, 1995) “ if there is a characteristic upon which universal consensus can be reached, it is that our leadership be defined by an authentic relationship with Jesus Christ, nourished by word and sacrament, and by a dynamic relationship with the Catholic Church” (p.3).

Aligned with this statement Pajak (1989) reminds us that a truly useful model of leadership must understand that leadership is inevitably a two-way influence process

between the leader and follower (p.156). Willingham in, (1997) The People Principle, notes that highly effective leaders have two traits in balance; sensitivity to people and goal directedness (p.115). It is difficult for leaders to have both traits equally. It appears that the role of leadership of the associate/assistant superintendent is more people directed than goal directed but that they are expected to have both in abundance. This study will attempt to see if this fact is true.

Power Variable

While leadership is essential, it must be able to expand and distribute its power beyond the term of office of any one individual (Fritz, 1996,p.258). Power means different things to different leaders. The power of the associate/assistant superintendent is not to be found specifically in research. The document, Those Who Hear You, Hear Me, (1995) states that leaders will influence, positively or negatively, the quality of education and catechesis by their resolve, or lack of resolve (p.2). This influence is power in the role of leadership. The role of leadership of the associate / assistant superintendent has the capability of doing either since they are the immediate contact with the school community and the larger global community.

Blaine Lee (1997) wrote that power was not a brand new phenomenon but rather it formed the foundations of government, sociology, psychology, history, religion and the many disciplines that study how people live and work together, influencing each other. It can be intriguing because power can be surprisingly complex and can be enticing, and seductive. It can also inspire, uplift and exalt, because power can be used to help people accomplish marvelous thing (p.7).

Power in organizations has always stemmed from the characteristics of the

job and the nature of those relationships (Kanter,1997,p.139). The common commitment to be disciples of Christ and serve His people is a deep source of power for associate/ assistant superintendents. The type of power that is utilized by each individual associate/assistant superintendent affects the influence that he/she has with those with whom he/she interacts on a regular basis.

According to Handy, (1993) power and influence make up the fine texture of interactions in organizations (p.123). "Leadership is a relationship between two or more people in which influence and power are unevenly distributed" (Lunenburg & Ornstein, 1991,p.120). This could easily be the scenario that could happen between the superintendent and the associate/assistant superintendent. Most of the associate/assistant superintendents have been leaders before they assumed positions in a Catholic School Office.They have been trained to make decisions and yet even when they do not agree with the superintendent have to acquiesce to the power of the superintendent. This could become a conflict of power, which if unrecognized, could become an area of major conflict with authority, which could easily disrupt the workings of the office.

Five distinct sources of leader power, or influence, have been identified.(Lunenburg & Ornstein,1991, p.121) They are: Legitimate power, Reward power,Coercive power, Expert power, and Referent power (Lunenburg,Ornstein,1991, p.121). Before these forms of power can be utilized they have to be defined and recognized by the person as to how they are using the type of power. According to Lunenburg and Ornstein, the definition of each of these forms of powers are the following; Legitimate power is power that is vested in the leader's position, or role, in the organizational hierarchy; Reward Power is power in organizations by virtue of their

ability to reward subordinates; Coercive Power is the opposite of reward power. It refers to the leader's ability to control and administer punishment to subordinates for noncompliance with the leader's directives. Expert Power is based on the special ability and/ or knowledge that the leader has and is needed by the group. Referent Power is the ability of leaders to develop followers from the strength of their own personalities (Lunenburg & Ornstein, 1991,p.121).

Every leader utilizes these forms of power but the degree to which he/she does so needs to be considered because the type of power used has much influence on those he/she leads. According to Pajak, (1989) the central office supervisor's influence within a school district is not immediately apparent (p.144). They need to build credibility in the school community. Central office supervisors, in trying to empower teachers for the benefit of students, may run the risk of being perceived as competing with or trying to diminish the power of principals (p. 137). Catholic school principals are hired by the pastors but are responsible to the diocesan office in matters of policy and procedures. The power then, of the associate/assistant superintendent in a Catholic school office is powerless power; that is the power of the associate/assistant superintendent resides in the principals understanding of adherence to diocesan policy and the role of leadership of the associate/assistant superintendent in a Catholic school office.

Developing an understanding of the type of power the associate /assistant superintendent uses, is then crucial to this role of leadership.

According to Blaine Lee, (1997) in The Power Principle, we all want power (p.1). There is power to be found in each of us. How to use power effectively to produce change is one of the most difficult dilemmas facing the leaders of modern organizations

(Brill & Worth, 1997,p.80). According to Stephen Covey, (1989) power includes the capacity to overcome deeply embedded habits and to cultivate higher, more effective ones (p.109). Power flows between human beings along specific channels. The flow depends on the relationship between the individuals and the amount of power that the receiver perceives the sender to possess (Brill & Worth, 1997, p.75).

In this study it is the perceptions of the associate /assistant superintendent's power that is being sought in order to help define the role of leadership of the associate/assistant superintendent in a Catholic School Office. Perception of power can alter the definition of power. The Church's perception of power is often hierarchical and not influential. According to Charles Handy, (1993) there is a difference between power and authority. To say that someone has influence is "a shorthand way of saying the power to influence. To say that someone has authority is a shorthand way of recognizing and keeping his or her power source" (p.124). Blaine Lee (1997) discusses this in his text The Power Principle. The Power Principal "is based on principles not practices" (Lee, 1997,p.3).

Lee (1997) believes that we will have more influence if we honor people rather than if we try to control them. If you want to have this kind of power with those around you, you must first win their trust, respect, and admiration. "To do this honorable people incorporate ten basic principles of power; persuasion, patience, gentleness, teachability, acceptance, kindness, knowledge, discipline, consistency, and integrity (p.120). These are all principles that a Catholic leader could espouse to on a daily basis in the leadership they provide the school community and to each other. The internal dimension influences the types of power that he/she uses. The power of the

associate/assistant superintendent emanates from two sources; themselves and from their inner faith in the power of God in their life. This factor cannot be ignored in the understanding of the use of power as a Catholic leader. In a dissertation written by Dr. Lorraine Amendolara in 1993, she noted that the concept of power "is a subject with which many within the institutional church continue to struggle" (p.70).

In the Pastoral Constitution on The Church in The Modern World, (Flannery, 1996) it states that increase in power is not always accompanied by control of that power for the benefit of humanity. In every age, the church carries the responsibility of reading the signs of the times and of interpreting them in the light of the Gospel, if it is to carry out its task (p.165).

In Chapter III of this document it is stated that, "the more the power of men and women increases, the greater is their responsibility as individuals and as members of the community" (p.200).

The power of the associate/assistant superintendent in a Catholic School Office is closely tied to these words. Power must be clarified within the organization as well as its use outside the organization.

Power is a variable in this study because it is how the power of the associate/assistant superintendent is perceived which often determines how effective the associate/assistant superintendent is in causing change or implementing change. In a hierarchical church the associate/assistant superintendent is viewed as a leader to the principals not as a co-worker. The perception and understanding of power then is crucial to defining the role of leadership of the associate/assistant superintendent in a Catholic school office. Frederick W. Smith, (1999) the founder of Federal Express,

noted in his essay, "Creating an Empowering Environment for All Employees", that not everyone wants to move up the corporate ladder. Power for most of us is in the specific work we do (p.219). Many associate /assistant superintendents are very content with their position and have no desire to move into a superintendency. If this is true then their role of leadership, not being a stopgap, should be recognized for the power it engenders within their relationships. Smith also claims that these leaders should be involved in the total quality of the position and the role be made clear (Smith, 1999,p.219-220).

Stephen R. Covey (1991) in Principle-Centered Leadership, discusses the use of power in leadership through the use of choice (p.105). The choice will be limited by the character of the leader (who she/he is and what she/he has become by past choices)(p.105). Every leader should recognize his/her power and then decide how to use it in any given situation. According to Covey, (1991) any leader who wants to increase principle-centered power long term commitment is needed, in order to develop the trust in relationships which is actually the foundation of principle – centered power (p.105). The role of leadership of the associate /assistant superintendent is grounded in the capability to understand their powerless power and to use it wisely. Their power is based in faith in which they are not in a rulebook. That is what makes their role so unique.

Organizational Structure Variable

Is the organizational structure in a Catholic school office constructed so that the expertise of the associate/assistant superintendent is utilized to his/her potential or is the structure so closed that the associate/ assistant superintendent is rendered ineffective?

Those Who Hear You Hear Me, (1995) "addresses the issue of effective structures to achieve the diocesan educational mission"(p.iv).

It was re-iterated in the Vatican II Documents that the Church is hierarchical in structure but within that structure different offices are formed to deal with the multiple ministries of the Church. In Chapter III of the Dogmatic Constitution on the Church it states that, "in order to ensure that the people of God would have pastors and would enjoy continual growth, Christ the Lord set up in His church a variety of offices whose aim is the good of the whole body" (Flannery, 1996,p.25). Each organization is then called upon to fulfill the ministry that is assigned to it. The mission, spirit and personality of the office should be visible to all the organization serves. According to Wheatly and Kellner-Rogers (1996) a specific identity emerges from every organization (p.46). This is true for all Catholic school offices. Each diocesan school office has particular characteristics or cultural aspects, which sets it aside from other school offices. The leadership and power of the associate / assistant superintendent is closely aligned with the visible characteristics of the Catholic School Office. Since the intrinsic structure of the Church is hierarchical this is accepted but within this structure the individual organizations are looking at the needs of today not what was yesterday. An understanding of the structure of the church in relationship to the structure of the Catholic school office is imperative if one wishes to be a leader in the Church.

The hierarchical structure of the church is an absolute for today's leaders but according to Lunenburg and Ornstein (1991) the term bureaucracy has a negative connotation in present day organizations (p.27).

According to Hanson, (1991) a sociologist, Robert Merton, pointed out that if

bureaucratic administration brought reliability and predictability of human behavior, it also brought rigidity and the tendency to turn means into ends (p.35).

According to Weber, the ideal bureaucracy possesses the following characteristics:”(a) Division of labor; (b) Rules; (c) Hierarchy of Authority; (d) Impersonality; (e) Competence “(Lunenburg &Ornstein,1991, p.27).

There is a definite shift in organizational structures since Weber developed his theory. New theories have arisen and there are many writers writing about the new organizational structures that are needed. The document Those Who Hear You, Hear Me, (1995) also has encouraged the Catholic School leaders to research and re-structure the Catholic School Office so that the true Mission of Jesus Christ can be achieved.

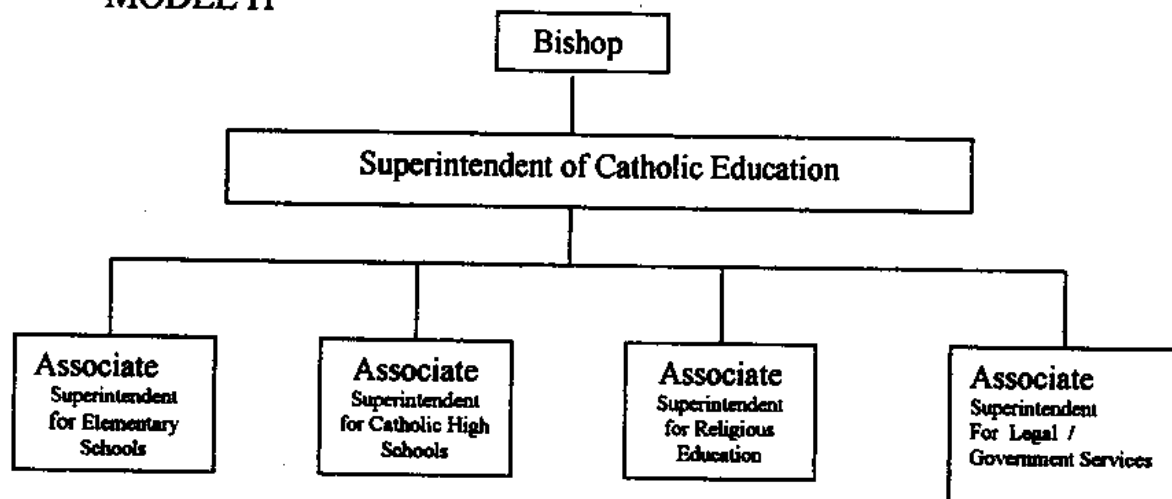
In 1991 Lee Bolman and Terence Deal wrote Reframing Organizations. In Chapter II “Simple Ideas, Complex Organizations” they named four properties of organization; “ (a) Organizations are complex. Organizations are populated by people and our ability to understandably predict human behavior is still very limited; (b) Organizations are surprising: It is hard to predict the outcome of decisions or initiatives in an organization; (c) Organizations are deceptive: Not only do organizations defy expectations, they often camouflage the surprise; (d) Organizations are ambiguous: Because organizations are complex, surprising and deceptive, they are often highly ambiguous. (Bolman& Deal, 1991,p.93)

They also stated that finding a workable arrangement of roles and relationships is an ongoing struggle in all organizations (Bolman &,Deal, 1991p.93). To define the organization they created four frames that signified the organization; the Structured

Frame, the Human Resource Frame, the Political frame and the Symbolic Frame (p,93).

Each of these frameworks relates to specific areas of the organization. The structured frame explores the idea of developing models for structure within the organization that are realistic for the work of the organization. In the document Those Who Hear You, Hear Me (1995) several models of organizational models were configured as examples for Catholic School Offices to adapt. One of these models have been included here.

MODEL H



“According to the explanation given with this model this,”structure reflects, fosters and supports a vision of total Catholic education/catechesis and identifies by name educational/catechetical functions. Clear lines of accountability and adequate supervision seem possible” (Those Who Hear, 1995,p.18).

The Human Resource Frame adds an additional dimension- the interplay between organizations and people (Bolman & Deal, 1991,p.120). “ The healthy corporations will be ones which can systematize ways to bring people together to develop the best possible mental models for facing any situation at hand” (Senge, 1990

p.181). Bennis and Biederman (1997) remind us that all Great Groups share information in the most effective way they can find to do so (p.212).

An authentic leader of an organization can encourage the creativity of a group to strengthen and increase the productivity of the group. This is what an associate/assistant superintendent does. Using the structure of the Catholic school office as a model, the associate/assistant superintendent brings empowered leadership from the office to the larger community. In Charles Manz (1995) text, Business Without Bosses, he reminds leaders that there is a new generation of employees entering the workplace. They want to know why you are doing things, will question authority and disregard hierarchies (p.10). For associate/assistant superintendents and superintendents this awareness is crucial because they deal with so many different constituencies who perhaps are not familiar with the hierarchy of the Catholic Church. The Catholic school offices are being challenged to look at new organizational structures to empower all leaders to share in the responsibility of all of Catholic education. Charles Manz (1995) recommends that if a business expects to be productive in the next century then they have to look to self-managing teams in their respective office (p.11). According to Sherriton and Stern, (1997) the new team culture requires a major shift for leaders to share responsibility, allow subordinates to be involved in decision making and disseminate information (p.59).

Teams of leaders do not mean that there isn't a need for a strong leader at the top. It is just the opposite. Associate/assistant superintendents are used to working on committees but need a strong decisive leader to guide and direct their decisions at all times. According to Katzenbach, (1998) teamwork is not the same idea as team

performance (p.9). He further states that "teamwork is a broad-based cooperation and supportive behavior; a team is a tightly focused performance unit"(p.9). It is important that teams of workers understand the difference and how it can impact on the work that is accomplished in their offices. It appears that the Catholic school office should possibly focus on the later, being a performance unit. Katzenbach (1998) also reminds his readers that the CEO should always keep in mind that they cannot make all the key decisions and that there are others in leadership being called upon to make key decisions all the time that never reach the attention of the CEO (p.7). This is the reality of the position and role of leadership of the associate/assistant superintendent. This unrecognized leadership role is frequently making decisions as the leader out in the field. This research study hopefully will draw attention to this role of leadership.

Technology is a driving force in organizations today in the way it affects the human interaction in a faster way. Expectations of the organization are greater because of technology innovations of electronic mail and telecommunication capability. According to James L. Barksdale, (1998) in his essay, found in the Drucker Foundation text, The Community of the Future, (1998) he believes that the organization of the future will definitely function more like a dynamic set of interrelated communities than a rigid series of top-down hierarchies (p.93). He also believes that as technology brings the global world closer together, organizational boundaries will become more fluid and community members will come from both inside the organization and outside the organization (p.94). According to Barksdale, (1998) the Roman Catholic Church was an exemplary model for business communication in the past. Their structure used by organizations helped to bring structure to inept employees who were not educated

(p.94). Today this is not so. Organizations need to become more fluid and open to the changing societal environment.

The political frame insists that organizational goals are set through negotiations among the members (Bolman & Deal, 1991, p.190) These members are part of a community that work together for the good of the organization. According to Sergiovanni, (1996) communities are collections of individuals who are bonded together by natural will and who are together bound to a set of shared ideas and ideals (p.48). A Catholic school office resembles or should resemble a community.

The symbolic frame encompasses the culture and climate of the organization. Rituals, like other symbols, plays a powerful vital role in the life of any group or organization (Bolman & Deal,1991,p.250). In the Catholic Church symbols are a visual sign of Faith. These symbols are so powerful that even the U.S. Government refers to religious symbols in legislation lest we forget to keep Church and State separated. This was stated in the recent case before the Supreme Court for Title I, entitled *Agostini v. Felton*,(1997) (cited in Russo,Osborne,& Dimattia,1998), in which the decision was given to allow Title I remediation to happen in the nonpublic school building.

In an article entitled Leading Across Cultures, (Alexander, 1997) the authors describe four core attributes that affect culture of the organization; heightened self-awareness, the habit of inviting feedback, a thirst for learning and work-life integration (p.289-290). Organizations have to take the time to recognize their own culture as well as the culture that surrounds them, the one with which they interact on a daily basis. For an associate /assistant superintendent interacting with the culture of many schools is a difficult task.

The organizations of the next century are going to be very different from the ones which we knew in this one (Handy, 1996,p.377). Power in the new organizations, comes from relationships, not from structure (Handy, 1996,p.378).

This topic of organizational structure connects to this study because as the levels of expertise needed for the Catholic schools expands, organizational structures will have to be designed to utilize more of the leadership skills of the associate/assistant superintendent. New organizational structures need to reflect the different role of leadership which the associate/assistant superintendent is expected to provide. Catholic school principals are better educated and trained for their position today so the associate superintendent has to work in a flexible organization to be better able to serve the members of their community.

In 1995 Warren Bennis and Michael Mische (1995) wrote The 21st Century Organization, in which they declared that the coming century will demand a new organizational structure which will redefine the ways in which people work and interact with one another (vii). They believe that empowering all people in the organization will be essential to the effectiveness of the organization (p.36). For them empowering meant eliminating the structure of bureaucratic boundaries that box people in and keep them from making the most effective use of all their skills, experiences, energies and ambitions (p.36).

Stephanie Pace Marshall's (1997) essay,"Creating Learning Communities for the Twenty-first Century", found in the Drucker Foundation text, The Organization of the Future, discusses how new discoveries in chaos mathematics, quantum physics, evolutionary biology, neuroscience, cognitive science, system theory, revolutionary

insights about the universe, the natural world and human learning have all converged into a new understanding of how human systems continue to grow, evolve, and learn or change (p.177). Marshall is very clear when she says that these new discoveries will allow us to reconceptualize the language and professional discourse of organizational learning and of course leadership (p.177).

Superintendents and associate/assistant superintendents must recognize that linear learning is a concept of the past. The structure of the Catholic school office should reflect this new learning but in order for that to occur there needs to be a new approach to formation of diocesan leaders. Marshall (1997) also reminds us that it is the responsibility of all leaders to prepare the children for the workplace of the 21st century which will be grounded in a learning environment not only for children but for all generations (p, 181).

In 1998 Pasternack and Viscio (1998) did a study about Centerless Corporations and published a text about their findings and their theory. While they admitted that they had difficulty finding a completely functioning centerless organization they did find corporations in the state of evolution. They listed four essential elements that were a part of the process to re-organize their structure: (a) facilitate development of a shared vision; (b) change the content of the work; (c) build processes to institutionalize the changes and (d) help people to adapt to the work (p.272).

Catholic school offices are struggling with the multitude of changes occurring in society today. How they will meet those needs is an ongoing struggle. Perhaps the time has come to review and design a new organizational structure, without losing the intrinsic nature of Catholic education, is here. Transformational leaders need a

transformed organization. Superintendents and associate/assistant superintendent have to be open to what Margaret Wheatley and Myron Kellner-Rogers (1996) say is essential to changing an organization: we must be willing to learn from the history of our planet which is moving from organization to disorganization to re-organization (p.28).

Areas of Responsibility Variable

In a Catholic School Office the areas of responsibility are many and varied. For the most part the staff members have the title associate or assistant superintendent. While numbers, titles and position descriptions may vary, Central Office Personnel constitute the superintendent's leadership team. They often represent the Superintendent to the school and community. They play a critical role in the support, resourcing, and implementation of the systems' goals and programs. To the degree that these personnel are empowered to achieve the goals of the system, the superintendent and educational community are well served (Konnert & Augenstein, 1995,p.120).

According to Pajak (1989) in a central office, job descriptions tend to be all encompassing, so that specific task responsibilities can and do vary among supervisors even when job titles are very similar (p.2).

The areas of responsibility include curriculum, personnel, and government programs, leadership, finance testing, marketing and development and technology. These are a few of the major areas that the associate/assistant superintendents are responsible for during the school year. There is very little research available about this role of leadership. There is seldom any specific training for the position or for the work assigned to the person in the position.

A basic concept of organizational structure in a central office is to divide the work to be accomplished into specialized tasks and to organize them into distinct units (Lunenburg & Ornstein, 1991, p.24). In a Catholic School Office the responsibilities are divided between or among the associate/assistant superintendents. They in turn answer to the superintendent of the Diocese. Each Diocesan Office has a Policy Handbook that lists the qualifications and expectations of the role of associate/assistant superintendent.

According to Pajak, (1989) these diverse responsibilities, combined with local combined with local regulations in specific assigned areas are fragmented and defy understanding and interpretation (p.4).

In an article entitled "Central Office Blues" by Kenneth J. Tewel (1994) the restructuring of the Central Office was discussed from the point of view of the associate/assistant superintendent. The central office hierarchy would be cut back and reassigned to support- rather than control-local schools, which were empowered to set and meet their own goals (p.31). The associate / assistant superintendent had lost control over the greater part of his subordinates' assignments and activities (p.31). The other associate/assistant superintendents were also feeling powerless, now that their position in the hierarchy had been "undermined" by the changes in roles, reporting lines, and job description (p.31). Complicating the situation further is a final catchall statement appearing on virtually every central office instructional supervisor's job description assigns the responsibility to "assist the superintendent in all other functions as required" (Pajak, 1989, p.5).

In the study Pajak (1989) reported about 10 central supervisors, an Associate / assistant superintendent explained:

I get involved in a lot of special projects. When there's something new and big coming up, I generally tend to get stuck with it, if it can be related to instruction at all. And what I've decided over the period of time that I've been in this position is that anything the superintendent wants can be related to instruction (p.5).

The diverse areas of responsibility call for expertise in new areas, dealing with technology innovations that are happening too quickly even for training to keep up and for a new leadership role that is yet to be defined. The work that is planned, initiated and completed within these areas of responsibility impacts on the future of the Catholic schools.

The size of the staff in a Catholic School Office has been a concern for years. In 1988, for example, the Roman Catholic Archdiocese of New York had a central office staff of 27 (18 professionals and 9 secretaries) serving 322 schools and 114,000 students for a ratio of 1 staff member for every 4,200 students. (In New York City schools, by contrast, the ratio of central office staff to students was 1 for every 147 students) (Sergiovanni, 1996,p.22).

It is traditional for Catholic leaders to seek ways to accomplish all the work assigned to them in a central office situation. Remembering that students are "why we are here seems to help central office supervisors successfully maintain this needed focus"(Pajak, 1989,p.7).

This variable was included in this study because the work of the associate/assistant superintendent is subdivided into different areas and assigned accordingly. In many cases, the areas assigned are not the areas of expertise of the

associate/assistant superintendent. Often the areas do not connect to each other. If the associate /assistant superintendent is to be viewed as a leader then the associate/assistant superintendent needs to have training and mentoring in these areas of responsibility. As the needs of the schools change the areas of responsibility need to be re-assessed in order to meet the needs of the people they serve. Technology is driving the work in the Catholic school office. Electronic mail is requiring the associate/assistant superintendent to respond in a more timely fashion. With the explosion of information the expectations placed on the associate/assistant superintendent in all areas is daunting to say the least.

This study sought to discover if the areas of responsibility do meet the needs of those the associate /assistant superintendents serve in the Catholic school community. The study also investigated whether the areas of responsibility assigned to the associate/assistant superintendent were requested or just assigned with out input or insight to the expertise of the individual associate/assistant superintendent in a Catholic school office.

As referred to in Chapter I, the Catholic school office is a place of rest, peace, information, guidance and nourishment for the principals. If this is to be so then the associate/assistant superintendents must be prepared to handle the information explosion of the next century in their areas of responsibility.

CHAPTER III

METHODOLOGY

The purpose of this study is to define the role of leadership of the associate/assistant superintendent in a Catholic school office. The study was conducted by analyzing the variables of leadership, power, organizational structure and areas of responsibility in relationship to role of leadership of the associate/assistant superintendent in a Catholic schools office.

In this chapter, two research methodologies, descriptive survey and an interview protocol, were utilized to gather the necessary data to attempt to define the role of leadership of the associate/assistant superintendent. This descriptive study focused on gathering role perception data about the role of leadership of the associate superintendent in a Catholic school office from the perspective of the Catholic school Superintendents, elementary and secondary Catholic school principals and the self-perceptions of the associate/assistant superintendents. The interview protocol broadened and deepened the perceptions gathered from the survey. The two sources of data were expected to enhance the perceptions about the role of leadership of the associate/assistant superintendent.

The superintendents and the principals were chosen because they were the leaders who interacted most frequently with the associate/assistant superintendents. According to the document, Those Who hear You, Hear Me, (1995) superintendents and their staff, which includes the associate/assistant superintendents, will influence, positively or negatively the quality of education by their resolve or lack of resolve (p.2). Through the survey and the interview protocol, the researcher sought to reveal the impact of this

role as a basis for the definition.

Educational literature, written about the Catholic sector, has not invested much work or thought into defining the separate leadership role of the associate/assistant superintendent. Therefore, this study is suggesting that the role of leadership of the associate/assistant superintendent should be defined and recognized as a separate role of leadership.

In order to explain clearly the methodology used to define the role of leadership, this chapter has been divided into five components that explain the research process. They are: research design, subject and sub-set of the population, statistical format for reporting and analyzing the results of the survey, the interview process and reporting and analyzing the data from the interviews. Each component will be discussed in detail.

Research Design

As stated in Chapter II, it has been recognized that the role of central office supervisor is poorly defined in practice and theory (Pajak, 1989, p.2). According to the document Those Who Hear You, Hear Me, (1995) all leadership roles in the Catholic School Office need to have a clarification of their role of leadership (p.11). The descriptive survey was originally designed to clarify the definition of the role of leadership of the associate/assistant superintendent in a Catholic school office. Since this study has not been previously conducted, the survey had to be designed by this researcher. The elements of design of this descriptive study are an original descriptive survey and a descriptive interview protocol within five dioceses in one state. At the time of this study there were 447 schools in this state (Dee 1999, p.541). The research design

facilitated the gathering of perceptions about the role of leadership of the associate/assistant superintendent in a Catholic school office.

These perceptions were collected through a two-part survey. (see Appendix B)

Part I had 25 statements which concerned the four variables of leadership, power, organizational structure and areas of responsibility. These particular variables were chosen because the researcher, in reviewing the role as it is in place today, believed they had an impact on the substance of the work of the associate superintendent on a day-to-day basis. The position of the associate/assistant superintendent is sub-divided into areas of responsibility, which require different forms of leadership. For this leadership to be effective, power had to be included in this study. We live in a changing society, affected by technology advances and changing cultures; therefore, the organizational structure, in which this role is articulated, can be a determining factor. Organizational structure, power and leadership are all interrelated in the role of leadership in this study. Technology was not chosen as a variable because it was seen as a skill, which is an expectation but not an attribute of the role. However, it is understood that implementation of technology necessitates a leadership that is open to change. Therefore, the survey's statements did illicit information about the role of leadership of the associate/assistant superintendent as a change agent in educational leadership.

The design arranged to extract the perceptions of the role of leadership of the associate/assistant superintendent about relationships, position and functions in the Catholic school, decision making ability, relevance of the leadership role and the strength of the presence of the associate superintendent in the role of leadership; also being addressed in the study is the role of leadership in relationship to positive and

negative impact of power, role ambiguity, role conflict and expertise within the role of leadership.

Prior to responding to Part I, the respondents were asked for demographic information about their title, number of years in the position, and highest degree attained; since this study was about the Catholic school environment they were asked to indicate whether or not they were a religious or lay person, as well as to whom they spoke most frequently when they called the diocesan office.

Part II of the survey asked the respondents to list, in order of importance, the three most important qualities of leadership of an associate superintendent. Secondly, respondents were asked, what types of skills were needed in regards to associate/assistant superintendent's Interpersonal, Managerial, and Communication techniques for leadership.

In addition, to the survey, 20 descriptive interviews were scheduled in order to broaden and deepen the findings of the survey. Those interviewed were selected from the pool that participated in the survey. With permission, four superintendents were interviewed. In addition, a sampling of associate superintendents from each diocese and a sampling of elementary and secondary principals from each diocese were chosen to be interviewed. Prior to any research being conducted in the five dioceses, a letter was sent to the superintendents requesting permission to conduct this study within their respective dioceses (see Appendix C). The superintendents granted the permission by signing an enclosed form attached to the letter of request. All the superintendents in question graciously granted permission for the research to be conducted in their respective dioceses. In order to respect the anonymity of each superintendent his or her

letter of permission has been omitted from the appendix.

The Subjects and Subset of the Population:

This descriptive study used a sample from a designated population conducted in one state within five dioceses. "A real population is one in which all potential observations are accessible at the time of sampling" (Witte, 1993, p. 180). It needs to be understood that even though Witte refers to observations being conducted, it does not mean that actual observations were conducted. The word observation for Witte also refers to the distribution of the descriptive survey. In this study, the subjects included were four Catholic school superintendents, 24 associate/assistant superintendents, 20 secondary principals and 92 elementary principals. The percentage of principals being surveyed represented a 25 percent random sampling of elementary principals and a 25 percent random sampling of secondary principals in each diocese. Eighty percent of the superintendents were surveyed and 100 percent of the associate /assistant superintendents were surveyed.

According to Witte, (1993) any subset of observations from a population may be characterized as a sample (p. 181). The superintendents were a select sample of their population since one superintendent was eliminated but the secondary and elementary principals were a random sample of their population. The randomness describes the selection process, that is, the conditions under which the sample was taken, and not the particular pattern of the sample (1993, p. 183).

Table 3

Number of Elementary and Secondary Principals needed for the Random Sample according to individual dioceses

Diocese	Secondary	Elementary
	n	n
F	10	38
A	3	15
I	2	10
T	3	15
H	3	14

The random sample of elementary and secondary principals was chosen in the following manner. A letter was sent to each Catholic school superintendent requesting a list of all the elementary and secondary principals who have served at their particular school from three to ten years. A random sampling of elementary and secondary principals were chosen from this list in the following way. According to Witte, (1993) the best known sampling technique is the "fish-bowl" method (p.183). The names of all the principals were written on individual pieces of paper and placed in a container marked for each diocese. Since this is a 25 percent random sample from each diocese the required number was drawn and those selected received a copy of the survey. There were 141 surveys distributed throughout the five dioceses. In order to maintain the anonymity of the five dioceses they were referred to as F.A.I.T.H.

Each respondent received a stamped self-addressed envelope to expedite the return of the survey. A complete copy of the survey is found in appendix B of this dissertation.

Before the survey was distributed throughout the five dioceses, a pilot study was completed in other dioceses using the same population of

superintendent, associate/assistant superintendent and elementary and secondary principals. The pilot study of the instrument was conducted to determine clarity of instructions, format, review of the statements in Part I and Part II and the allotted time given to complete the survey. The suggestions were reviewed and implemented where deemed necessary (see Appendix B).

Statistical Format for Reporting the Results of the Survey:

Descriptive statistics were used to report the findings of the questionnaires.

Descriptive statistics supply a number of tools, such as tables, graphs, and averages, for organizing and summarizing about a collection of actual observations (Witte, 1993, p.4). Frequency distribution charts and graphs pictorially represented the qualitative data. This was accomplished by sorting the responses into the different variables represented in the study. Use of the frequency distribution method allowed this researcher to develop a visual to see whether the respondents agreed, disagreed, strongly agreed or strongly disagreed, or did not know the response to the statements in the survey.

The respondents answered the statements on a five-point scale. The data from the survey provided the answers to the research questions. The responses to the statements in the survey were recorded through frequency distributions. The questions were answered with a number corresponding to strongly agree, agree, disagree, strongly disagree or did not know, which was tallied on frequency charts and graphs aligned with the following research questions posed in Chapter I of this study.

1. Does the role of leadership of the associate/assistant superintendent critically impact the advancement of Catholic education?

2. What are the leadership behaviors and characteristics of the associate/assistant superintendent, that superintendents, associate/assistant superintendents, elementary and secondary principals perceive ?

3. How is the use of power by the associate/assistant superintendent perceived by superintendents, associate/assistant superintendents and elementary and secondary principals?

4. Does the organizational structure of the Catholic school office limit or enhance the role of leadership of the associate/assistant superintendent?

5. How are the areas of responsibility of the associate/assistant superintendent perceived in relationship to expertise, training needed, and relevance to those served?

6. What three outstanding qualities of leadership of the associate/assistant superintendent are perceived by the superintendents, associate/assistant superintendents, and the elementary and secondary principals?

Since there are four variables and four populations consisting of two random populations, the frequency distribution charts showed by percent how frequently each statement was answered according to the scale of one to five from the perceptions of the superintendent, associate/assistant superintendents and elementary and secondary principals. When comparing two or more frequency distributions based on appreciably different numbers of responses in a survey, it's often helpful to express the results as relative frequencies (Witte, 1993, p.30). In this study, relative frequencies depicted the percent relative to the frequency of the answers given to the statements in the survey. The qualitative data are being summarized on a frequency distribution chart but it does not alter the original data from qualitative to quantitative (1993, p.27).

In order to illustrate differences and similarities among the different populations frequency tables and charts were created. They clearly demonstrated the variability between two classes around a certain point in the research study. In this study, the frequency tables and charts showed the differences and similarities about the perceptions of the role of leadership of the associate/assistant superintendent.

This will be significant data because this is a study into an area of leadership which has not been explored. The data will open up avenues for other studies in the future.

The Interview Protocol

The interview protocol was used in conjunction with the survey to give strength to the research data. Twenty-one open-ended interviews were requested throughout one state within the five dioceses. Four superintendents, a sampling of associate/assistant superintendents, and five elementary principals and five secondary principals were asked to be interviewed. The purpose of the interviews was to gather broader and deeper data about the four variables included in this study which would lead to defining the role of leadership of the associate/assistant superintendent.

There are different methods of interviewing participants for information. This study used the Interview Guide Protocol (see Appendix A) as described in Patton's (1990) text Qualitative Evaluation and Research Methods (283). The advantage of an interview protocol was that it made sure that the interviewer had carefully decided how to use the limited time available in an interview situation (1990,p.283). By using a guide, the interview remained focused on the immediate topic, yet the interviewer had the flexibility to probe and explore within a given question or topic. The interview

protocol made interviewing a number of people in different positions more systematic and comprehensive by delimiting in advance the issues to be explored (p.283).

The questions referred to the statements in the survey in such a way as to explore leadership qualities, power, and differences between the leadership of the associate /assistant superintendent and the other leadership roles as well as gain insights into the organizational structure of the Catholic school office. Through the interview protocol the interviewer looked for similarities and differences among the roles, patterns in the perception of the roles, recognizable strengths and weaknesses of the role and conflict between the different roles of leadership as well as similarities and differences that surfaced about the structure of the Catholic school office.

The selection of those interviewed was as follows: Four of the five superintendents in this state were interviewed as well as a sampling of associate superintendents from each of the five dioceses. The elementary and secondary principals, selected to be interviewed in each diocese were chosen randomly from the same sample used for the survey distribution. The names of the principals were put in a container by diocese and separated according to elementary and secondary principals and one was chosen from each group to be interviewed. Each of the persons to be interviewed was sent a letter requesting the interview at his convenience. (see Appendix C) Choosing to do so was voluntary. The letter was followed up by a telephone call one week later.

Reporting and Analyzing the Data from the Interviews:

All of the interviews were held in confidence and only the interviewer had access to the original data. There was a request by the researcher to tape the interviews but it

wasn't necessary to do so. It was left up to the person being interviewed if they were comfortable with having their interview taped. It was necessary to transcribe the interviews in order to make sense out of the data and then analyze it in relationship to the variables and to the findings in the surveys. The power of the interview in this study was that it was a source of new data about the role of leadership of the associate/assistant superintendent in a Catholic school office. The words, comments, thoughts and direct answers to the interview questions were a source of new data for this study and for subsequent research.

Since there were four populations being interviewed and four variables addressed, this study used cross-case analysis (Patton, 1990, p. 386) to provide an analytical framework to analyze the responses to the interview questions stated in Chapter I and in this chapter. The topics in the interview protocol were divided according to the four variables in this study. The research questions were designed to gather data about the four variables, as well as data about outstanding qualities and skills needed for an associate/assistant superintendent.

CHAPTER IV
RESULTS OF THE STUDY
INTRODUCTION

The purpose of this study was to define the role of leadership of the associate/assistant superintendent in a Catholic school office through the perceptions of superintendents, associate/assistant superintendents, elementary principals and secondary principals in five dioceses within one state. In this chapter, as the analysis of the perceptions are explained, it should be noted that, according to psychologist Wolfgang Kohler, (1947) hidden facts will seldom be revealed by accident but instead will be discovered when people ask questions (p.13). This study sought to reveal the role of leadership of the associate/assistant superintendent by gathering data from the perceptions of the four populations who responded to a descriptive survey and interviews.

This chapter is organized in the following manner: (a) The study survey response, (b) presentation of findings, (c) the quantitative results of the descriptive survey designed by this researcher, (d) the qualitative results of the interview protocol, (e) an explanation of the validity and reliability of the descriptive survey, (f) relationship between the survey and the interviews, and (g) subsidiary research. The results of the data were used to respond to the research questions addressed in Chapter I. These results included the quantitative statistical analysis of the descriptive survey through frequency distribution and written analysis and the qualitative information derived from the interviews. According to Witte, (1993), while the quantitative data is being summarized on frequency distribution charts and tables, it does not alter the

original data from qualitative to quantitative (p.27). The validity and reliability of the survey were examined in relationship to the responses given in the interview process. The interview protocol provided clarity to the responses in the surveys and a deeper understanding of the perceptions indicated in the surveys. The questions posed in the interview protocol flowed out of the four variables of power, leadership, organizational structure and areas of responsibility, which were also the bases for the design of the descriptive survey (see Appendix B).

The Study Survey Response

One hundred and forty-one surveys were distributed throughout five dioceses in one state. Ninety-four surveys were returned, representing a 67% overall return. This is illustrated in Table 4. This table provided a frequency distribution of the number of surveys distributed and the number of surveys returned according to diocese and populations. To insure the anonymity of the five dioceses, they were referred to as F.A.I.T.H. As can be seen in the table, the perceptions of four populations in the Catholic school system of schools were gathered for this study: superintendents, associate/assistant superintendents, secondary school principals and elementary school principals.

Table 4

Description of the Study Sample

	Number of People asked To participate	Number of respondents	Percentage of respondents
Diocese F			
Superintendents	1	1	100%
Associate Superintendents	11	7	74%
Secondary Principals	10	9	90%
Elementary Principals	38	15	40%
Total =	60	32	76%
Diocese A			
Superintendents	1	1	100%
Associate Superintendents	4	4	100%
Secondary Principals	3	1	33%
Elementary Principals	15	7	47%
Total =	23	13	70%
Diocese I			
Superintendents	-	-	-
Associate Superintendents	4	4	100%
Secondary Principals	2	1	50%
Elementary Principals	10	5	50%
Total =	16	10	66%
Diocese T			
Superintendents	1	1	100%
Associate Superintendents	4	4	100%
Secondary Principals	3	3	100%
Elementary Principals	15	12	80%
Total =	23	20	95%
Diocese H			
Superintendents	1	1	100%
Associate Superintendents	1	1	100%
Secondary Principals	3	3	100%
Elementary Principals	14	14	100%
Total =	19	19	100%
	N= 141	N= 94	67%

In this study the diocesan office was referred to as the Catholic school office. However, in reality the term used for the education office varies from diocese to diocese. These include the Secretariat for Education, Secretariat for Education and Religious Formation, Vicariate for Education, School Division and Vicariate for Catholic Education (The New Jersey Provincial Directory, 1997). Regardless of the title of the Catholic School Office, the focus is primarily providing leadership for the Catholic schools in each diocese. Each of the dioceses in this study is organized with a superintendent, associate / assistant superintendents and clerical staff who serve the Catholic schools under their jurisdiction.

Given the hierarchical nature of the Catholic Church, the superintendent is responsible to the Vicar of Education or a Secretary of Education who in turn answers to the Curia and ultimately to the Bishop. In this study, for purposes of anonymity, which Seton Hall University asked to have respected, the breakdown of each dioceses' organizational structure has been eliminated.

Table 4 lists the number of persons according to population that were needed for the study sample in the survey, the number who actually responded to the survey and the number of respondents according to percent. Finally the frequency chart also indicates the total percent responding from each diocese.

Since this study had two methodologies, the interviews served to broaden and deepen the information received from the survey responses. The superintendents had a 100% return of the survey, indicating their full support and interest in the leadership of the associate superintendents who serve in their offices.

The demographic information listed in table 5 indicated that higher education is a priority and that the members of the diocesan school offices take their position seriously and realize the need for attaining higher degrees.

Table 5

Highest level of education

	Superintendents	Associate Superintendents
Masters		11
Masters Plus		2
Doctoral Program	1	
Doctorate	3	3
Total =	4	16

The associate/assistant superintendents are beginning to recognize the need to enroll in doctoral programs in order to have the expertise and knowledge requisite to service the elementary and secondary principals more fully. It further indicates that the need for more directed learning on the part of the associate/assistant superintendents is being recognized by the associate/assistant superintendents. It also points out that the superintendents, in hiring associate/assistant superintendents, need to look at ways to help them to continue their education.

Table 6 lists the level of degrees achieved by the elementary and secondary principals in this study.

Table 6

Highest levels of education of Elementary and Secondary principals in this study

<u>Degree Earned</u>	<u>Elementary Principals</u>	<u>Secondary Principals</u>
BA/BS	2	-
MA/MS	40	13
MA PLUS	4	1
MA(2)	-	1
Doctoral Program	2	2
Doctorate	1	-
No Response	4	-
Total =	53	17

These statistics indicated that the elementary and secondary principals are well educated. Since a few principals are enrolled in doctoral programs, the associate/assistant superintendents must examine their own credentials and return to schools for a doctorate degree. In fact, said degree is indeed beginning to be expected in the public sector as witness the advertisements for the positions of associate/assistant superintendents in Education Week. As research in education increases, more information is discovered and educational leaders such as associate/assistant superintendents who are responsible for planning, curriculum, testing, personnel as well as many other areas, need to be more knowledgeable in order to make well-informed decisions.

Other secondary data was provided through the demographic information requested with the survey. Because of the small number of superintendents in this study, years of service were eliminated to preserve their anonymity in their present positions.

The elementary and secondary principals had been in their positions from 3 to 10 years; the associate/assistant superintendents were in their positions from one and a half years to 15 years. The demographics also included a question about who was

the person called the most often in the Catholic school office. All the elementary principals contacted the associate/assistant superintendents for help and support, and 77% of the secondary principals contacted the associate/assistant superintendents initially for all of their information, but 23% contacted the superintendents for help, bypassing the associate/assistant superintendents. This is significant data because the associate/assistant superintendent is seen as a leader, who can provide the principals with the information, help, and support that they need. The associate/assistant superintendent is therefore a necessary conduit for all leadership positions in Catholic education. The expectations placed on this role of leadership are very high and constant. Without this role of leadership in place, a valuable source of information for leadership on two levels would be lost. Middle leadership roles are significant for Catholic education. As this analysis unfolds, this middle level of leadership will be seen as critical to continuing the effective mission of Catholic education.

Presentation of Findings

The questions in the survey were structured to gather perceptions about the role of leadership of the associate/assistant superintendent in a Catholic school office. The 25 questions in the survey represented the four variables of leadership, power, organizational structure and areas of responsibility. The analysis of this data was explained in narrative form, according to the perceptions of the respondents who were Catholic school superintendents, associate/assistant superintendents, elementary principals and secondary principals. Although gender was not a factor in the study, it has to be noted that 90% of associate/assistant superintendents were women, and members of various religious communities. This high number of religious in this

leadership role is unusual in Catholic education today and therefore was addressed in the interview protocol and was discussed as subsidiary research at the end of this chapter.

Each variable in this study had underlying concepts. The following tables indicate the variable and illustrate how the concepts were responded to in the survey.

Leadership

Table 7 lists the concepts and corresponding statement about Leadership from the descriptive survey of this study.

Table 7

Concepts of Leadership and the Corresponding Statement Number

Concept	Statement #
Different from superintendent	2
Different from principal	6
Change agent	10
Relevant	14
Listener	18
Active partner	22
Conflict resolver	24
Authentic leader	25
Total = 8 concepts	

Table 7 indicated that underlying the variable of leadership were eight concepts to which the superintendents, associate/assistant superintendents, elementary and secondary principals responded with their expectations. The table also indicated that the statements were not placed in order in the survey. The respondents were given the choice of five possible responses to the twenty-five statements in the survey. The responses could have been one of the following: Strongly Agree (SA), Agree (A),

Disagree (D), Strongly Disagree (SD) or Do not Know (DK). The upper case letters in parenthesis were used as the legend on each table listed in this chapter.

Table 8 lists the percent of responses of the perceptions of the superintendents in regards to the leadership of the associate/assistant superintendents. The concepts included in the leadership variable are listed in the following table.

Table 8

Leadership of the Associate/Assistant Superintendent as Perceived by the Superintendents

Concepts %	SA	A	D	SD	DK
Different from superintendent	50	50			
Different from principal	50	50			
Change agent	50	50			
Relevant		75	25		
Listener	50	50			
Active partner	50	50			
Conflict resolver	50	50			
Authentic leader	75	25			
Total =	47%	44%	9%		

The superintendents gave high responses to the fact that the associate superintendent is a distinct leader whose relationship with the principals appears to be transformational. The superintendents perceive the associate/assistant superintendents as having the ability to resolve difficult situations. They expect them to be able listeners and to model a transformational leadership, which emanates from their commitment to Catholic education. The high response to authentic leadership indicates that the superintendents expect the associate/assistant superintendents to be able to construct their own leadership styles and behaviors which are relevant to the needs of the principals and the school community as well as to the requirements of working in a diocesan office. As an authentic leader the associate/assistant superintendent should be steeped in knowledge and spirituality. In responding 100% to the statement that the

associate/assistant superintendents be authentic, the four superintendents appear to have high expectations that the associate/assistant superintendents have a deep understanding of faith and are able to express that faith to their constituencies. When the superintendents were questioned about this high response in the interviews they all agreed that they expected the associate/assistants to have a deep understanding of their Faith with the ability to share and explain it to all they interacted with in their position.

Table 9 reports the responses of the associate/assistant superintendents in relation to their self-perceptions about their role of leadership in a Catholic school office. The responses relate to the eight concepts included in the leadership variable.

Table 9

Leadership of Associate/Assistant Superintendents as Perceived by the Associate/Assistant Superintendents

Concepts	%	SA	A	D	SD	DK
Different from superintendent		65	30	-	-	5
Different from principal		75	25	-	-	-
Change agent		55	40	5	-	-
Relevance		50	30	10	10	-
Listener		65	25	5	5	-
Active partner		80	20	-	-	-
Conflict resolver		60	40	-	-	-
Authentic leader		85	15	-	-	-
Total =		67%	28%	3%	2%	1%*

*+ or - 1% rounding error.

The associate/assistant superintendents strongly believe that their leadership is important to the principals and to the work being done in the diocesan office. They believe that they are leaders who have their own domain of leadership and are very effective in causing change in Catholic education. They perceive themselves as persons who listen to and interact with, the principals and superintendents from a strong

leadership position. They see themselves as transformational leaders capable of helping to bring vision and expertise to the Catholic schools in their dioceses.

Table 10 reports the percent of responses of the secondary principals' perception about the role of leadership of the associate/assistant superintendents. Their responses relate to the eight concepts included in the leadership variable.

Table 10

Leadership of the Associate/Assistant Superintendent as Perceived by the Secondary

Principals

Concepts	%	SA	A	D	SD	DK
Different from superintendent		35	59	6	-	-
Different from principal		47	47	-	6	-
Change agent		6	47	18	6	24 *
Relevant		29	53	12	6	-
Listener		24	71	-	-	6 *
Active partner		35	59	6	-	-
Conflict resolver		24	76	-	-	-
Authentic leader		59	41	-	-	-
Total =		32%	57%	5%	2%	4%

*+ or - 1% rounding error.

The secondary principals recognize the role of leadership of the associate/assistant superintendents as being transformational and distinct from other roles of leadership. Their ideal of the role of leadership of the associate/assistant superintendent is that they should be highly involved in the activities of the school community by developing a partnership with the schools, being aware of all that is happening in the schools. It is their hope that the associate/assistant superintendents could help them by having expertise in conflict resolution as well as modeling Catholic leadership that is faith-filled. The secondary principals also had a high response to the statement that the associate/assistant superintendent be an authentic leader indicating

that the associate/assistant superintendents fulfill their role in a professional and faith-filled manner.

The only discrepancy in the above responses was in the response to whether or not the associate/assistant superintendents should be change agents. This is tied to the fact that the secondary school principals are responsible for their schools and believe that they are the change agents for their particular school. The associate/assistant superintendents and the secondary principals therefore need to communicate more frequently about their roles in Catholic education. It connects to the statement about the power variable that they make their own decisions, not the associate/assistant superintendents.

Table 11 reports the percent of responses from the elementary principals who received the descriptive survey. Their responses relate their perceptions about the leadership of the associate/assistant superintendents according to the eight concepts included in the leadership variable.

Table 11

Leadership of Associate/Assistant Superintendent as Perceived by the Elementary

Principals

Concepts	%	SA	A	D	SD	DK
Different from superintendents		22	55	20	2	2 *
Different from principals		42	52	2	2	2
Change agent		22	61	12	2	4 *
Relevant		50	35	12	-	4 *
Listener		54	44	2	-	-
Conflict resolver		60	37	4	-	- *
Active partner		54	44	-	-	2
Authentic leader		71	29	-	-	-
Total=		47%	44%	6%	1%	2%

* + or - 1% rounding error.

The elementary principals gave a high response to all of the statements regarding their perceptions of the role of leadership of the associate/assistant superintendent. The elementary principals have very high, almost unrealistic, expectations of the associate/assistant superintendents. Because the elementary principals rarely have any administrative help in their schools, they rely very heavily on the expertise and the presence of the associate/assistant superintendents. Their expectation is that the associate/assistant superintendents' leadership is a transformational leadership because they sorely need someone higher than themselves to provide new vision, support, expertise, direction and presence that no one else can give them. As the results of the other variables will reflect, they are comfortable with a hierarchical organization for their associate/assistant superintendents. There is comfort and security for them in knowing that there is some one in a position of higher authority whom they can call upon for assistance.

Transformational leadership calls for a leader who is person oriented and that is what the elementary principals need. A transformational leader is rarely judgmental and often a leader who is very present to the personhood of the person they are leading. Elementary principals need servant leaders who they know will help them when they ask.

Table 12 illustrates a compilation of the perceptions of the four populations according to the leadership variable.

Table 12

Compilation of the Perceptions of the Four Populations According to Leadership

Populations	%	SA	A	D	SD	DK
Superintendent		47	44	9	-	-
Associate/assist supt.		67	28	3	2	1
Secondary Principal		32	57	5	2	4
Elementary Principal		47	44	6	1	2
All Respondents		49%	43%	5%	1%	2%

It is evident from the percentages on table 12 that there are very high expectations placed on the role of leadership of the associate/assistant superintendent by all of the populations in this study. The strongest expectations come from the associate/assistant superintendents themselves. For the first time in research, one can see that every population recognizes the individual leadership of the associate/assistant superintendent. At first glance, the types of expectations infer transformational leadership but in order for the associate/assistant superintendents to live up to these expectations, task has to be important also. This would mean that transactional leadership plays a strong part in the role of leadership of the associate/assistant superintendent because of the high volume of tasks that go along with their leadership.

Only 5% disagree that the associate/assistant superintendents are leaders who make a difference to Catholic schools in any way. This 5% doesn't recognize the associate/assistant superintendents as individual leaders. The overall perception of the leadership of the associate/assistant superintendent is that while the research from Association for Supervision and Curriculum Development's Task Force couldn't define the leadership, this study has shown that the role is one of leadership.

Power

There are six concepts underlying the variable of power. Table 13 lists the six concepts and the number of the statement that corresponds to the concept on the descriptive survey for this study. Table 13 also illustrates that the concepts were not questioned in order but interspersed throughout the survey.

Table 13

Concepts of Power and the Corresponding Statement Number in the Survey

Concept	Statement #
Influence	1
Presence	5
Impact on decision-making	9
Person v. position	13
Empowerment	17
Authority	21

Table 14 lists the responses of the superintendents about how they perceive the associate/assistant superintendents' use of power. Power in this study was defined as influence, not as authority to mandate.

Table 14

Power of the Associate/Assistant Superintendents as perceived by Superintendents

Concept %	SA	A	D	SD	DK
Influence	100	-	-	-	-
Presence	50	50	-	-	-
Impact on decision-making	-	75	25	-	-
Person v position	-	75	-	-	25
Empowerment	50	50	-	-	-
Authority	-	75	25	-	-
Total =	33%	54%	8%	-	4% *

* + or - 1% rounding error.

A salient point that surfaced in the survey was that the superintendents believe that the position of the associate/assistant superintendent was more influential than the

person of the associate/assistant superintendent. They also believed that the associate/assistant superintendents had a critical influence on what was happening in Catholic schools. The associate/assistant superintendents' real power was viewed as a referent, not a coercive, type of power. They believe that the associate/assistant superintendents' power is in building relationships with the principals through empowerment that is defined as opportunities for all levels of leadership to flourish. For example, the fast-paced development of technology necessitates that the associate/assistant superintendent who is responsible for providing leadership for technology advancement in the diocese seek out those with expertise and empower them to share their knowledge with the entire school community. This is continuing the effectiveness of the Catholic school mission of allowing all members to work together as a community.

Table 15 lists the responses of the associate/assistant superintendents about their perceptive use of power as associate/assistant superintendents who serve in a Catholic school office. The concepts in this variable are listed in the table according to each question.

Table 15

Power of the Associate/Assistant Superintendent as perceived by the Associate/Assistant Superintendents

Concepts %	SA	A	D	SD	DK
Influence	85	15	-	-	-
Presence	20	30	40	10	-
Impact on decision-making	5	15	50	25	5
Person v. position	20	30	30	15	5
Empowerment	68	32	-	-	-
Authority	15	35	25	20	5
Total =	35%	26%	24%	12%	3%

The associate/assistant superintendents believed that they do have a critical influence over what is happening in the Catholic schools. They are divided on whether their physical presence changes what is going on in the schools when they visit. They seem to trust that their influence is felt whether they are physically there or not. The superintendents believe that the physical presence does affect what occurs in the schools.

It is clear from the data that the associate / assistant superintendents do not see themselves as impacting on decision-making by the principals. Site-based management is strong in Catholic education, and elementary and secondary principals prefer to make their own decisions.

While the superintendents believe that the position is more important than the person is, the associate/assistant superintendents are divided on this point. Half of the associate/assistant superintendents disagree with the perception of the superintendents. Half of the associate/assistant superintendents are developing their leadership from their own person; the other half from their position as associate/assistant superintendent.

The high response of 100% for the associate/assistant superintendent encouraging empowerment of principals as a method to affect influence was crucial to their use of power as influence. This indicated the use of referent power as their chief way of influencing those with whom they interact in their areas of responsibility.

Fifty percent of the associate/assistant superintendents agreed that the title of associate/assistant superintendent was one of authority, but 45% did not agree. Five percent admitted to not knowing if the title was one of authority or not. In analyzing this result, it seems clear that the associate/assistant superintendents do not recognize

themselves as leaders with authority and that the title doesn't hold much importance for the associate/assistant superintendents. However, 50% of the associate/assistant superintendents do recognize their title as having authority.

The discrepancies in responses illustrate the fact that there is a wide divergence of understanding about the role of leadership of the associate/assistant superintendent. Since the responses cross over into different dioceses, responses indicate that there is need for some type of preparation and training for associate/assistant superintendents.

Table 16 shows the responses of the secondary principals from the five dioceses in this study. The responses are the perceptions of the secondary principals concerning the variable power. The concepts in the survey relating to power are listed on the following table according to each statement, which refers to the variable of power. Only 15% opted for the don't know choice about the power of the associate/assistant superintendent.

Table 16

Power of Associate/Assistant Superintendents as Perceived by Secondary Principals

Concepts	%	SA	A	D	SD	DK
Influence		47	41	6	6	-
Presence		12	29	35	24	-
Impact on decision-making		-	18	29	35	18
Person v. position		18	29	35	6	12
Empowerment		18	82	-	-	-
Authority		29	41	24	6	-
Total=		21%	40%	22%	13%	5%*

*+ or - 1% rounding error.

Eighty-eight percent of the secondary principals from the five dioceses responded that the associate/assistant superintendents did have a critical influence on Catholic education in the Catholic schools. Critical influence means that the

associate/assistant superintendents had the ability and expertise to impact on crucial areas in the Catholic schools such as adding or changing curriculum programs, implementing new assessment procedures, and planning the regionalization of schools. There is strong disagreement as to whether the associate/assistant superintendent has any influence on decision-making. This results from the fact that Catholic schools are site-based managed and the secondary principals prefer to make their own decisions. The secondary principals are divided on whether the associate/assistant superintendents lead from position or person. Secondary principals tend to look to the associate/assistant superintendents for expertise and therefore are concerned more with the position than they are with the person.

Empowerment is important to the secondary principals. Since the Catholic schools are site-based managed, they want the associate/assistant superintendents to develop relationships that allow them to develop their own individual leadership in the administration of their schools. They do not want to perceive the associate/assistant superintendent as a superior but as a colleague who empowers them to be leaders in their own schools.

Just as empowerment is important to the secondary principals, so is the authority of the associate/assistant superintendents. They gave a high response of 72% that they recognize the title of associate/assistant superintendent as one of authority and do respect it. They respect and understand the hierarchical structure of the church in regards to authority. They believe that the role of leadership of the associate/assistant superintendent is a higher level; they respect that authority and are willing to accept

their authority in matters relating to school issues such as curriculum, government and personnel.

Table 17 lists the perceptions of the elementary principals regarding the power of the role of leadership of the associate/assistant superintendents in a Catholic school office. Their responses are indicated by percent according to the concepts listed in the following table.

Table 17

Power of the Associate/Assistant Superintendents as Perceived by Elementary Principals

Concepts	%	SA	A	D	SD	DK
Influence		52	42	6	-	-
Presence		8	29	44	19	-
Impact on decision-making		-	10	48	37	6*
Person v. position		15	37	25	13	10
Empowerment		67	27	2	-	4
Authority		44	42	12	-	2
Total =		31%	31%	23%	12%	4%

* + or - 1% rounding error.

There is strong agreement that the associate/assistant superintendents possess referent and legitimate power in dealing with the principals. According to the document Those Who Hear You Hear Me, (1995) leaders will influence positively or negatively, the quality of education and catechizes by their resolve, or lack of resolve (p.2). The elementary principals' responses show that while the associate/assistant superintendents do influence them, they believe that they make their own decisions. Eighty-five percent of the elementary principals responded that they make their own decisions at their schools. Sixty-four percent of the secondary principals also responded that they make their own decisions not the associate/assistant superintendents. Seventy-five percent of the associate/assistant superintendents also do not believe that they impact on the

decision making of the principals. However, 75% of the superintendents, that is 3 out of 4, who do believe that the associate/assistant superintendent does impact on the decision making of the principals. The other responses to the power variable indicate that the power of the associate/assistant superintendent is found in relationships.

Lunenburg and Ornstein (1991), define referent power as the ability of leaders to develop followers from the strength of their own personalities and legitimate power as that power vested in the leader's position, or role, in the organizational hierarchy (p.121). The results indicate that the elementary principals believe that the associate/assistant superintendents' power is primarily in empowerment; that is encouraging them to be their own person in the role of principals.

Eighty-six percent of the elementary principals recognize the title of associate/assistant superintendent as one of authority. They recognize the legitimate power of the associate/assistant superintendents as well as the referent power. The elementary principals need the associate/assistant superintendents to foster a relationship with them. Thirty-eight percent believe that the person of the associate/assistant superintendent is more important than the position, while 52% believe the reverse. The elementary principals who were interviewed all agreed that the person of the associate/assistant superintendent was critical to the influence of the position.

Table 18 indicates a compilation of all the respondents of the four populations in regards to the power variable.

Table 18

Composite of All The Populations According to Each Statement in Regards Power

Questions %	SA	A	D	SD	DK
1	60	34	4	1	-.*
5	13	30	40	17	-
9	1	15	44	32	8
13	16	35	27	12	10
17	57	40	1	-	2
21	33	42	17	5	2*
Total =	30%	33%	22%	11%	4%

*+ or - 1% rounding error.

Table 18 indicates that the role of leadership of the associate/assistant superintendent was perceived as being very influential in advancing Catholic schools in educational programs and in providing support and guidance for the superintendents and the principals. It is an influence that is based in establishing open relationships in a collegial manner. The principals do not want the associate/assistant superintendents to make their decisions for them. Statement number 9 stated, "Decision making by the principal should be affected by the degree of power the associate/assistant superintendent possesses." According to the tabulated results, 77% of the four populations disagree that the power of the associate/assistant superintendent should influence decision making by the principals. Only 15% agree that their power should affect decision making by the principals. They guard their leadership and their right to administer their own school. This is in alignment with the fact that Catholic schools are a system of schools not a school system.

Fifty percent of the four populations perceive the person of the associate/assistant superintendent to be more important than the position itself. In other words the associate/assistant superintendents' ability to empathize and build

collaborative relationships with the principals and the superintendents leads to the effectiveness of this role of leadership. However, an interesting point is that 63% of all the populations recognize the title of the position as authoritative. The survey results indicated that the role of leadership of the associate/assistant superintendent was based in authority as the definition of power. During the interviews it was made very clear that influence is more important than authority. The principals expressed their need to have the associate/assistant superintendents very present to them. This is reported in the surveys through the high response of the four populations to the need of empowerment. They believe that the leader who can empower them in their own leadership is the associate/assistant superintendent.

Table 19 is a total composite of the perceptions of each population in reference to the power variable.

Table 19

Composite of the Perceptions of the Four Populations in Regards to Power

Populations	%	SA	A	D	SD	DK
Superintendents		33	54	8	-	4*
Associate/assistant supt.		35	26	24	12	3
Secondary principals		21	39	21	13	6
Elementary principals		29	33	22	13	3
All respondents		29%	34%	22%	12%	4%*

* + or - 1% rounding error.

The perception of the power of the associate/assistant superintendents is in contrast to the perceptions about recognizing the leadership of the associate/assistant superintendents. The interviews showed that there is a great deal of misunderstanding about what power is. In this study the word power refers to the underlying strength of the associate/assistant superintendent but this wasn't made clear until the interviews

revealed this fact. It appears to this researcher that power is understood as being synonymous with authority. While 63% of all respondents recognize the authority of the associate/assistant superintendent, there is strong disagreement expressed about the extent of the authority and power of the associate/assistant superintendents. The superintendents are the strongest proponents of the authority of the associate/assistant superintendents. The other populations including the associate/assistant superintendents themselves expressed disagreement about the authority factor of the associate/assistant superintendents. It seems these populations do not want to have the associate/assistant superintendents as authority figures but as partners in Catholic education. This relates to the responses in the leadership variable where 98% of all populations view the associate/assistant superintendents as working in partnership, not in a hierarchical manner.

Organizational Structure

Table 20 lists the six concepts, which relate to the variable of organizational structure and the corresponding statement in the descriptive survey of this study.

Table 20

Concepts and Statement Numbers for Organizational Structure

Concepts	Statement #
Closed system	4
Open System	8
Strategic Planning	12
Flexibility	16
Mission	20
Collaboration	23
Total = 6 Concepts	

Table 21 lists in percents the perceptions of the superintendents in regards to the organizational structure of the Catholic school office in which the associate/assistant superintendents serve the school community. The responses relate to the six concepts included in the variable of organizational structure.

Table 21

Organizational Structure of the Catholic School Office as Perceived by Superintendents

Concepts	%	SA	A	D	SD	DK
Closed system		-	25	75	-	-
Open system		50	50	-	-	-
Strategic planning		25	75	-	-	-
Flexibility		50	50	-	-	-
Mission		50	50	-	-	-
Collaboration		50	50	-	-	-
Total =		38%	50%	13%	-	- *

*+ or - 1% rounding error.

According to the responses of the superintendents, the associate/assistant superintendents should work in a school office that is structured in the open system, which allows for greater creativity, collaboration and flexibility. The superintendents are highly opposed to the hierarchical system for the structure of the Catholic school office.

The superintendents are 100% in agreement that the mission of the Catholic school office should be known by the associate/assistant superintendents as well as implemented by them.

Table 22 gives the percent of responses of the self-perceptions of the associate/assistant superintendents in regards to the organizational structure of the Catholic school office. Their responses relate to the six concepts included in the variable of organizational structure.

Table 22

Organizational Structure of the Catholic School Office as Perceived by Associate/Assistant Superintendents

Concepts	%	SA	A	D	SD	DK
Closed system		5	32	42	21	- *
Open system		85	15	-	-	-
Strategic Planning		50	45	5	-	-
Flexibility		50	45	5	-	-
Mission		60	40	-	-	-
Collaboration		70	25	5	-	-
Total =		54%	34%	9%	3%	-

* + or - 1% rounding error.

Table 22 shows that the associate/assistant superintendents perceived the Catholic school office to be open, not a hierarchical, system that should allow for creativity, flexibility and collaboration within the office structure. Mission is essential to their role of leadership and they agree with the superintendents that there should be a mission in the Catholic school office and it should be the foundation of their ministry in dealing with the school community. They also perceive that part of their role of leadership should be to collaborate with the strategic planning internally and externally in regards to the office and to the future of the Catholic schools.

Table 23 lists the percent of responses of the secondary principals' perceptions about the organizational structure of the Catholic school office in which the associate/assistant superintendents work on a daily basis. Their responses relate to the six concepts included in the variable of organizational structure, which are indicated on table 23.

Table 23

Organizational Structure of the Catholic School Office as Perceived by Secondary Principals

Concepts	%	SA	A	D	SD	DK
Closed system		6	59	12	12	12*
Open system		35	59	-	-	6
Strategic planning		29	59	12	-	-
Flexibility		53	47	-	-	-
Mission		53	47	-	-	-
Collaboration		24	65	12	-	- *
Total =		33%	56%	6%	2%	3%

* + or - 1% rounding error.

The secondary principals want a dual organizational system in the Catholic school office. They need the hierarichal structure because it gives them a strong sense of security and as will be seen in this study they identify themselves with the top leadership of the superintendents. They would hope that the superintendents and the associate/assistant superintendents work in a collaborative manner as a team to plan for the schools. They expect the associate/assistant superintendents to model the mission of the Catholic school office as authentic leaders of Catholic education. They believe that this leads to the effective implementation of the Catholic mission of being servant leaders in a faith-filled environment. The secondary principals want an associate/assistant superintendent who will remind them of their Catholic mission. Secondary principals perceive themselves as independent entities, yet recognize their need for the supportive leadership of the associate/assistant superintendent.

Table 24 lists the percent of responses of the elementary principals to their perceptions about the organizational structure of the Catholic school office. The

responses relate to the six concepts of organizational structure, in which they believe the associate/assistant superintendent should work.

Table 24

Organizational structure of the Catholic School Office as Perceived by Elementary Principals

Concepts	%	SA	A	D	SD	DK
Closed system		6	45	25	18	6
Open system		62	38	-	-	-
Strategic planning		50	38	8	-	4
Flexibility		58	42	-	-	-
Mission		60	38	2	-	-
Collaboration		53	45	-	-	2
Total =		48%	41%	6%	3%	2%

The responses of the elementary principals revealed that they agree that there should be a hierarchical structure, that is a closed system, within the Catholic school office. The discrepancy in the responses was that they also favor an open, flexible and collaborative structure for the associate/assistant superintendents. It is clear that the associate/assistant superintendents are free to express their opinions and develop a strong collaborative spirit in the diocesan office but that the idea of a hierarchical structure indicates who their leaders are and to whom they can turn in time of crisis.

Mission is important to the elementary principals. They want the members of the Catholic school office to have the same office mission and to implement it in the work, leadership and direction they share with the principals and all members of the school community.

Table 25 lists a summary of all the responses of the four populations according to the variable of organizational structure for each statement in the survey that related to organizational structure.

Table 25

Composite of all the Four Populations according to Each Statement in Regards to
Organizational Structure

Question	%	SA	A	S	SD	DK
4		5	44	29	16	5*
8		61	38	-	-	1
12		45	45	8	-	2
16		55	44	1	-	-
20		58	41	1	-	-
23		51	45	3	-	1
Total =		46%	43%	7%	3%	2%*

*+ or - 1% rounding error.

The results in this variable affect the structure of the Catholic school office as well as the associate/assistant superintendents' place in that structure. The responses call for an external hierarchical structure that the elementary and secondary principals can relate to as two levels of leadership. The Catholic school office headed by the superintendent is also called to action to be team leaders, develop programs from their mission, and follow an open system of organizational structure. Since open system is a component of the theoretical rationale of this study, it indicates that a new structure should be designed for the Catholic school office of the future. This structure would have to be a more open system that would allow the transformational leadership of the associate/assistant superintendent to flourish.

Table 26 illustrates the summary of the responses of the four populations to the statements in the survey that refer to the organizational structure of the Catholic school office.

Table 26

Composite of the Four Populations' Responses to Organizational Structure in the Catholic School Office

Population	SA	A	D	SD	DK
Superintendents	38	50	13	-	1*
Associate/assistant supt.	54	34	9	3	-
Secondary principal	33	56	6	2	3
Elementary principal	48	41	6	3	2
All respondents	46%	43%	7%	3%	2%*

* + or - 1% rounding error.

The superintendents as well as the elementary and secondary principals are very comfortable with the hierarchical structure of the Catholic school office. The associate/assistant superintendents do not want the hierarchical structure, as it does not fit their transformational leadership. It does fit the transactional leadership component to be on task.

Areas of Responsibility:

Table 27 lists the five underlying concepts of the variable areas of responsibility that are in the survey for this study.

Table 27

Concepts and Corresponding Statement Numbers in Areas of Responsibility

Concepts	Statement #
Realism	3
Expertise	7
Clarity of role	11
Training	15
Balance in the role	19
Total = 5 concepts	

There are five underlying concepts that relate to the areas of responsibility of the associate/assistant superintendents.

Table 28 includes the percent of responses from the superintendents to the 5 concepts included in the variable concerning areas of responsibility as they relate to the role of leadership of the associate/assistant superintendents.

Table 28

Areas of Responsibility of the Associate/Assistant Superintendent as Perceived by Superintendents

Concepts	%	SA	A	D	SD	DK
Realism		50	50	-	-	-
Expertise		75	25	-	-	-
Clarity of role		50	50	-	-	-
Mentoring		25	75	-	-	-
Balance in role		50	50	-	-	-
Total =		50%	50%			

The superintendents perceive the areas of responsibility assigned to the associate/assistant superintendents to be clearly delineated for the elementary and secondary principals. There is a high response given to the fact that the associate/assistant superintendents should be knowledgeable in their assigned areas of responsibility.

Table 29 gives the percent of responses of the associate/assistant superintendents to their self-perceptions about the areas of responsibility to which they are assigned by the superintendent. The responses relate to the five concepts included in the variable of areas of responsibility

Table 29

Areas of Responsibility of the Associate/Assistant Superintendent as Perceived by the Associate/Assistant Superintendents

Concepts	%	SA	A	D	SD	DK
Realism		80	20	-	-	-
Expertise		85	15	-	-	-
Clarity of role		45	45	5	5	-
Mentoring		30	45	15	-	10
Balance in role		65	35	-	-	-
Total =		61%	32%	4%	1%	2%

According to table 29, the associate/assistant superintendents perceive themselves as being very knowledgeable in their assigned areas of responsibility and agree that they should develop expertise in those areas of responsibility. Their expectations match the expectations of the superintendents and elementary and secondary principals. They feel that they should model the balance between theory and practice.

They disagree with the superintendents that they should have a mentor or training for this role of leadership. In table 13, 15% disagree about a need for training and 10% expressed that they do not know if they should have any training. This 10% highlighted the need for training, mentoring, and a continuous updating in education.

Ninety-four percent of the responses of the associate/assistant superintendent, overall, agree that to fulfill the leadership of the role of associate/assistant superintendent, there must be clarification of their role of leadership for all the publics they serve. A true understanding of role theory should be a part of this variable and this training needs to be provided to the associate/assistant superintendents.

Table 30 presents the percent of responses of the secondary principals to their perceptions about the areas of responsibility of the associate/assistant superintendents.

The responses relate to the five concepts found within the variable of areas of responsibility.

Table 30

Areas of Responsibility of the Associate/Assistant Superintendent as perceived by the Secondary Principals

Concepts	%	SA	A	D	SD	DK
Realism		76	24	-	-	-
Expertise		71	29	-	-	-
Clarity of role		41	59	-	-	-
Mentoring		12	65	6	-	18*
Balance in role		41	59	-	-	-
Total =		48%	47%	1%	-	4%

*+ or - 1% rounding error.

According to the responses of the secondary principals, they also agree with the superintendents and the associate/assistant superintendents that the associate/assistant superintendents should be experts in their assigned areas of responsibility. They assume that the associate/assistant superintendents possess the qualifications for their areas of responsibility in the diocese. They are confident that when they seek answers to questions, they receive the correct information. They put a great deal of trust in the decisions of the associate/assistant superintendents.

According to Pajak (1987), these diverse responsibilities in specific areas are fragmented and defy understanding and interpretation (p.4). They may be fragmented in the office for the associate/assistant superintendent, but the secondary principals do not view them as fragmented. They want and expect clear, relevant work from the associate/assistant superintendents.

The secondary principals were very clear in stating that a mentoring program of some format is offered to the associate/assistant superintendent because they draw on

their expertise to administer to the schools. In the 1982 study prepared by the Task Force of the Association of Supervision and Curriculum it was found that the variety of duties and expectations assigned to personnel in the Central Office makes it very difficult to measure their effectiveness. The secondary principals are stating in their responses that the role of leadership is critical to the advancement of Catholic education; therefore, the secondary principals are acknowledging the effectiveness of the role of leadership of the associate/assistant superintendents. The secondary principals agree with the document Those Who Hear You, Hear Me, (1995) which notes that clarification of roles of diocesan staff is essential (p.) Eighteen percent of the secondary principals didn't know enough about the role of leadership of the associate/assistant superintendent to indicate whether or not they should be mentored for their position. This connects with the 100% who want the role of the associate/assistant superintendent to be clarified.

Table 31 gives the percent of responses of the elementary principals to their perceptions about the role of leadership of the associate/assistant superintendents. The responses were given in response to the five concepts listed under the variable areas of responsibility.

Table 31

Areas of Responsibility of Associate/Assistant Superintendents as perceived by the Elementary Principals

Concepts %	SA	A	D	SD	DK
Realism	79	21	-	-	-
Expertise	65	33	2	-	-
Clarity of role	58	42	-	-	-
Mentoring	38	56	2	2	2
Balance in role	52	46	-	-	2
Total =	58%	40%	1%	0%	1%

The elementary principals are very dependent upon the associate/assistant superintendents for expert advice and ongoing support. One hundred percent of the elementary principals' responses indicated that the associate/assistant superintendents should be very well trained in matters pertaining to them. Often areas of responsibility are not clearly defined for the principals and this is difficult for them. They expect that the areas of responsibility be clearly delineated in order to facilitate their quest for assistance. Clarity will tell them whom to call.

It is interesting to note that particularly in this variable there is high agreement among the members of the four populations. Everyone agrees that a mentoring program for the associate/assistant superintendents should be developed in order to provide them with in-depth training for their role. At this time there is no specific training for the associate/assistant superintendents serving in a Catholic school office.

Table 32 provided a summary of all the participants' responses according to each concept in the survey.

Table 32

Composite of the Statements in Regards to Areas of Responsibility

Question	%	SA	A	D	SD	DK
3		77	23	-	-	-
7		71	28	1	-	-
11		52	46	1	-	- *
15		31	56	5	1	6 *
19		53	46	-	-	1
Total =		57%	40%	2%	-	2% *

* + or - 1% rounding error.

Once again it seems that there are unrealistic expectations placed on the role of leadership of the associate/assistant superintendent who is serving in a Catholic school

office. One hundred percent of all populations responding strongly agree and agree in statement number three that "major areas of responsibility assigned to an associate/assistant superintendent should be well-defined." Ninety-nine percent agree with statement number seven, "the associate /assistant superintendent should have expertise in assigned areas of responsibility." Eighty-seven percent strongly agreed and agreed that "a mentoring program, as a support system should be designed and implemented for a new associate/assistant superintendent." Ninety-nine percent of those responding felt that the "associate/assistant superintendent should demonstrate a balance between theory and professional practice in fulfilling areas of responsibility."

Table 33 indicates that in assigned areas of responsibility the associate/assistant superintendents are strongly expected to be experts. They are also expected to relate the work they do to the principals, necessitating that the associate/assistant superintendents spend a majority of their time in the schools visiting and meeting with the principals and staff.

Table 33

Composite of the Perceptions of the Four Populations in Regards to Areas of Responsibility of the Associate/Assistant Superintendents

Populations	%	SA	A	D	SD	DK
Superintendents		50	50	-	-	-
Associate/assistant supt.		61	32	4	1	2
Secondary principals		48	47	1	-	4
Elementary principals		58	40	1	-	1
All respondents		57%	40%	2%	-	2%*

* + or - 1% rounding error.

The associate/assistant superintendent was expected to be knowledgeable in all assigned areas, have received the appropriate training for the position and be able to

articulate their role to the principals in a clear and concise manner. It is unrealistic to assume that the associate/assistant superintendent is an expert in all of assigned areas. The question of training continued to surface frequently throughout this study. To this researcher's knowledge, there is not at present any specific training program for associate/assistant superintendents on the diocesan level or in a college or university educational administration program.

In summary, table 34 shows a comparison of the variables in relationship to each other.

Table 34

Summary of All Respondents Results of the Four Variables in the Survey.

%	SA	A	D	SD	DK
Leadership	49	43	5	1	2
Power	30	33	22	11	4
Organizational Structure	46	43	7	3	2*
Areas of Responsibility	57	40	2	-	2*

*+ or - 1% rounding error.

The results listed in table 34 indicate that the role of leadership of the associate/assistant superintendent is an accepted and recognized leadership role in a Catholic school office. It is obvious from these percentages that the associate/assistant superintendent does have an effective impact on Catholic education today. The variable power has a wide percentage of disagreement in the results. The 22% who disagree in the power variable reflect the concern about the decision-making authority of the associate/assistant superintendent. The principals responding to the survey disagree that the associate/assistant superintendent affects their decisions on the local level. The organizational structure of site - based management for Catholic schools would explain this high response of disagreement.

The other discrepancy within the power variable is the differences of participants as to whether the person or position of the associate/assistant superintendent is more important. The associate/assistant superintendents were divided in their responses. The superintendents and the secondary principals believed that the position was more important, while the elementary principals favor the person. Power was the most misunderstood variable of this study. As will be seen in the interview protocol, power had to be defined, as most persons saw power as a negative strength until they were given the definition of influence.

The four populations agreed that the associate/assistant superintendents were strong leaders who were an integral part of the office. There is a high expectation of all participants that the associate/assistant superintendents be knowledgeable in their assigned areas. This means that the associate/assistant superintendent who is responsible for government programs is familiar not only with current legislation but all the intricacies of the law that might impact on a Catholic school at every level. This is very unrealistic.

Part II of the Survey

In Part II of the survey, the respondents were asked to respond to two statements. The first statement in Part II of the survey asked the respondents to list in order of priority the three most important qualities of an associate/assistant superintendent serving in a Catholic school office. Secondly, the respondents were asked to list the interpersonal, managerial and communication skills that they expected the associate/assistant superintendents to possess for their role of leadership.

Table 35 lists a compilation of the qualities of an associate/assistant superintendent according to the superintendents and the associate/assistant superintendents in their order of importance. A full listing of these qualities is found in the appendix (see Appendix D)

Table 35

Qualities of the Associate/Assistant Superintendent, in Order of Importance, as Perceived by the Superintendents and the Associate/Assistant Superintendents.

Superintendents	Associate/Assistant Superintendents
Qualified	visionary
Deep personal faith	qualified / professional
Interpersonal skills	deeply spiritually

Table 35 indicates that the superintendents and the associate/assistant superintendents have similar viewpoints about the necessary qualities for the role of leadership of the associate/assistant superintendent. However, it is important to note that there is a wide difference between them in regards to the most important quality of the associate/assistant superintendent. This could be a significant point in the hiring of an associate/assistant superintendent. It also could affect the understanding of roles in the Catholic school office. The associate/assistant superintendents see themselves as being creative leaders as well as being qualified, but the superintendents see them as qualified to do a prescribed job. It suggests that the superintendents continue to view the role of leadership from position only, not from the leadership of the person in the role of associate/assistant superintendent.

Table 36 lists the qualities that make an excellent associate/assistant superintendent through the perceptions of the elementary principals and the secondary principals.

Table 36

Qualities of Associate /Assistant Superintendent, in Order of Importance, as Perceived by Elementary and Secondary principals.

Elementary Principals	Secondary Principals
Spiritual Leader	Communication skills
Visionary	Committed to Catholic education
Knowledgeable	Knowledgeable

It is evident from the above table that the viewpoints of the secondary principals and the superintendents are similar. The elementary principals, however, are more aligned with the associate/assistant superintendents view of their own excellent qualities. This may explain why the secondary principals often relate better to the superintendents and even bypass the associate/assistant superintendents. The secondary principals admire transactional qualities, while the elementary principals are more comfortable with transformational leaders, that is, leaders who are visionary.

All four populations recognize that the associate/assistant superintendent should be an authentic Catholic leader, able to articulate the faith and be comfortable modeling the faith to the school community. This is a high expectation. This also indicates that to be effective the associate/assistant superintendents should be aware of their own leadership style. According to Manz, (1998), knowledge of self-leadership helps leaders to make good choices, improve themselves, and then serve as a model (p. 15).

Besides asking for excellent qualities of an associate/assistant superintendent serving in a Catholic school office, the survey asked for the three most important communication skills, interpersonal skills and managerial skills of the associate/assistant superintendent.

Table 37

Communication Skills of the Associate/Assistant Superintendent as Perceived by the Superintendents and the Associate/Assistant Superintendents.

Superintendents	Associate/Assistant Superintendents
Articulate clearly	able to listen
Write well	articulate clearly
Maintains confidentiality	collaborate

The superintendents are very clear here that the associate/assistant superintendents must be able to speak clearly and distinctly to those with whom they interact. On the other hand, the associate/assistant superintendents seek out the person in naming the skill of listening. The superintendents look at the skills of the position, while the associate/assistant superintendents look at the skills of the person.

Table 38 lists the communication skills of the associate/assistant superintendents as seen through the perceptions of the elementary and secondary principals.

Table 38

Communication Skills of the Associate /Assistant Superintendents as Perceived by the Elementary and Secondary Principals.

Elementary Principals	Secondary Principals
Listening	listening
Articulate / speak	articulate / speak clearly
Open-minded	available

The elementary principals and the secondary principals are in agreement about their need to have an associate/assistant superintendent who will be accessible and willing to listen to their thoughts and concerns.

Table 39 lists the interpersonal skills of the associate/assistant superintendents as perceived by the superintendents and the associate/assistant superintendents.

Table 39

Interpersonal Skills of the Associate/Assistant Superintendents as Perceived by the Superintendents and Associate /Assistant Superintendents.

Superintendents	Associate/assistant Superintendents
Sensitivity	listening
Accessible	empathetic
Empathetic	team player

Both the superintendents and the associate/assistant superintendents believe that strong interpersonal skills are necessary for their work. There is a correlation between the superintendents' choice of interpersonal skills and associate/assistant superintendents' selections of interpersonal skills. Both believe that the work of the associate/assistant superintendent involves being present to whomever they are interacting with at the moment. This also provides evidence that even though the superintendents are task-oriented, they recognize that part of the work of the associate/assistant superintendents involves understanding what people need in building strong relationships.

However, it was the associate/assistant superintendent who recognized that it was not just important to have skills but also to use them in building team leadership. The superintendents did not state this as a priority here.

Table 40 lists the interpersonal skills of the associate/assistant superintendents as perceived to be important by the elementary and secondary principals. They are listed in order of importance.

Table 40

Interpersonal Skills of the Associate/Assistant Superintendents as Perceived by the Elementary and Secondary Principals.

Elementary Principals	Secondary Principals
Listener	listener
Collaborative	concern for people
Friendly	sense of humor

The responses noted on this table indicated that the elementary and secondary principals agree that they want and need an associate/assistant superintendent who was non-threatening and present to them. The elementary and secondary principals desired an associate/assistant superintendent who would take the time to respect them, work with them, be open to who they are and respect their individual leadership.

Table 41 lists the managerial skills of the associate/assistant superintendents that the superintendents and associate/assistant superintendents believe are the most important.

Table 41

Managerial Skills of the Associate/Assistant Superintendents as Perceived by the Superintendents and Associate/Assistant Superintendents.

Superintendents	Associate/assistant Superintendents
Prompt and workable decisions	planning skills
Able to prioritize	ability to organize
Task oriented	focus on target

The superintendents envision the associate/assistant superintendent as decision-makers but the associate/assistant superintendents believe that decision-making is the province of the superintendents. They see their managerial skills as more of a visionary

in planning how to implement the task. The superintendents see the associate/assistant superintendents as task-oriented but the associate/assistant superintendents see themselves as focusing on a particular task but involved in the planning also.

Table 42 lists the managerial skills of the associate/assistant superintendents as perceived by the elementary and secondary principals.

Table 42

Managerial Skills of the Associate/Assistant Superintendent as Perceived by the Elementary and Secondary Principals.

Elementary Principals	Secondary Principals
Delegate	communicate
Organized	organizational skills
Collaborative	delegate

The elementary and secondary principals are in strong agreement as to how they perceive the managerial skills of the associate/assistant superintendents. The principals would like to see the associate/assistant superintendents delegate more of their assignments to free them to be more present to the principals in the schools. This point surfaced in the interviews.

Analysis of the Survey Results of the Research Questions addressed in this Study

This section discussed the results of the research questions according to the responses from the descriptive survey administered to the superintendents, associate/assistant superintendents, secondary and elementary principals. The results from the frequency distribution charts were used as the basis of the analysis referred to in answering these research questions.

Research Question 1

1. Does the role of leadership of the associate/assistant superintendent critically impact the quality of advancement of Catholic education in the Catholic schools?

The associate/assistant superintendent, according to Augenstein (1995), comprises the leadership team of the superintendent in the central office (p.120). As a member of this team, associate/assistant superintendents are involved in strategic planning, a role to which all four populations surveyed agreed. It is the associate/assistant superintendent whom the principals contact in the diocesan office. The counsel they give to the principals has critical impact on what occurs in the schools, and their advice is part of the final decision the principals make. This is especially true in personnel matters. According to diocesan policy 2111 (1993), in the Diocese of Trenton, the associate/assistant superintendent, in the absence of the superintendent, functions as the acting superintendent subject to the authority of the Bishop. In policy 2110, which refers to the superintendent, it is stated that "it shall be the function of associate superintendents to perform such duties as are assigned by the superintendent in order to assist the superintendent in performing the functions as outlined in policy 2110" (p.7). In order for the associate/assistant superintendents to fulfill this position, it is incumbent upon them to find the appropriate way to interact with the principals. The principals are aware of the policy, and they expect that the associate/assistant superintendents' suggestions should be followed. The advice of the associate/assistant superintendent, therefore, can and should have a critical influence on Catholic education. In responding to this research question, this researcher will consider the concepts inherent in the variables of power, leadership, areas of responsibility and organizational structure.

Power in organizations has always stemmed from the characteristics of the job and the nature of those relationships (Kanter, 1997,p.139). In analyzing the responses of the four populations in this study, it is very clear that all agree that the role of leadership of the associate/assistant superintendents does have a critical impact on the advancement of Catholic education.

Superintendents' Perceptions. According to the results of the survey, 100% of the superintendents strongly agreed that the associate/assistant superintendents have a critical impact on the quality of education in the Catholic schools. The concern here would be what does critical impact mean. In the document Those Who Hear You, Hear Me (1995), it is noted that Catholic leaders influence positively or negatively the quality of education and catechesis by their resolve or lack of resolve to do the work (p.2).

In this study the superintendents consistently agreed that the associate/assistant superintendents' leadership was positively effective in improving the quality of education in the Catholic schools. In order to make an impact, the presence of the associate/assistant superintendent had to be recognized. The superintendents agreed that the presence of the associate/assistant superintendents was a factor in having this influence. According to Fritz, (1996) while leadership is important, it must be able to expand beyond and distribute its power beyond the limits of any one individual (p.258). The superintendents agree that the associate/assistant superintendents do relate well and accomplish their work by being visible, well-prepared, and authentic leaders. They are seen as credible persons who live the life of authentic leaders, which validates the message they are trying to bring to the principals and to the broader school community.

According to Blaine Lee, (1997) leaders will have more influence if they honor people rather than if they try to control them (p.3). The superintendents agree that as authentic leaders, the associate/assistant superintendents are strong in their faith and knowledgeable in their work. This combination is very effective in impacting on the quality of education in the Catholic schools. It is more effective because those they serve see them as credible and knowledgeable; as a result the programs the associate/assistant superintendents design will be more readily acceptable. Achieving this level of respect and acceptance gave the associate/assistant superintendent a high degree of latitude in using their imagination and vision for what is needed now and in the future for the advancement of Catholic education.

The one important fact that must not be overlooked here is that 75% of the superintendents believe that the associate/assistant superintendents' influence flows out of the position, not out of the personhood. This sets up a conflict because it implies that the associate/assistant superintendents' position is the basis of the impact and not their personhood. Yet they agree that the associate/assistant superintendents are definitely authentic leaders who have expertise in their assigned areas of responsibility and carry out their responsibilities very well. They also agree that the associate/assistant superintendents should be educative partners in what is happening in the field.

The superintendents agree that the planning and work that the associate/assistant superintendents do flows from their acceptance of the mission of the Catholic school office, understanding that mission and integrating that mission into the planning is necessary to critically impact on educational advancement. A team leadership approach is the approach the superintendents see as being more effective in guiding the

associates/assistants in their planning for the schools. Working as a team pre-supposes that everyone's mission has a connection to the mission of the Catholic school office. According to Jones, (1996) all true leaders have a mission statement that is only one sentence (p.3). The responses to the interviews revealed the startling fact that very few leaders had a personal mission statement, instead relying on the mission of the office. Their impact then is a shared impact more than an individual impact.

The conflict here is that although the superintendents agree that the components of shared leadership, adherence to mission and authenticity of person are all important to the critical impact the associate/assistant superintendents have in regards to Catholic education, they believe that the position of the associate/assistant superintendent is more important than the person. This fact is an important consideration for the superintendents to be aware of in their perception of the work of the associate/assistant superintendents. Dana Zohar (1998), in Rewiring the Corporate Brain discusses that in the future, organizations will depend more on "qualitative features" like quality, organization, motivation and self-discipline of people (p.96).

Associate/Assistant Superintendents' Perceptions. The associate/assistant superintendents strongly agree that they should have a critical impact on the quality of education in the Catholic schools. As the staff for the superintendents, the associate/assistant superintendents serve the school community as well as the superintendents. A greater percentage of associate/assistant superintendents than superintendents believe that they have expertise in their areas of responsibility. They want their expertise to be recognized by the superintendents. They believe that they are most effective through empowerment of those with whom they interact in the school community and in

particular, the principals. They also seem to want to be empowered by the superintendents. They believe that they are responsible for their impact since they view their leadership as different from that of the superintendents and the principals.

They are opposed to hierarchical structure and are 100% in agreement that the team leadership approach is more effective in preparing them to function in a Catholic school office. Investment in the team leadership approach by the superintendents allows the associate/assistant superintendents to stretch their own leadership in many directions and to have more of an impact on what they are doing in the fields. The associate/assistant superintendents are requesting the superintendents and the principals to recognize them as individual leaders and not just as staff members in the superintendents' office. According to Heifetz, (1994) leadership of any kind can be dangerous work (p.235). The associate/assistant superintendents are the leaders who represent the superintendent but who must also represent their own mission to the principals and to the school community without a private agenda. According to the Mission Statement of the Diocese of Trenton (1986), in regards to education, St. Paul reminds us that we must live our whole lives according to Christ, rooted in Him, built on Him, and held firm by the faith we have been taught (p.4).

The conflict between position and person is apparent in the responses of the associate/assistant superintendents. Fifty percent of the associate/assistant superintendents agree that position is more important, but 45% disagree with this statement and feel that the person is more important. These responses engender conflict situations in that all other responses are indicative of collaboration, team leadership and empowerment, elements, which flow out of the person and not just out of a position.

They agreed 100% the mission of the Catholic school office should be a guiding force in strategic planning for the office and in turn for the whole school community. They agree with Nanus (1992), that a mission statement truly defines what the organization has been established to accomplish (p.46). The critical impact of the associate/assistant superintendents is then grounded in their recognition of mission, team leadership, recognition of their own leadership as different from that of the superintendents and the principals, and their ability to develop credible and enduring relationships with the principals and all members of the school community

Secondary Principals' Perception. It should be noted that 91% of the secondary principals believe that the associate/assistant superintendents should have a critical impact on the quality of education in the Catholic schools. The components that are integral to making a critical impact on education are the presence of the associate/assistant superintendent, type of leadership style, expertise, and position versus person, structure of the office and adherence to mission.

The secondary principals are looking for an authentic Catholic leader who is well versed in his/her areas of responsibility. They will listen to someone who is well prepared and willing to serve them. However, they favor a hierarchical structure in the Catholic school office. This would help them to have a clearer understanding of what is expected of them in their work. Secondary principals believe that the associate/assistant superintendents will be more effective if everything is clearly structured and defined. They support team leadership as a structure for the internal structure of the Catholic school office, but feel that the hierarchical structure should be evident and clear for the external public. They are evenly divided in their viewpoint about the position versus

person having more influence in the role of the associate/assistant superintendent. They evidently believe that clarity of role is very important to them in their dealings with the associate/assistant superintendents.

They also agree that they want the associate/assistant superintendents to reflect a strong faith and Catholic values as diocesan leaders. These factors of presence, structure, and clarity of role are underlying the associate/assistant superintendents' impact on the secondary schools and principals.

Elementary Principals' Perception. The elementary school principals agreed that the associate/assistant superintendents critically impact on the quality of education in the Catholic schools. The associate/assistant superintendent is the major support for the elementary principals. For the most part, the elementary principals administer their schools without any other supervisory personnel. Therefore, they look to the associate/assistant superintendent for constant guidance and direction. The associate/assistant superintendent impacts the elementary principal through establishing relationships. According to Tom Morris, (1997) in If Aristotle Ran General Motors, friendliness, kindness, genuine concern are all exemplifications of basic goodness, applications of the moral dimension that often bring with them the results of loyal relationships (p.124). The elementary principals are evenly divided in their perceptions about whether the position or person of the associate/assistant superintendent is more important. The elementary principals appear to have interpreted the word power in the survey as authority and in that regard felt that the authority of the associate/assistant superintendent should not affect their decision- making at all. It is not authority that impacts on the elementary school principals but the influence the associate/assistant has

in collaborating with the principal. The principal conceives of herself/himself⁶ as a distinct leader and expects to be recognized as such. They recognize the title as one of authority but they do not want this authority to interfere in their decision-making. Therefore, they look to the associate/assistant superintendent to influence and to respect the role of leadership of the principal.

Eighty-five percent of the elementary principals expect the associate/assistant superintendents to be in touch with the day-to-day operations of the elementary schools.

The responses of the elementary principals indicate that they need and expect the associate/assistant superintendents to be visible, present, actively involved in the activities of the school, empowering, authentic and displaying a leadership style very different from the principal. The elementary principals appear to be relying very heavily on the expertise, guidance and focus of the associate/assistant superintendent in advancing their schools in quality education.

The relationship of the elementary principal with the associate/assistant superintendent is a very dependent one in contrast to the secondary principals. This could be due to the lack of other supervisory personnel available in the elementary schools. The elementary principals, while they agree that the associate/assistant superintendents do have a critical impact on the quality of education, appear to have set up the parameters within which this will occur. Greenleaf (1977), comments in Servant Leadership, that while operating talent carries the institution toward its objectives, day by day, the conceptual talent sees the whole in the perspective of history, states and adjusts goals, is responsible for analyzing performance and foresees any contingencies for the future (p.66). This appears to be the case between the elementary principal and

the associate/assistant superintendent. It is a highly relational situation that provides the elementary principal with a leader who builds strong relations without challenging their authority as leader of their school. The critical impact for the elementary principal then is found in a strong relational situation that is free enough to empower the principal to be the primary leader of his/ her school.

While the elementary principal would expect that the staff in the Catholic school office work collaboratively, they are evenly split in their expectations about the organizational structure. In order for the associate/assistant superintendents to have a critical impact the elementary principals would like the structure of the Catholic School office to be clearly delineated for them. Fifty-one percent of the elementary principals expect the Catholic School office to have a hierarchical structure so that the line of authority is clearly defined. They do expect that the internal organization of the office uses the team leadership approach to develop strategic planning for the schools, but they need clearly defined roles and lines of authority in order to be comfortable with the office.

Research Question 2

What are the leadership behaviors and characteristics of the associate/assistant superintendent that the superintendents, associate/assistant superintendents, elementary and secondary principals perceive?

According to Max DePree, (1997) in his text Leading Without Power, leadership is a job not just a title for a person to hold (p.184). In the following analysis, the four populations surveyed in this study took leadership very seriously. Though the title was

important, the need for strong leadership by the associate/assistant superintendent was recognized. In the document Declaration on Christian Education it is stated that the task of imparting education belongs primarily to the family, but it requires the help of society as a whole (Flannery, 1996,p.579).

In order to accomplish this mission the church has established a Catholic school office in each diocese to oversee the education of all students in the Catholic schools. While the superintendent is the chief education administrator, the associate/assistant superintendents are called upon to interact with the school community in a personal way. The following analysis discusses the perceptions of superintendents, associate/assistant superintendents, secondary and elementary principals concerning the leadership behaviors and characteristics of the associate/assistant superintendents serving in a Catholic school office.

Superintendents' Perceptions. The superintendents recognize the leadership of the associate/assistant superintendent as different from theirs, as well as different from the principals, both secondary and elementary. The expectation is that the associate/assistant superintendent be trained in situational leadership in order to provide the necessary guidance and expertise as the situation demands. This awareness opens the door to recognition of the leadership of the associate/assistant superintendent as a distinct role of leadership in research and in the educational arena.

There was a high response that the associate/assistant superintendent be an authentic Catholic leader; able to have a deep, evolving faith life and able to share this faith journey with the principals and the school community. This necessitates a strong background in the Catholic faith and a deep understanding of one's own spirituality. In

role theory it is the patterns of behavior, which are essential to understanding the leadership of the associate/assistant superintendent. The role of leadership of the associate/assistant superintendent involves numerous patterns of behavior given that the situations change frequently within the position.

The superintendents expect the associate/assistant superintendents' leadership to be mission-driven; that is they should develop their leadership from the mission of the Catholic schools office. They also expect this leadership be grounded in the art of listening. The results of the survey also indicate that their leadership is transformational and transactional in that the superintendents believed that the task was more important than the person was.

Associate/Assistant Superintendents' Perceptions The associate/assistant superintendents perceive their leadership behavior to be collaborative and kind. Ninety percent of the associate/assistant superintendents responded that they should be able and expert listeners and a 100% responded that they should be capable of solving conflicts that occur within their areas of responsibility. There was 100% agreement that they should develop an active partnership with the principals in order to be of service to them. Ninety-five percent perceive themselves as capable of being change agents for Catholic education. Accomplishing this entails being an authentic leader for Catholic education, and 100% of the associate/assistants concurred. This means that they are leaders open to servant leadership (Greenleaf, 1979,p 7) possessing a strong self-knowledge and an evolving spirituality, which they are willing to share with the principals.

There was a very high response to the statement that their leadership was different from that of the principals and the superintendents, 100% and 95%

respectively. They perceive themselves as transformational leaders, strong listeners, partners in the education process and as servant leaders, not enforcing rules but sharing in the leadership needed for the schools. These responses will be further broadened in the following section, which provides responses to the research questions from the interviews.

Secondary Principals' Perceptions. The perceptions of the secondary principals in regards to leadership behaviors and characteristics are somewhat different from those of the superintendents and the associate/assistant superintendents. While the secondary principals perceive the associate/assistant superintendents as strong leaders, there are areas where there is some discrepancy. Only 62% of the secondary principals see the associate/assistant superintendents as having the leadership to cause change in the schools in Catholic education, 19% disagree that the associate/assistant superintendents cause any change, and 19% really do not know if their leadership leads to change in Catholic education. This is a significant finding because it highlights the fact that the secondary principals often believe that they are doing their work alone; have a weak relationship with the diocesan office and the associate/assistant superintendents, and do not understand the role of leadership of the associate/assistant superintendent. It also points out to the associate/assistant superintendents that their relationship with the secondary principals is weak and that there is a need for developing more open communication with the same. The other very significant difference in survey results is that 15% of the secondary principals believe that the associate/assistant superintendents should not be aware of the day-to-day concerns in the schools but the associate/assistant superintendents and the superintendents disagree with this response. However, 86% of

the secondary principals would like the associate/assistant superintendents to be more aware of what is occurring in their schools on a day-to-day basis. The interview results will show that this is a major concern of the secondary principals. In analyzing this, secondary principals are asking for more attention from the associate/assistant superintendents because 95% want the associate/assistant superintendents to be an active partner, capable and willing listeners. Secondary principals, while they have more staff, are looking for leaders who are present to secondary principals. This fact was noted in their high response that they expect the associate/assistant superintendent to provide them with the expertise they need in answering questions and solving problems.

Also there was a 100% response to the statement that the associate/assistant superintendent be an authentic Catholic leader. The secondary principals want to look to the diocesan office for strong Catholic leadership that is real. An authentic Catholic leader should provide them with the confidence and guidance to develop their own leadership as administrators of a Catholic high school.

They gave a very high response to the fact that they perceive the leadership of the associate/assistant superintendent as different from theirs and from the superintendents. This was addressed in the interviews and will be responded to in the following section.

The secondary principals appear to view the associate superintendents as a transformational leader who, according to Sergiovanni and Starratt (1993), is concerned with end values such as freedom, community, equity, justice and brotherhood (p.186). The secondary principals do not want the associate superintendents to be transactional

leaders, who according to Sergiovanni and Starratt, deal with people seeking their own individual, independent objectives (p.186).

The secondary principals see the associate superintendents as possessing the leadership behavior to work collaboratively with them, not as an authority figure but as a partner in the education process.

Elementary Principals' Perceptions. Among the elementary principals, there was a higher percentage of disagreement with the responses to the statements in the survey in comparison to the other three populations. While 77% of the elementary principals perceive the leadership of the associate/assistant superintendents to be different from the superintendents', 22% disagreed that there was any difference between the roles of leadership. However, 94% perceive their leadership as different from the associate/assistant superintendents. In analyzing these responses, it appears that there is a percentage of elementary principals who are not aware of the roles of the diocesan leaders. Also even though 82% see the role of leadership of the associate/assistant superintendent as effectively causing change, there are 14% who disagree and there are 4% who do not know if the associate/assistant superintendent is a change agent or not. This is significant because it shows that 18% of the elementary principals responding to this survey do not have a strong relationship with the associate/assistant superintendent, and the associate/assistant superintendents need to spend more time sharing their role with the principals. Both elementary and secondary principals have a high response in disagreeing that the associate/assistant superintendents are change agents in Catholic education. I believe that the percentage is high enough to highlight it in this study as an area of concern to be evaluated.

Aside from those points of discrepancy, the elementary principals see the associate/assistant superintendents as strong listeners and active partners in the education leadership. They expect the associate/assistant superintendents to have the skills and ability to handle all conflicts and to provide them with the expertise to solve the numerous problems that face them on a daily basis. However, there were 12% of the elementary principals who disagreed that the associate/assistant superintendents should be involved in the day-to-day occurrences of the schools, and 4% of the elementary principals who responded that they did not know if the associate/assistant superintendents should be involved in the day-to-day operations of the school. This is a significant fact because 20% of the associate/assistant superintendents do not believe they should be aware of the day to day events of the schools, 25% of the superintendents do not perceive the associate/assistant superintendents as having to be aware of what is happening on a day-to-day basis and 15% of the secondary principals also disagree that the associate/assistant superintendents need to be aware of what is happening on a day-to-day basis in the schools. In analyzing this fact, one must remember that the Catholic schools are in site-based managed and their administrators are accustomed to making their own decisions. However, as the needs of the schools increase with the approach of the 21st century many now recognize that the associate/assistant superintendents must have a strong awareness of what is happening in the schools. This is different from making decisions on day-to-day events, for its purpose is to enable the associate/assistant superintendent to provide the principals with the expertise they need in each school, as a separate and distinct entity.

The elementary principals, also, gave a 100% response that the associate/assistant superintendents should be authentic Catholic leaders modeling Catholic leadership for them. They want associate/assistant superintendents who live the faith to openly and comfortably share their spirituality with the elementary principals. They want associate/assistant superintendents to develop their own leadership and in turn teach the elementary principals to be the authors of their own leadership. They view authenticity as not just voicing the fact but openly living the Word. According to Bolman and Deal, (1995) leadership is in giving of oneself as well as in the giving of one's spirit (p.102). Bolman and Deal (1995), also note that every leader has a quest which leads to rewards, the ability to be successful, "knowledge of the mysteries of the human soul", to discover your own gifts and to live and work in community (p.102). It is obvious from the responses of the elementary principals that they are looking for such a leader.

The expectations of the elementary principals in regards to the areas of responsibility, power and organizational structure of the associate/assistant superintendents on a daily basis can also affect leadership behavior and characteristics. Situational leadership appears to be at the basis of the leadership of the associate/assistant superintendent. Yukl (1994) describes situational leadership as emphasizing the contextual factors such as the nature of the work performed by the leaders' organization, the nature of the external environment and the characteristics of the followers (p.13). In Catholic education, because of site-based management, every school has a different climate and culture which the associate/assistant superintendents needs to be cognizant of when working with the principal. The personality of the

principal must be taken into consideration in developing relationships and in trying to initiate change at that setting. The associate/assistant superintendents need to develop a leadership style that is flexible enough to move into any situation in order to be effective.

Research Question 3

How is the use of power by the associate/assistant superintendent perceived by superintendents, associate/assistant superintendents and elementary and secondary principals?

Power was defined in this study as the capacity to control or influence the behavior of others. If the capacity is high, power is the exercise of control. If it is low, power is the exercise of influence (Hanson, 1991,p.63). This question was answered, using this definition and analyzing the responses to survey that involved the use of power by the associate/assistant superintendents. It is also important in this area to state the connections of power to leadership, organizational structure and areas of responsibility of the associate/assistant superintendents.

The associate/assistant superintendents were perceived as having a great deal of power by the principals, the superintendents, and the associate/assistant superintendents themselves. It should be noted at the beginning of this response that power is found in the relationships that the associate/assistant superintendents developed with the superintendents and with the principals. In no way was it viewed as coercive power. Lunenburg and Ornstein (1991) have identified five types of power: legitimate, reward, coercive, expert and referent power (p.121). These were used as the basis for

understanding the power of the associate/assistant superintendent in their role of leadership in a Catholic school office.

Superintendents' Perceptions of Power. The superintendents agreed that the associate/assistant superintendents had a high degree of power in dealing with the principals. They saw the use of power, meaning influence, as affecting change in Catholic education in each of their dioceses. The superintendents expressed their acceptance of the referent, legitimate and expert power of the associate/assistant superintendents. They also recognized that the work of the associate/assistant superintendents was credible in their assigned areas. They believed that the associate/assistant superintendents possessed the power to affect decision-making in the schools. The elementary and secondary principals disagree with this perception.

Associate/Assistant Superintendents' Perception of Power. The associate/assistant superintendents perceived their use of power as referent power; that is, they realized that they could not mandate change or programs to the elementary and secondary principals. They believed that they should use their power to empower others to develop their own leadership capabilities. They primarily used power to influence the principals to change curriculum, encourage the implementation of policy, market schools, observe and supervise teachers' performance, start development programs and collaborate with the local districts to participate in government programs. Along with these areas the associate/assistant superintendents employed power to keep the mission of Catholic education alive in the schools by modeling ongoing faith development.

The associate/assistant superintendents also used referent power to actualize the tasks assigned to them by the superintendents. Through legitimate power, conferred on

them by virtue of the superintendent hiring them for the position, the associate/assistant superintendents collaborate with the superintendents to envision, plan and implement strategic plan for the schools.

However, the associate/assistant superintendents do not see themselves as making decisions for the elementary and secondary principals. They do respect the site – based management that is in place in the Catholic schools of each diocese.

Secondary Principals' Perception of Power. The secondary principals recognized the use of power by the associate /assistant superintendent in a relational manner. They perceived the power as influence or referent power. The principals saw themselves as the decision-makers. They expected the associate/assistant superintendents to empower their leadership and to be present to them when they need them but otherwise to just be available. They perceived the power to be in how expert the associate/assistant superintendent was in their assigned areas of responsibility. An associate/assistant superintendent who is able to be a strong resource for the secondary principals will have more influence than one who is lacking pertinent information.

Elementary Principals' Perception of Power. The elementary principals agreed with the secondary principals that the use of power by the associate/assistant superintendents was found in referent power; that is establishing strong relationships with the elementary principals. The elementary principals agreed with the secondary principals that they make their own decisions on site. The associate/assistant superintendents did influence the elementary principals but the final decision was the principals'. They agreed with the secondary principals that there is power in the title as associate/assistant superintendent. This connects to the organizational structure of the

office. The title indicated who the person was in the Catholic school office, whom they can approach with question or concerns. The elementary principals indicated in their responses on the survey that the power of the associate/assistant superintendent was welcomed. They had high expectations that the associate/assistant superintendents used influence in giving guidance and direction to the elementary principals.

Research Question 4

Does the organizational structure of the Catholic school office limit or enhance the role of leadership of the associate/assistant superintendent?

The hierarchical organizational structure is a living reality in the Church today, but according to Lunenburg and Ornstein (1991), the term bureaucracy has a negative connotation in present day organizations (p.27). There has been a shift in perceptions about the structure of organizations since Max Weber (cited in Lunenburg & Ornstein,1991) developed his ideal bureaucracy: the ideal bureaucracy's characteristics were: division of labor, rules, hierarchy of authority, impersonality and competence (p.27). In 1991, Lee Bolman and Terrence Deal wrote Re-Framing Organizations in which they discussed the structure of new organizations. They noted that finding a workable arrangement of roles and relationships is an ongoing struggle in all organizations (p.93). They created four frames that signified organizational structure; the Structured Frame, the Human Resource Frame, the Political Frame and the Symbolic Frame (p.93).

In analyzing the perceptions of the superintendents, associate/assistant superintendents, elementary and secondary principals, Weber's ideas of bureaucracy

and Bolman and Deal's frames will be considered. The document Those Who Hear You, Hear Me, (1995) has encouraged the leaders in Catholic education to research and re-structure the Catholic school office so that the true mission of Jesus Christ, "to go and teach as disciples of Jesus" can be achieved (p.6).

Superintendents' Perception of Organizational Structure. The superintendents perceived the organizational structure of the Catholic school office as having the power to enhance the role of leadership of the associate/assistant superintendent. Only 25% of the superintendents, that is one out of four, believed in Weber's theory of a bureaucratic structure found in the hierarchy. Seventy-five percent of the superintendents, three out of four, disagreed that the organization should be a hierarchical structure. Since the superintendents must work within the hierarchical structure of the church, 75% or three out of four superintendents, do not want such a structure in their own office. They believe that the role of leadership of the associate/assistant superintendent could be realized in a more open system of governance for their respective offices.

The superintendents' responses agreed with Bolman and Deal (1991) that the structure should be realistic for the type of work the associate/assistant superintendents do in the office. This was aligned with the responses in the leadership variable that the leadership of the associate/assistant superintendent is primarily perceived as Situational Leadership. Therefore, the structure of the office must allow for this flexibility. According to Senge, (1990) "the healthy organization will be one which can systematize ways to bring people together to develop the best possible mental model for facing any situation at hand" (p.181). This certainly relates to the Human Resource frame designed by Bolman and Deal (1991).

The political frame insists that organizational goals are set through negotiations among members. (Bolman and Deal, 1991,p.90) The four superintendents were 100% in agreement that the structure should allow for the associate/assistant superintendents to work in a collaborative manner with each other. This type of structure would form a community. According to Sergiovanni, (1996) communities are a collection of individuals who banded together by natural will and who are together bound to a set of shared ideas and ideals (p.48).

They believe then that the organizational structure of the Catholic school office should enhance the leadership role of the associate/assistant superintendents. They also believed very strongly that the structure should lead to the formation of a community in which all associate/assistant superintendents will be able to stretch their leadership capabilities and live out the mission of Jesus Christ to be disciples in Catholic education. This relates to the symbolic frame. The Catholic school office should be an organization of relationships that enhance the role of leadership of the associate/assistant superintendent. This is definitely a challenge to the superintendents since the Catholic school office is within the broader organization of the hierarchical Catholic Church. The answer to the question then is that the present structure does limit the leadership of the associate/assistant superintendent and that a new organization should be designed to incorporate the ideas and concepts in this study.

Associate/Assistant Superintendents' Perception of Organizational Structure.The associate/assistant superintendents expect that the organizational structure of the Catholic school office should enhance their role of leadership. Recognizing that the leadership of the associate/assistant superintendents arises out of situational leadership

the associate/assistant superintendent recognized that the organizational structure of the Catholic school office could not be hierarchical in structure. They are strongly opposed to a hierarchical structure in the Catholic school office. Max Weber's (cited in Lunenburg & Orenstein,1991) idea of bureaucracy does not fit their idea of organizational structure nor do the structures in the document Those Who Hear You Hear Me (1995). Weber's bureaucracy puts the job first not the person.

The associate/assistant superintendents view the person as more important than the position and do their work from that vantagepoint. They want a structure that is flexible, open and situational. If their leadership is to be enhanced, then the structure must be more horizontal than vertical. Associate/assistant superintendents are looking for more lateral leadership in the Catholic school office. In Chapter 2 of Getting it Done, Fisher and Sharp (1998), describe how lateral leadership can be beneficial to an organization. The authors note that using lateral leadership model invites colleagues to work together and with the leader to solve problems and plan (p.21). The role of leadership of the associate/assistant superintendent is not always clear to those in the role nor to those who interact with them. Asking questions about the role and discovering how the associate/assistant superintendents perceive their role will help to shape the role within the structure of the organization (Fisher & Sharp, 1998,p.24).

All of the associate/assistant superintendents who responded to the survey agreed that the structure of the Catholic school office should have an open system, which values the individual and then the work. It seems that the associate/assistant superintendents do not feel that in the present structure they are free to develop their creativity, or do they have the flexibility to be leaders. All of the associate/assistant

superintendents who responded had been principals prior to assuming the position of associate/assistant superintendent. Since the positions of principal and superintendent are similar in the system of Catholic school, it is difficult for associate/assistant superintendents to lead from a subsidiary position.

The organizational structure discussed in Bolman and Deal's (1991), Re-Framing the Organization, described an open system which has four frames of structure. They defined an organization by creating four frames that signified the organization: structured, human resource, political and symbolic (p.93). The structured frame relates to the actual structure of the organization. In the document Those Who Hear You, Hear Me (1995), the structures, while new, are hierarchical and this is not what the associate/assistant superintendents want, or see as desirable for their role of leadership. They want a more fluid structure that is flexible and allows for their leadership to interact with the superintendent in a lateral method. Bennis and Bierderman (1997), note that all Great Groups share information in the most effective way they can find to do so (p.212). The Human Resource frame adds an additional dimension-the interplay between organizations and people (Bolman & Deal, 1991,p. 120).

In their replies to this study, the associate/assistant superintendents have responded that the person is very important to their leadership. They said they want to work in a collaborative atmosphere where they can share their ideas and have their leadership respected. The political frame calls for a team to develop goals through negotiations among its members (Bolman & Deal, 1991,p.190). The associate/assistant superintendents could then work for the good of the entire organization. In Corporate Culture Team Culture, Sherriton and Stern (1997) note that the new idea of team culture

does require a major shift toward sharing responsibility, decision-making, and information (p.59). This also means that the leaders have to let go of control, empower their employees, and delegate previously controlled responsibility and authority and become integrators and coordinators of activity who remind others of their interdependencies (p.59).

The associate/assistant superintendents are asking the superintendents and the hierarchy of the church to recognize and design a new organization that would encompass a more open system for them. Such a system would involve the last frame, most critical, the symbolic frame, which encompasses the culture and climate of the organization. The Catholic school office' mission is grounded in faith which is often expressed through rituals and symbols.

All respondents agreed that the associate/assistant superintendents should be authentic leaders. If this is to be followed, then the organizational structure in which they work must be open to provide the experiences they need to accomplish this. The leadership of the associate/assistant superintendent is based in evangelizing the Catholic faith for the schools. The structure needs to be open and flexible for the associate/assistant superintendents to model the faith that Jesus Christ passed on to them. Often they are called on to defend the faith in the public sector or explain the tenets of the faith in the public sector. The organizational structure of the Catholic school office, they believe, should give them every opportunity to experience and live in that culture and climate so they can relate to the world of today and for the future. The present organization should enhance the role of leadership of the associate/assistant superintendent but it doesn't always do that at this time. The hierarchical structure of

the church is one reason why the role of leadership of the associate/assistant superintendent in a Catholic school office is not enhanced.

Secondary Principals' Perception of Organizational Structure. Only 12% of the secondary principals disagreed with the statement, "The organizational structure of the Catholic school office should be hierarchical in nature". However, according to statement number eight they also strongly agreed that "the organizational structure of the Catholic school office should enable the associate/assistant superintendents to carry out the role of leadership with creativity". This indicates that they want the associate/assistants to work in a system that does produce collaborate leadership yet they want this openness to occur in a hierarchical framework. They are asking for an office structure that is a combination of Weber's definition of bureaucracy and Lee Bolman and Terrence Deal's (1991) organizational frames. The secondary principals are asking for fluid leadership in a controlled environment, which is defined in their mind as who is in charge. The secondary principals' responses are in alignment with Bolman and Deal's (1991) structured frame definition. They believe that the structured frame explores the idea of developing models for structure within the organization that are realistic for the work of the organization (p.119).

The secondary principals expect the structure of the Catholic school office to enhance the role of leadership of the associate/assistant superintendent because they want the expertise of the associate/assistant superintendent strongly involved in the strategic planning for the schools. They recognized the individual leadership of the associate/assistant superintendents. This leadership will be enhanced if the mission of the Catholic school office is clear and lived out through the leadership of the

associate/assistant superintendents. According to Laurie Beth Jones, (1996) "a corporate's mission statement is the single most important positioning tool it has" (p.xvi). The secondary principals recognized the power and leadership effectiveness of the associate/assistant superintendents, when responding to the concepts of those variables, the organizational structure allows them to live out the mission and to be effective in its implementation. While 89% of the secondary principals agree that "the organizational structure of the Catholic school office should be based on the team leadership approach," there was 12% (see table 23) who disagreed with this statement. This connects to the 88% who want a hierarchical structure in the Catholic school office and 12% who do not want this structure. It appears that the secondary principals do not understand the structure of the institutional church as it applies to the Catholic school office. They want to know who is in charge but they want the structure of the office to enhance the role of leadership of the associate/assistant superintendents. They see the structure as having the ability to enhance the role of leadership of the associate/assistant superintendents.

Elementary Principals' Perception of Organizational Structure. The elementary principals perceived the organizational structure of the Catholic school office as enhancing the role of leadership of the associate /assistant superintendent. The elementary principals were very opposed to a hierarchical structure in the Catholic school office. They perceived the structure as they perceive their need for the leadership of the associate/assistant superintendents.

The overall responses of the elementary principals to this variable connect to the responses of the other variables, as they expected the associate/assistant superintendents

to model team leadership, be heavily involved in strategic planning and very available to the elementary principals.

In their response to statement number six under the leadership variable they responded that the associate/assistant superintendent should have a different type of leadership from the superintendents. In the organizational variable they responded that the associate/assistant superintendent should work in a team structure allowing their own leadership style to develop, as this would enhance the leadership of the associate/assistant superintendent. In the dioceses of this study three of the Catholic school offices do enhance the leadership of the associate/assistant superintendents while two do not. The elementary principals are opposed to Weber's definition of bureaucracy but in alignment with Bolman and Deal's Human Resource Frame, Political Frame and Symbolic Frame. This is different than the secondary principals' perception. The Political Frame insists that organizational goals are set through negotiations among members (p.190) The elementary principals agreed that the members of the Catholic school office should have a structure of team groups.

In their response to the leadership variable they responded in strong agreement that the associate/assistant superintendents should be authentic leaders, within the culture and climate of the diocese and the individual parish school. This aligns with the symbolic frame concept of encompassing the culture and climate of the organization.

Research Question 5

How are the areas of responsibility of the associate/assistant superintendent perceived in relationship to expertise , training needed and relevance to those served?

According to Pajak, (1989) in a central office, job descriptions tend to be all encompassing, so that specific task responsibilities can and do vary among supervisors (p.2). The responses to this question are crucial because the principals rely on the superintendents and the principals rely heavily on the direction given by the associate/assistant superintendents in their assigned areas.

Superintendents' Perception. The superintendents were asked to respond to five concepts about the areas of responsibility assigned to the associate superintendents serving in a Catholic school office. The five concepts addressed the realism of the number of areas the associate/assistant superintendents are given, whether they should be experts in the areas, the clarity of the role for the principals, should the associate superintendents have a mentor or some type of training for their position and should the associate superintendents be able to demonstrate a balance between theory and practice for those they serve in Catholic education.

Bolman and Deal (1991), claim that finding a workable arrangement of roles and relationships is an ongoing struggle in an organization (p.115). In a diocesan education office this is also true. According to Bryk, Lee and Holland, (1993) the responsibilities of the diocesan superintendents and the diocesan central offices to Catholic schools under their purview have changed considerably (p.158). Since there are less religious available to staff the schools the diocesan education offices have increased the support services they offer to the schools. This means that the substance of the areas of responsibility of the associate/assistant superintendents in the Catholic school office has continued to increase.

The perceptions of the superintendents are grounded in the agreement that the

associate/assistant superintendents should be experts in their assigned areas as well as able to articulate that knowledge to those in the school community.

It should be noted that while the superintendents agree that the associate/assistant superintendents should be experts and also should have a mentor or some ongoing training for the role no one has designed such a program for the associate/assistant superintendents. The superintendents agreed 100% that the associate/assistant superintendents had a critical influence on the advancement of Catholic education and even decision –making. Expertise in areas of responsibility would impact this. In a study conducted in 1985 by the National Catholic Educational Association and reported in Bryk, Lee, and Holland's text, (1993), Catholic Schools and the Common Good, the secondary principals see themselves as having primary influence on all matters except for hiring their replacements (p.160-161). While this study did not ask the question about replacements, this study did question decision-making. It was clear from the results of the survey that although each population believes that the associate/assistant superintendent has a critical influence on what happens in the Catholic schools, the final decisions are made locally. It is interesting that 13 years later the perception of the elementary and secondary principals as chief decision-makers is still in place. However, the superintendents do not agree with this statement. They believe that the associate/assistant superintendents are impacting decision making in their areas of responsibility.

This point impacts areas of responsibility because how should the associate/assistant superintendent be trained to have more of an influence in their areas of responsibility?

Associate/assistant Superintendents' Perception. The responses of the associate/assistant superintendents to the five concepts were similar to the superintendents with the exception of the strong need for a mentoring program. In their responses to this variable, 75 percent agreed to the need for a mentoring program but 15% disagreed and 10% did not know if a mentoring program was needed. In reviewing the demographic data that accompanied these responses it was interesting to note that the longest serving associate/assistant superintendents did not believe that they needed anyone to guide them or provide them with direction or new training. They had always learned on their own and they were comfortable with that process. However, 75% agreed that they needed some kind of program to help them in this role.

According to Augenstein, (1996) the central office staff plays a critical role in the support, resourcing and implementation of the systems goals and programs (p.120). The responses of the associate/assistant superintendents substantiate this point. Within the areas of responsibility they provide support for school community through leadership programs for the principals, and provide expertise for the principals in regards to government programs, technology innovations, and curriculum development and personnel crisis. The advice they give must be relevant to the particular site as Catholic schools are site-based managed; thus the associate/assistant superintendents should know as much as possible about each school. The associate/assistant superintendents reflected in this study, service 448 schools which means that they interact with 448 principals on the elementary and secondary levels (Dee, 1999,p.534).

Secondary Principals' Perception. The secondary principals had very high expectations of the areas of responsibility of the associate/assistant superintendents. In

the survey 100% of the secondary principals responded that the associate/assistant superintendents should have expertise in all the areas of responsibility. This is a very high expectation because most of the associate/assistant superintendents have more than one area of responsibility assigned to them. The secondary principals rely on the associate/assistant superintendent to have knowledgeable answers to the questions posed to them. In the survey, under the variable power, the secondary principals responded that the role of leadership of the associate /assistant superintendent had a critical impact on Catholic education. They perceived this to be true because they expect that what the associate/assistant superintendent is asking or suggesting is correct.

Eighteen percent of the secondary principals who responded said that they did not know if there should be a mentoring program in place for new associate/assistant superintendents. In their responses to power, and leadership the expectation was that they provide directed leadership given the situation. Under the power variable they saw the associate/assistant superintendent as strong enough to influence the advancement of Catholic education. This did take expertise and the ability to articulate their ideas and knowledge. In the interviews all the secondary principals agreed that some type of a training program would be helpful. Since those interviewed were also respondents to the survey this showed agreement for some type of mentoring.

The secondary principals saw the associate/assistant superintendents as being relevant to the work in the Catholic schools. This connected to their response to the statement, " the associate/assistant superintendent should be an authentic Catholic leader." To be an authentic Catholic leader in the programs and work of the associate/assistant superintendent would be expected to be relevant to the needs of the

school community and to the administrators of the Catholic schools.

Elementary Principals' Perception. The elementary principals perceived the associate/assistant superintendents to have expertise in the areas of responsibility to which they had been assigned. They expected that the associate/assistant superintendents had expertise and therefore, when they called and received an answer to a question or asked advice, they put a great deal of confidence in the responses of the associate/assistant superintendents. The associate/assistant superintendents need to realize the perception of the elementary principals when they are interacting with them or acting in their behalf.

They want "clarification of roles" as stated in the document Those Who hear You, Hear Me, (1995,p.11) because they are then very sure whom to call for advice and accept that advice wholeheartedly. They also strongly agreed that there should be a mentoring program of some form for the associate/assistant superintendents. This seems like a reasonable expectation of the elementary principals since they put a high percentage of trust in the expertise of the associate/assistant superintendent.

This also connected to the elementary principals' desire for a hierarchical structure of governance for the Catholic school office. The elementary principals want a leader, stronger than themselves to whom they can turn.

Research Question 6

What three outstanding qualities of leadership of the associate/assistant superintendent and perceived by the superintendents, associate/ superintendents, and the elementary and secondary principals?

In Part II of the descriptive survey the respondents were asked to list in order of importance three qualities that made an excellent associate/assistant superintendent. (see Appendix D) The complete list of qualities was compiled according to population and placed in the appendix of this study. For the purpose of this study, Qualities of Excellence were defined as attributes that enable an associate / assistant superintendent to excel. In the responses to the interview questions these qualities were discussed in detail. In the survey section the qualities were listed.

Under the variable power, the associate/assistant superintendents and the elementary principals responded very strongly that the person of the associate/assistant superintendent was more important than the position, making the qualities of excellence critical to the power or influence of the role of leadership of the associate/assistant superintendent. According to Handy, (1993) power and influence make up the fine texture of interactions in organizations (p.123). These interactions are strengthened or weakened by the qualities of the leaders. Since situational leadership is very prevalent in the role of leadership of the associate/assistant superintendent, the qualities of excellence of the leader will impact on the final outcome of the situation in persuading the members of the school community to follow the leadership of the associate/assistant superintendents.

It is to be noted that although the qualities are very similar from the four populations, the order selected by the different populations is of interest.

Table 43

Three top Qualities of Leadership of the Associate/Assistant Superintendent according to Superintendents and Associate/Assistant Superintendents

Superintendents	Associate/assistant Superintendents
Qualified for position	Visionary Leadership
Deep personal faith	Professionally qualified
Strong interpersonal skills	Deeply spiritual

The associate/assistant superintendents believed that they are transformational leaders who are able to provide guidance and direction to the principals for their future direction. Having professional qualifications are important to them in order that they can do their work. The demographic data indicated that 7% percent of the associate/assistant superintendents have doctorates or are presently in programs. Since all of the associate/assistant superintendents in this study are members of religious communities, being deeply spiritual was intrinsic to who they are and what they bring to their leadership.

The superintendent saw the associate/assistant superintendents more as managers carrying out instructions, while the associate/assistant superintendents saw themselves as transformational leaders on the front line having a critical impact on what is happening in Catholic education.

Table 44

Three top Qualities of Leadership of the Associate/Assistant Superintendent according to Elementary and Secondary Principals

Elementary Principals	Secondary Principals
Spiritual leader	Strong communication skills
Visionary leadership	Commitment to Catholic education
Knowledgeable in areas of responsibility	Knowledgeable in assigned areas

It is important to note that the qualities stated by the elementary principals are

closely aligned with the associate/assistant superintendents' self-perceptions. The elementary principals believe that the associate/assistant superintendent was a transformational leader who provided them with guidance and direction for their schools. However, the secondary principals viewed the associate/assistant superintendent as having the qualities of an excellent manager providing a service to a client. The secondary principals' perception of manager is aligned with the superintendents' perception of the associate/assistant superintendent as manager. This is a significant finding from this study.

Superintendents' Perception. The superintendents said that the three Qualities of Excellence for the role of leadership of the associate/assistant superintendents was that the associate/assistant superintendent be qualified for the position, have a deep personal faith, and have developed strong interpersonal skills. These connect with the other perceptions of the superintendents, as they want the associate/assistant superintendents to be authentic Catholic leaders who strongly influence the future of Catholic education. They also expect their leadership to be transformational in part only that is open to establishing strong relationships with the principals and with the broader school community. They also saw the associate/assistant superintendent as a manager not as an independent leader with vision for Catholic schools. The completion of the task was very important to the superintendents. The concept of manager versus leader was a complex one for the relationship between the superintendents and the associate/assistant superintendents.

Associate/Assistant Superintendents' Perceptions. The associate/assistant superintendents believed that the three qualities of excellence they should possess were a visionary leadership, professionally qualified for their work and deeply spiritual. These

connect to their responses to the survey because they see themselves as distinct leaders who possess a vision for the future of Catholic education and as leaders who do create a vision for Catholic education through their work. They all possess at least one Masters Degree, have had many years experience as principals and are strongly in favor of ongoing training to increase their knowledge base in their areas of responsibility. In their mind, they are transformational leaders who possess the ability to be independent leaders.

They also are very committed to Catholic education and believe 100% that in order to do their work they must be authentic Catholic leaders. As stated in the introduction of this study, Catholic education is a ministry that derives its call from God. This call is the greatest internal dimension that shapes all Catholic leadership. According to Jacobs, (1996) this call from God is a challenge to all Catholic educators (p.4).

Secondary Principals' Perceptions. The perceptions of the secondary principals were different in regards to qualities of excellence for the role of leadership of the associate/assistant superintendents. They perceived the qualities of Excellence to be strong communication skills, a commitment to Catholic Education, and knowledgeable in their areas of responsibility. It is important to the secondary principals included in this study that the associate/assistant superintendents have expertise in the areas of responsibility to which they are assigned. Throughout the study the secondary principals repeatedly noted that they expected the associate/assistant superintendents to be very knowledgeable and be able to articulate the information to them. This will be affirmed in the reporting of the interviews with the secondary principals.

A personal faith life as stated by the superintendents and the associate/assistant superintendents was not important to the secondary principals as much as that the

associate/assistant superintendents express an open commitment to Catholic education. The secondary principals needed to know that the associate/assistant superintendents support their commitment to Catholic education. This type of commitment is not popular today and secondary principals need the approval of the associate /assistant superintendents to support their own expression of commitment to their faculty, students and parents. They concur with the superintendents.

Elementary Principals' Perceptions. The needs of the elementary principals are very different, yet similar. They perceived the Qualities of Excellence for the associate/assistant superintendents to be a spiritual leader, have visionary leadership, and be very knowledgeable in their assigned areas of responsibility. It must be remembered that the elementary principals responded in the survey statements that the person of the associate/assistant superintendent was more important than the position. The associate/assistant superintendents provide the primary support for the elementary principals in Catholic schools. Part of this support is how to be a spiritual leader for their schools. In the past the principals were primarily members of religious congregations who were living the spiritual life and receiving instruction and formation in spirituality. This they could pass on to the school community comfortably and intelligently. Today a majority of the elementary principals are lay persons, many of whom do not feel comfortable with the spiritual leadership they are required to share. Vatican II was very clear in the document, Declaration on Christian Education (1967); it stated the mission and purpose of Catholic schools was "to create for the school community an atmosphere enlivened by the Gospel spirit of freedom and charity." In order to accomplish this, the elementary principals look to the associate/assistant

superintendent for help and guidance. This has broadened the tasks of the associate/assistant superintendents. The elementary principals are in alignment with the associate/assistant superintendents not the secondary principals or the superintendents.

Since the elementary principals are the sole administrators they need the visionary leadership of the associate/assistant superintendents to assist them in planning for the future of their schools. Strategic planning is essential for the survival and development of any school. According to Nanus, (1992) "a vision is a realistic, credible, attractive future for your organization" (p.8). A visionary associate/assistant superintendent is a valued asset for the elementary principals. Vision is defined in Chapter I of this study as, a picture that can be seen with the mind's eye. It has substance, form and color. It is a portrait of the future to which you can commit. It is the articulation of your values and what you believe in as a leader (Bennis & Goldsmith, 1997,p.105-106).

The third quality of excellence, which is important to the elementary principals, is knowledge in the areas of responsibility assigned to the associate/assistant superintendents. The elementary principals depend on the associate/assistant superintendents to provide them with the information they need in regards to curriculum, government programs, personnel, technology, testing and a myriad of other topics too numerous to list. They do not have the time to research these areas and particularly in time of crisis, the need to be confident that their questions will be answered quickly and with expertise.

The Study Findings from the Interview Protocol

In order to respect the anonymity of the participants in the interviews they will be referred to by population, not by diocese. Twenty-one interviews were requested and 17 persons agreed to be interviewed. The participants were chosen from the same population who responded to the survey. The selected participants were sent a letter requesting an interview followed by a phone call to set a date, time and place for the interview. Four persons did not respond to the letter or to the phone call. In Appendix E is a sample interview of an associate/assistant superintendent who participated in this study. The questions were based on the four variables of this study: leadership power, organizational structure and areas of responsibility. As indicated in Chapter III of this study an Interview Protocol was chosen to give flexibility to the interview while focusing on the four variables. Table 45 lists the populations included in the interview protocol, including the number requested, number interviewed and the number who were non-responsive.

Table 45

Populations Interviewed.

	n requested	n interviews	non-responsive
Superintendents	4	3	1
Associate Superintendents	7	6	1
Secondary Principals	5	3	2
Elementary Principals	5	5	0
Totals =	21	17	4

The secondary principals were the least responsive to the interviews but they were 91 % responsive to the surveys. There was a lack of understanding about the specific role of leadership of the associate/assistant superintendent. This was borne out

in the other interviews, for every person who was interviewed indicated that this had been the first time they had ever really discussed the role of leadership of the associate/assistant superintendent in any depth.

Table 46 shows the number of religious and the number of lay persons who participated in the interview process. It is important to note that all the associate/assistant superintendents in the dioceses in this study were members of religious communities. The spirit and charism of their individual communities definitely played a part in their role of leadership as associate/assistant superintendents.

Though gender was not a consideration in this study, it was important to note at the time of this study all of the associate/assistant superintendents who were interviewed in the study were religious women. This fact was important because, at a time in Catholic education, when a majority of the leadership is lay, there is still a strong religious presence in diocesan offices where policy decisions are being formed. In the interview protocol the strong presence of religious was addressed.

Table 46

Religious or Lay Status of the Interview Respondents.

	Religious	Lay
Superintendents	1	2
Associate Superintendents	6	0
Secondary Principals	2	1
Elementary Principals	1	5
Totals =	10	8

At the present time the leadership in the five dioceses in this study was predominately religious in the role of associate/assistant superintendents. While the leadership of the Catholic schools in this study had passed into the hands of the laity,

the leadership at the diocesan level has remained strongly religious as leaders in middle management. Given the age of religious women and the lack of religious vocations in the United States, this is a phenomenon that is ending, but at the time of this study was worth noting.

Throughout the interviews the focus was on the role of leadership of the associate/assistant superintendent, and since they were all members of religious communities, it was necessary to address this fact. In all the responses to the questions it was made clear that the hope was that while religious are not always present, the religious presence does have a powerful effect on behavior in our Catholic schools. As we enter the new millennium, this religious presence will be less and less; however, there is still opportunity within the role of leadership of the associate/assistant superintendent to strengthen the Catholic identity of Catholic education. This will be made more evident as the research questions for this study are answered in this study.

The same six research questions that were answered in the survey section of this chapter were answered in this section regarding the interviews. The responses to the interview questions (see Appendix A) did broaden and deepen the survey responses as well as give subsidiary research information which was discussed after the research questions were answered about the role of leadership of the associate /assistant superintendent in a Catholic school office. The answers to the six research questions were extracted from the seventeen interviews conducted for this study. Each research question was addressed by discussing the responses of the four populations in this study: superintendents, associate/assistant superintendents, secondary and elementary

principals. All respondents were from the Catholic sector. The responses to the research questions in the interview protocol were connected to the responses in the surveys.

The ability to conduct the interviews face to face allowed the interviewer to ascertain the affective responses of the participants to the questions posed to them as well as to analyze the actual responses. Only one of the participants in the interview protocol was interviewed by telephone. This was done because of the participants' extraordinarily busy schedule.

Since there were two methodologies being used in this study, the analysis used in the answering the research questions in the survey section of this chapter will be incorporated into the responses in the interview analysis. As stated in Chapter III this researcher used the Interview Guide Protocol as described in Patton's (1990) text Qualitative Evaluation and Research Methods (p.283). The advantage of an interview protocol was that it made sure that the interviewer had carefully decided how to use the limited time available in an interview situation (1990,p.283). By using a guide, the interview remained focused on the immediate topic, yet the interviewer had the flexibility to probe and explore within a given question or topic. The interview protocol made interviewing a number of people in different positions more systematic and comprehensive by delimiting in advance the issues to be explored (p.283).

The following six research questions were answered through the perceptions of the superintendents, elementary and secondary principals and through the self-perceptions of the associate/assistant superintendents. For purposes of clarity, the term associate superintendent was used interchangeably with assistant superintendent during the interview protocol.

Research Question 1

Does the role of leadership of the associate/assistant superintendent critically impact the advancement of Catholic education?

Throughout all the interviews every person agreed as in the survey responses that the role of leadership of the associate/assistant superintendents did in fact have a critical impact on the advancement of Catholic education. As will be seen from the responses, the superintendents believed that they could not do their work without the support of the associate/assistant superintendents. The associate/assistant superintendents believed that since they are in the field and are charged with carrying out the wishes of the superintendents they do indeed have a critical impact on what is happening in the Catholic schools. They often have to decide how to implement the requests of the superintendents.

The secondary principals view the associate/assistant superintendents as the experts and look to them for necessary information that they implement in their schools. The elementary principals look to the associate/assistant superintendents as a confidant, support and expert who guides and directs their work as principals.

The responses to this question will further delineate the perceptions of superintendents, associate/assistant superintendents, secondary principals, and elementary principals in regards to how the associate/assistant superintendents are having a critical impact on the advancement in Catholic education. In responding to this question the following components were considered: whether the role was necessary, was there as critical an impact and why, what power and authority the associate/assistant superintendents possessed, changes in the role over the years,

contributions of the associate/assistant superintendent to Catholic education and how the members of the school community perceived the role of leadership of the associate/assistant superintendent.

Superintendent Perceptions. The superintendents rely very heavily on the role of leadership of the associate/assistant superintendent to carry out their vision of Catholic education for the schools in their respective dioceses. The superintendents tended to be task-oriented in their expectations of the leadership role of the associate/assistant superintendent. A superintendent depicted who the associate/assistant superintendents were in the following way:

the associate superintendents are my foot soldiers, my eyes and ears, for what is happening in the schools. The superintendent also said that they represent the goals and direction of the Catholic School office to the principals."

Another superintendent stated, "I think that the associate superintendent provides important leadership that affects the quality of a school system."

Seventy-five percent of the superintendents in the survey responded that the position of the associate/assistant superintendent was more important than the person; however, when interviewed they did concede that the person had to be committed to the ideals of Catholic education in order to persuade others to follow them and to be effective.

Each superintendent agreed that in order for the associate/assistant superintendent to be effective they had to have a broad vision of Catholic education and be articulate enough to share with the principals.

One superintendent described what the associate/assistant superintendent had to do to be able to function in the role:

...the associate superintendents had to divest themselves of being just principals and go into the schools and be able to move them from where they are to another level of growth and reform.

This was very interesting because none of the superintendents interviewed knew the personal vision / mission statements of their respective associate/assistant superintendents. They all admitted that this was not something they had considered. They assumed that their associates lived the vision / mission of the Catholic schools office and that this was more important than having a personal mission. They also assumed this because the associate/assistant superintendents were religious women and men and by virtue of their personal commitment to God, church and their religious community would fulfill the vision/ mission of Catholic education as stated in the Catholic school office.

In looking at the impact of the associate/assistant superintendent, the contributions of this role were reviewed with the superintendents. One superintendent believed that the role had more autonomy now than in the past.

Another superintendent believed,

... the associate superintendents are the glue that holds it all together. I know how the phone rings and I know how much people depend upon their expertise and advice. I think they have an effect not only on the Catholic schools but on the whole Church. They are asking questions and challenging all of us to move forward.

In the past, diocesan offices were smaller and did not get as involved in new programs and in as much evaluation and appraisal of the principals and the schools. Since most of the principals were members of religious communities; community supervisors in relationship with the Catholic school office completed the evaluation

work. Today all evaluations are done in the Catholic school office. The associate/assistant superintendents are expected to be familiar with new trends in education and be competent enough to instruct the principals how to implement them. The superintendents expect the role of leadership of the associate/assistant superintendents to have a critical impact on the advancement of Catholic education.

Associate/Assistant Superintendents' Perceptions. The associate/assistant superintendents interviewed reflected that they had never really taken the time to verbalize their role, yet they did believe that it was an important role of leadership in Catholic education. One associate/assistant superintendent who had been serving in a diocesan office for a number of years said that the role is very necessary because:

The associate superintendent is the person who most carries out the vision of the superintendent and works in the field with the principals in the diocese. They are the people in the trenches so to speak...

Another associate superintendent, in discussing her views about the importance of the role, stressed the history of the role evolving from the role of community supervisors in the past, as this associate/assistant superintendent had been a community supervisor for 9 years. This was the only associate/assistant superintendent interviewed who had been a community supervisor before assuming the role of associate/assistant superintendent.

The associate/assistant superintendent in discussing the role of community supervisor said that:

The fact that community supervisors are now gone... the diocesan associate superintendents are now what the community supervisors were and the community supervisors were power brokers. I see the equivalent of the community supervisors in the associate superintendents. The only things they did not do as community supervisors were policy, curriculum, finances, marketing and development.

The role has certainly expanded over the years indicating that the role has increased, not decreased in importance. Another associate superintendent agreed that the role was necessary because:

One person couldn't handle it by himself / herself. It encompasses so much, that you need other people to assist you, to walk with you, whatever the word, to help you do the tasks.

The associate/assistant superintendents when questioned admitted that they believe that they do have a critical impact on the advancement of Catholic education. They see their involvement in so many areas of responsibility, developing programs, and using their leadership to change and influence Catholic education for the better.

An associate/assistant superintendent shared that the role of the associate/assistant superintendent will have an impact on Catholic education if:

The associate superintendent himself / herself has a vision and is able to be sure that vision is carried out. If the person does not have a vision, I think the impact would probably be more negative or neutral. But I do not believe the associate superintendent will be effective without vision and without the vision to carry out that person's role.

Throughout the interviews all the superintendents admitted to not knowing what the personal vision / missions of their particular associate/assistant superintendents were. They admitted to never having asked them if they had a personal vision / mission. Instead they expressed their hope that the associate/assistant superintendents followed the vision / mission of the Catholic school office.

The associate/assistant superintendents who were interviewed talked about their vision / mission but only one had a written vision / mission which the associate/assistant superintendent kept close at hand.. The other associate/assistant superintendents could

verbalize their vision / mission but had not written it down. The superintendents believed that this was enough to keep them focused on their role of leadership.

In order for the associate/assistant superintendents to have a critical impact, they realized that they had to develop relationships with the principals and to be life-long learners, particularly in the areas of responsibility assigned to them. They were aware that this takes a great deal of time, and time is something associate/assistant superintendents do not have a great deal of to use for study.

One associate/assistant superintendent simply said that the associate superintendent has a critical impact on Catholic education because, "we model leadership for all and we model service to all." This associate/assistant superintendent saw the critical impact arising out of associate/assistant superintendents modeling servant leadership to the school community and to the members of the diocesan staff.

The associate/assistant superintendents reacted strongly to these questions because they know how hard they work to bring quality programs to the schools.

Finally in response to the question about what contributions the associate/assistant superintendents have made to Catholic education, an associate/assistant superintendent who had only been in the position for 2 years said the contribution she saw was "serving the principals and modeling Catholic identity from the diocesan office." Another associate/assistant superintendent who had been serving for many years felt that contributions depended on the areas of responsibility assigned to the associate/assistant superintendent and what the associate/assistant superintendent did with the position. The associate/assistant superintendent described her contributions as a way of pointing

out the work of the associate/assistant superintendent. This associate superintendent in describing her contributions to Catholic education shared these thoughts:

I have helped all the schools get through the Middle States process and every school in the diocese has been accredited or is in the process. I have been instrumental in bringing attention and hopefully making things happen in the whole assessment area that I happen to believe is critical to the quality of what is being done in schools. I have come to the conclusion that I am different somehow. There is a flavor I bring. I have a good sense of intuition and am able to get to the nub of something quickly. I have brought about a much more collaborative kind of working with finances.

Contributions by the associate/assistant superintendents were made through understanding and reflecting on a personal vision/ mission of role of associate/assistant superintendent. As a result of this reflection and understanding, impact should happen through developing a sense of relationships, deep spirituality, connectedness and stirring up peoples' complacency.

All of the associate/assistant superintendents saw the role as having effected the advancement of Catholic education over the years since its inception. They see the effectiveness of the role coming from building strong relationships, modeling authentic behavior, being informed in what is happening in educational research, and being deeply spiritual. The results of the survey agree with these associate/assistant superintendents.

There was strong agreement with the associate/assistant superintendents in the interviews, that it was the person of the associate/assistant who had the impact, not the position. However, it is important to note that in the survey responses only 45% of the associate/assistant superintendents agreed that it was the person. The other 50% felt that it was the position that was more important. The superintendents agreed that it was the

position that was more important while in the interviews the superintendents said it was the person. The secondary and elementary principals also had diverse opinions.

One final word from associate/assistant superintendents is that it is a necessary role that is emerging and evolving to a level of more importance. As the role strengthens, it has the power to impact to a greater or lesser degree. It is really up to the quality of work that the associate/assistant superintendents complete. They also believed that there should be recognition of the role of leadership of the associate/assistant superintendent in research and in Catholic education. They are making an impact on the advancement of Catholic education, not only within the schools but also in the Catholic school office. As will be seen in the next research question, the associate/assistant superintendent is viewed as a manager in the diocesan office, but as a leader in the field, particularly for the elementary principals.

Secondary Principals' Perceptions. The secondary principals believed that the role of leadership of the associate/assistant superintendents was definitely a necessary role of leadership in Catholic education. They believe that the superintendent cannot do the work alone. The associate/assistant acts as a buffer to the superintendents.

A secondary principal in responding to a question about whether or not the role of leadership of the associate/assistant superintendent was necessary in the Catholic school office said that:

Principals need places where they can go to get information, to get assistance, to assist with coordination in terms of curriculum development, expansion, and the addition of new programs each year. Recently we see just what the technology area, has done with new programs.

The secondary principals strongly agreed as a group that the associate/assistant

superintendent does have a critical impact on Catholic education. It is attention to relationship building and being a presence in the schools, which makes them critical to the advancement of Catholic education.

Elementary Principals' Perceptions. The elementary principals agree that the role of leadership of the associate/assistant superintendent was necessary because they model leadership for Catholic education, provide a support that they could not receive from anyone else and are a presence to them through school visitations, e-mail and telephone.

An elementary principal described the role of the associate /assistant superintendent as having a critical impact on Catholic education in this way:

I would look to the Schools office and in particular the assistant or associate superintendents who are directly involved in particular areas of the educational process to be trend setters, to focus the schools in general in the direction they need to head into. For instance, if it is curricular, to review different types of assessment and where is education leading us as far as assessing students in a more accurate manner and reporting that assessment. An associate superintendent can help the schools with that very much so.

The elementary principals also included in their interviews that the associate/assistant superintendents have made many valuable contributions to Catholic education, which until now have not been recorded. They believed that the associate/assistant superintendent help the superintendents to do their work more efficiently, have a more accurate understanding of what is happening in the schools, and they have a wide range of knowledge which the elementary principals can draw on at a moment notice. The associate/assistant superintendents are accessible to the principals, have the greatest impact on solving conflict in the school, provide innovative programs, are the creative force in the office and finally are the buffer between the local parish and

the hierarchy of the institutional church.

Research Question 2

What are the leadership behaviors and characteristics of the associate/assistant superintendent that superintendents, associate/assistant superintendents, secondary and elementary principals perceive?

Blanchard, Carlos, and Randolph's Empowerment, Takes More Than a Minute, (1996) say that empowerment is not really giving power; they "define empowerment as letting power out" (p.13). All those interviewed about leadership stressed empowerment as an important aspect of the leadership of the associate/assistant superintendents. In developing the answers to this question the interviewer sought the following components: qualities of leadership, design of an authentic associate/assistant superintendent, importance of the title, differences of leadership between the associate/assistant superintendent and the superintendent and the principals, and religious training of the associate/assistant superintendents who were all members of religious communities.

Superintendents' Perceptions. The superintendents agree that the pathway to the office of associate/assistant superintendents' office is through the principals' office. The associate /assistant superintendents need the leadership training of being a principal as well as it adds credibility to the role of associate /assistant superintendents' role of leadership.

There were high expectations of situational leadership placed on the associate/assistant superintendent. The superintendents agreed that the associate/assistant superintendent needed a leadership that related to many audiences

but especially adults. Since most of the associate/assistant superintendents have been principals they were always around children as well as adults but in this position they seldom interact with children. They need to be fluid, open minded and collaborative. According to one superintendent, "no matter what their responsibilities are, they need to understand where they fit in the structure of things." They must understand that the role is different. This comprehension will guide them in developing their leadership for the position. Associate/assistant superintendents must be willing to develop open relationships, which are grounded in trust in order for their leadership to be effective.

An important characteristic for their leadership was found in their mission. However, none of the superintendents knew their associate/assistant superintendents personal mission statement. They were all of the opinion that it was more important for the associate/assistant superintendents to fulfill the mission of the Catholic school office.

A superintendent described the leadership behavior and characteristics of an associate /assistant superintendent as:

Someone who really understands what it means to be collaborative, that is to share with other people what you know, what you do not know, what you need to do and how you should go about it. Somebody who is a person of integrity and can keep confidences and who is a worker. Somebody who sees this job not as a birthright or an entitlement, but who sees this job as a time in their lives to perform a different role when it comes to Catholic education. It is not better than being a principal. It is different. Somebody who really would prefer now to work with adults and make a difference with adults.

The superintendents saw the leadership of the associate/assistant superintendents as different from them because the associate/assistant superintendent is more specific in their role. "I think an associate/assistant superintendent has the ability to take the

magnifying glass and look at a particular area and find out what needs to be changed and helped and modified," said a superintendent. The superintendents are encouraging a situational leadership style for the associate/assistant superintendents. According to Yukl, (1994) this type of leadership attempts to identify aspects of the situation that moderate the relationship of leader behaviors that will lead to leadership effectiveness (p.14). The superintendents as a group encourage the development of a leadership behavior and characteristics that empowers others and allows them to discover their own gifts of leadership and then show them how to implement that leadership but also to complete a myriad of tasks at the same time. A superintendent said, "a good associate/assistant superintendent is a good teacher just as Jesus was for us."

This same superintendent in referring to specifics about the associate/assistant superintendent's role said:

The associate/assistant superintendent is the advocate of the principal, the teacher, and the school and is there to give that encouragement, that help, but also to challenge areas, where that associate/ assistant superintendent thinks there is growth opportunity.

One final note here is that the superintendents as a unit affirmed the fine quality of leadership of the associate/assistants superintendents presently working with them in their respective Catholic school offices. Over the years they have witnessed a growth in the volume of work assigned to the leadership of the associate /assistant superintendents. For one superintendent this increase in responsibilities has turned associate /assistants superintendents into workaholics. It also has developed a leader who is being asked to be the transformational leader while incorporating the traits of a transactional manager who has to keep very focused on tasks and the completion of tasks. Within the organization this expectation can be the cause of much tension. As

will be seen in the responses to the variable of organizational structures, it is the form of structure that can empower or enhance the role of leadership of the associate/assistant superintendent.

Associate/assistant Superintendents' Perceptions. The associate /assistant superintendents described their leadership behavior as very specific and filled with being able to attend to a myriad of details. Critical for the associate/assistant superintendents was a basic understanding of their specific role of leadership and the need to know what is expected of them in regards to their leadership behavior. They were all in agreement that a strong understanding of collaboration as working together was intrinsic to their leadership. One associate /assistant superintendents believed that an important change in the leadership of the associate /assistant superintendent over the years was "from the less specific to the more specific".

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Leadership of an associate/assistant superintendent should be filled with spirituality in the sense that they are the leaders in Catholic education that is more visibly present than the superintendents are. Catholic education was created for ongoing faith development. The leaders who are at the diocesan level should be able to articulate their spirituality for the principals they serve. This spirituality is encased in servant leadership because the associate/ assistant superintendents view their leadership as service not in a hierarchical manner.

In the interviews an associate /assistant superintendent voiced this thought about leadership behavior and characteristics:

I can be a great manager but be an absolutely awful person in dealing with other people because I do not have a deep spiritual life. I believe that everything flows out of that core of which we are and that core of which we are is a very sacred core. To say less than that would be to violate my own personhood because I believe that I am a sacred person and if I believe that and I accept that and that is not always easy to accept, then I am going to behave out of that. I think then it is important that I am also always in relationship with people and that relationship is not just always in words. It is sometimes in presence, it is sometimes in thought. If I believe these things and I honor these things and if I graciously accept these things then what I say or do is going to come out of that. If I accept and honor these things within me then it becomes very much easier to accept and honor them in other people, and then the relationships will be beneficial.

Since the associate/assistant superintendents are so visible to the principals and the members of the school community they also need to model compassion, and clarity in their leadership behavior. Associate /assistant superintendents self-perceptions of their leadership are relational, compassionate, collaborative with a broad and deep self-knowledge found in an evolving spirituality which they can model while according to another associate/assistant superintendent "keep in mind what Catholic education is and meant to be to the total school community".

Secondary Principals' Perceptions. The secondary principals also viewed the associate/assistant superintendents as the one who completed the tasks assigned by the superintendents. The superintendent is the more global thinker and facilitator of the entire office operations. "I believe," said one secondary principal, "that if one associate superintendent works more closely with curriculum then the superintendent would be working with that associate superintendent in facilitating, fostering and enabling them to do their job."

The leadership of the associate superintendent is critical because of the fact that they do not have any real mandating authority. As one secondary principal shared, "any attempt to be authoritarian would not work."

Each of the secondary principals agreed that the most important leadership behavior and characteristic for the leadership of the associate/assistant superintendents was to be collaborative in spirit and in nature. A collaborative approach is non-threatening and encourages trust on the part of the principals. This type of leadership is found in situational leadership because each site is different and the culture of each school is very different and calls for a varied sensitivity. Collaboration allows for this sensitivity to happen.

Elementary Principals' Perceptions. The elementary principals expected the associate/assistant superintendents to be a person who listens, is not judgmental and very collaborative with them. The elementary principals want a warm, welcoming invitation from the associate /assistant superintendent to listen to them and allow them to verbalize their thoughts, fears and concerns while the associate/assistant superintendent just listens. The leadership of the associate/assistant superintendent fits the situational leadership

model because they expect the associate/assistant superintendent to anticipate their thoughts and act accordingly. These are very high expectations of the associate/assistant superintendents. It is interesting to note the connection here to Part II of the survey where the number one quality of excellence for associate/assistant superintendents for the elementary and secondary principals was listening.

An elementary principal response when asked what leadership behavior was essential for the associate /assistant superintendent said:

I would imagine most important would be collaboration. An associate/assistant superintendent is dealing with professionals who hopefully are knowledgeable in their fields, who are already in leadership positions leading other individuals. So I would think that an associate /assistant superintendent would have to embrace collaboration and welcome a flow of communication both back and forth that will ultimately help the school.

Choosing collaboration as a leadership behavior implies that the leader understands the use of power and authority. Research question three will address then use of both but power is influence and being a collaborative leader indicates that some type of power drives the leadership.

Research Question 3

How is the use of power by the associate/assistant superintendent perceived by superintendents, associate/assistant superintendents and elementary and secondary principals?

Power is defined in this study as the capacity to control or influence the behavior of others. If the capacity is high, power is the exercise of control. If it is low, power is the exercise of influence (Hanson, 1991,p.63).The power of the associate/assistant is also viewed as a powerless power of leadership. The associate/assistant superintendent'

Power is based in faith . A noted Catholic author, Henri Nouwen (1995) in his book The Path of Power, reminds us that the true path to power is the movement from power to power through powerlessness (p.37). Since the role of the associate/assistant superintendent involves leadership, an understanding of authority and power was essential to comprehending the role of leadership of the associate/assistant superintendents. It is interesting to note that all the persons interviewed believed that the role of leadership of the associate/assistant superintendents was rooted in power, not authority only after a definition of each was presented to them. In the beginning those interviewed understood power and authority as one and the same.

The associate/assistant superintendent was seen as being very powerful, that is influential by the use of referent power, by the principals, superintendents and the associate/assistant superintendents. They were not viewed as authoritarian leaders but in the leadership variable the title was perceived as giving authority to the associate /assistant superintendent indicating that principals and superintendents believe that the title, associate / assistant superintendents, gives them a recognition in the hierarchical organization only. The power of the associate/assistant superintendent is a powerless power; a power that is placed in faith and actualized through referent, expert and legitimate power. They do encourage the mandating of diocesan policy but they are not the person who enforces the same.

Overall, the associate/assistant superintendents' use of power was seen as a positive element to their leadership. Their power was recognized as influence, not domination. However, it must be noted here that most of the persons interviewed initially defined power and authority as the same. This researcher clarified the terms as

authority meaning the ability to mandate and power as the ability to influence. This clarification led to the statements that the power was in influence. In analyzing this, it seems reasonable to state that in order to understand the role of leadership of the associate superintendent a clearer understanding of power and authority should be made a part of the training of the associate superintendents in the future.

Superintendents' Perceptions. The word power startled the superintendents.

Initially they appeared uncomfortable when asked about the power of the associate/assistant superintendents. As power and authority were discussed the superintendents agreed as a group that the associate/assistant superintendents had the opportunity to be more powerful than the superintendents were because they were in the field and had the time to talk to the elementary and secondary principals in ways that a superintendent does not always get to do. As one superintendent said, "if school people see the associate superintendent as a policeman, well that is a terrible use of that person." The superintendent also added "power means a very positive influence, that if that associate did not have that relationship with that principal, the principal would be poorer." Power and authority are important components of the position if used wisely. In order to use properly the associate /assistant should be a person of "vision and integrity", according to one superintendent:

In examining the position of the associate/assistant superintendents' areas of responsibility it was apparent that the use of power and authority varied from situation to situation. One of the superintendents believed that the associate/assistant superintendents had a great deal of authority to make decisions. In fact the superintendent said, "80% to 85% of decisions are handled on the associate/assistant superintendents level" This comment points out the fact that the superintendents do believe that the most important quality of associate/assistant superintendents is to be qualified for their position. If 80% to 85% of the decisions are being made by the associate /assistant superintendents than they need to be well

educated and well informed. Without ongoing training this will be difficult to continue with expertise.

The power of the associate/assistant superintendents can be demonstrated in many ways; however a superintendent explained it this way:

One of the associate/assistant superintendents who are in our office brings tremendous expertise in a particular area. The associate/assistant superintendent would not say to me, what do you think our structure ought to look like in this, or how should this be put together? She handles that. At some point in the process, she would have a draft on something that she is going to look at, which then she would distribute to myself and to some other members, I would read it, take a look at it, sit down with the associate/assistant superintendent and say, I think in a couple of these areas you have to be a little bit conscious of the wording.

This particular superintendent further stated that "if you are going to give somebody responsibility for something, you have to give them the corresponding authority to do the job." This superintendent believed that the power was in the responsibility and the authority was in allowing them to do it, as usually it is the associate/assistant superintendent who carries out the planning that occurs within the area of responsibility once the task or project is assigned by the superintendent.

It is clear that the superintendents are proposing the use of three types of power as their strength, with occasionally some use of a fourth type of power. They are suggesting that the real power of the associate/assistant superintendents be in referent power; that is taking the time to build strong personal relationships with the elementary and secondary principals as well as with the superintendents. The superintendent accepts that legitimate power does belong to the associate/assistant superintendents by virtue of the bishop agreeing to hire them for their respective positions. The superintendents stated in the survey and in the interviews that they expect the associate /assistant superintendents to develop expertise in their areas of responsibility. This

would give them expert power in working with the principals and the total school community. They also believe that occasionally they need to use coercive power where principals are not adhering to diocesan policy or incorporating excellent standards of professional practices in their schools.

Together the superintendents believe that the associate/assistant superintendents need to have a better understanding of their availability of power and authority. Their desire to design a formation program for present and aspiring associate/assistant superintendents could address this area.

Associate/assistant Superintendents' Perceptions. Initially every associate/assistant superintendent who was interviewed was uncomfortable with the word power. They defined power and authority as one component and asked for definition. There wasn't any hesitation in their response when power was defined as influence and authority was defined as having the right to mandate. They all agreed that their power was in influence. Their responses agreed with (quote) According to an associate/assistant superintendent, "power is mine, power is my ability and authority is what I take." The power of the associate /assistant superintendent is in their ability to convince the principals and teachers that what they are asking them to do has merit and value. Their power is seen in their evidence of credibility in the tasks they complete and how well they complete them for the members of the school community.

The associate/assistant superintendents have legitimate power by virtue of the title they hold. According to the surveys the title gives them authority to expect principals to respect what they ask them to accomplish. The power in the way of influence is strong or weak depending upon the person of the associate/assistant superintendent. An

associate/assistant superintendent saw influence as, "infused into, interjected into, intertwined with knowledge similar to a tapestry. In a tapestry you have a dominant color but there is an interwovenness and that would be the ability to influence".

They see the role expanding in responsibilities and as a result feel that the right use of power as influence is crucial to the effectiveness of the role. Throughout the surveys and the interviews there was a high expectation of demonstrating expertise in their respective areas of responsibility. The proper use of expert power according to the associate/assistant superintendent would take a great deal of influence. Using power wisely takes training and a insightful understanding of their own person as well as an ability to collaborate and to be open to the numerous personalities they interact with on a daily basis.

As noted under the leadership variable there was an expectation of transformational leadership which would include knowledge of how to influence those they work with in order to be effective in their leadership. However, the associate/assistant superintendents believe that they should have more authority in their position. They all realize that the Canon law makes this very difficult since the pastor is the ultimate decision-maker for his parish school. According to a associate/assistant superintendent who was referring to what the title meant:

You could have that title and you could really not impact anyone, just with your title. I think it is your service role that impacts whoever you are or whatever you are doing. You know there are five of us with the title in our department, but each person's title is fleshed out entirely different by their service. So whatever areas of service we deal in, I think people think of us as that rather than the associate/assistant superintendent.

Secondary Principals' Perceptions. The secondary principals perceive the power of the associate/assistant superintendent as being credible in the exercise of their position. The associate/assistant superintendents' power also depends on the type of superintendent that is at the helm. According to a secondary principal, "if you have a poet superintendent, you need a pragmatic associate/assistant superintendent. If you have a pragmatic superintendent you might need to have a poetic dreamer in that other second seat. So that the education office presents a corporate, balanced whole personality to the rest of us." The same secondary principal expressed, "the job itself is not deemed to be powerful in ecclesial terms. I think whatever power or influence kind of musters on the faith of the person who has the position." This indicates a strong use of referent power by the associate/assistant superintendents. The associate/assistant superintendent will only have power if they understand that they have to create their own power in order to be effective in their position. A secondary principal shared this thought:

I think the person makes the position, but again it goes down to the concept that the power comes from influence that the associate/assistant superintendent generates and nurtures in relationship with the principals over time. That's significant, that creates power and the influence not the position.

Elementary Principals' Perceptions. The elementary principals have very mixed views about the power of the associate/assistant superintendents. They perceive the power in two ways. Initially they perceive the power to be one of ordering the principal to follow directives. All of the elementary principals defined power and authority as the same concept. They found it difficult to separate the two terms. As stated in the survey a high percentage of the elementary principals perceive the office structure to be hierarchical and as a result look at power as authoritative in nature. After the interviewer shared a definition

of influence for power and mandating for authority they all switched their focus to influence.

In responding to a question about how the associate/assistant superintendent had influenced an elementary principal, the principal commented:

I feel my associate/assistant superintendent has influenced me to continue my work in Catholic education in my own personal situation to the best of my ability. The associate/assistant superintendent has encouraged me, has supported me but has also been fair and honest with me. And in any leader, that is what I look for, integrity.

Another elementary principal expressed these thoughts about power and authority of the associate/assistant superintendent:

I see the power in the associate/assistant superintendent's position as being if not a prime forces in movement, certainly a parallel force. And there will be times when the superintendent and associate will be the primary power moving and there will be other times we would be journeying together as the power. An example of this could be the discussions I have had with our associate/assistant superintendent about assessment. Yes I am the principal and the educational leader but it would be a big boost to my power and authority to have your presence and your words saying, yes, this is the direction or this is the strategy or the action that needs to happen for this school.

The elementary principals perceived the power of the associate/assistant superintendent to be influential but also authoritative in nature. The elementary principals still perceive the associate /assistant superintendent to have a great deal of authority over them and react in that manner. Throughout this study the elementary principals expect the associate/assistant superintendent to be visionary leaders for them, provide expertise and to have the ability to influence them in their decisions but not to make their decisions for them.

Research Question 4

Does the organizational structure of the Catholic school office limit or enhance

the role of leadership of the associate/assistant superintendent?

The Catholic school office is a part of the hierarchical structure of the Catholic Church. However, the document Those Who Hear You, Hear Me, (1995) encourages the diocesan office and the diocesan leaders to develop new models of organizational structure to meet the needs of the staff members and of the work presently being done in the Catholic school office. The results of the surveys indicated that a new model is needed and that it is not hierarchical. The responses of the interviews indicated the same ideas. Overall, the four populations who participated in the interviews rejected Weber's hierarchical form of organizational structure. Instead they all voted for an open system of structure which allowed for a team approach in the Catholic school office.

Presently the five dioceses in this study present different organizational structures based on the cultures of the office. The five dioceses can each possibly be characterized as one of the following: patriarchal, collaborative, relational, hierarchical and individualistic. These are broad characterizations of a subjective nature, which are not intended to comprehensively detail all the essential characteristics of each diocese. The characterizations emanated from the results of the surveys and the analysis of the individual interviews in each diocese.

In order for an organizational structure to enhance the role of leadership of the associate /assistant superintendent, it has to be flexible enough to allow the different leadership behaviors and characteristics to rise up to the surface. This fact stresses the need for the development of self-knowledge and personal knowledge about each member of the Catholic school office. The structure in place should empower each member to be who they are and give them time and comfort to express themselves

openly and honestly while trusting those on the staff.

Each diocese is attempting to provide the structure in which they are able to have everyone complete assigned tasks. It is in this area that the task supersedes the person. Since the associate/assistant superintendents view their work from person to position and not position to task, the organizational structure needs to be flexible enough to incorporate all the difference in personality found in the associate superintendents serving in the Catholic school office.

The areas of the interviews which impacted on the responses to this question concerned the organizational structure of the Catholic school office, leadership qualities and skills of the associate superintendents, differences in leadership between the associate/assistant superintendent, superintendent, and principals.

Superintendents' Perceptions. The superintendents believe that there are changes occurring in the diocesan offices that are leading toward enhancing the leadership of all who serve in the Catholic school offices. Historically, the hierarchical structure as well as the separation of ministries limited the leadership in their total effectiveness. Today there is a more collaborative approach to ministry. Many persons in different ministries are collaborating with each other to reach solutions. For example one superintendent discussed the concern about proper materials for family Life programs. More than one department has to be involved in the decision. The superintendents who were a part of this study desire a collaborative, team leadership approach but do believe that it is up to the associate/assistant superintendent to form their own leadership style. They also believe that it is important for the associate/assistant superintendent to understand and respect the institutional church as well as the local organizational structure.

The internal structure of the Catholic school office can enhance the leadership of the associate/assistant superintendents but a lack of understanding on the part of the associate/assistant superintendents about the institutional hierarchical church could limit the leadership capabilities of the associate/assistant superintendent. That is why training in this area is essential according to the superintendents. The superintendents were very realistic about the organizational structure of the Catholic school office. They all favor an open system but understand that the institutional church is in reality a closed system that needs to be respected. If the associate/assistant superintendent would study both systems and integrate them they would be better able to enhance their leadership.

Associate/assistant Superintendents' Perceptions. The associate/assistant superintendents perceive the organizational structure of the Catholic school office as enhancing their leadership if a team leadership structure is in place. Since they have limited contact with the hierarchy of the Bishop's office their focus is primarily outward toward the publics they serve.

In the surveys 63% of the associate/assistant superintendents did not favor a hierarchical structure in the Catholic school office. During the interviews they expressed the same sentiment. The associate/assistant superintendents see themselves as visionary leaders who are creative and knowledgeable in their areas of responsibility. They want to serve in an open system type of structure. They definitely support the leadership of the superintendent but would expect to have enough flexibility to express their opinions and to develop the way to implement the tasks that the superintendents delegate to them.

The structure will enhance leadership if the principals in the field see the office

staff as a team working together for them. Evidence of the team approach provides a comfort level for the principals and adds to the influence or the power that the associate/assistant superintendents have in being effective in their work. They have seen an increase in the amount of work they are expected to complete in the Catholic school office so they need an organizational structure that will be flexible enough to help them with their responsibilities. Over the years their work has broadened and deepened in areas as well as new areas have been added. According to an associate/assistant superintendent:

If it is hierarchical then information is going to flow down from the top, power is going to be at the top, authority is going to be at the top, leadership, true leadership is not, no I won't even use true leadership in an hierarchical structure. It is going to be a vertical movement primarily from top to bottom. In a structure that is not hierarchical information is going to flow freely, creativity is going to flow. There's not going to be any creativity in an hierarchical structure, because it is like the old days of religious life, the superior made the decisions and you just carried it out.

If it is not hierarchical, I think there's room for a lot of flowing of information, creativity, thinking, coming up with new ideas and motivation and it is the difference between everything coming outside of you ...and everything coming from inside of you, and you are the generator of new ideas, generator of thinking, information and conversation. It is just the whole difference of outside to in or from within and I would much prefer from within.

When asked to design an organizational structure an associate /assistant superintendent said that the structure would look, "like a lot of bubbles, which move all over the place."

Other associate/assistant superintendents while not being so descriptive favored an organizational structure that allowed their creativity to evolve; a place where their vision was respected and requested. They need to work in an office environment that encourages team leadership and gives them the freedom to be transformational leaders

not just tied to completing tasks.

Secondary Principals' Perceptions. The secondary principals perceive the organizational structure as enhancing the role of leadership of the associate/assistant superintendent if the structure allows the office staff to interact and be collaborative with each other. A secondary principal offered this reflection:

It should be clear to people who come into the office that people in the office kind of reflect and live in community in some way, know that there's a sense that they pray together, they spend time together nurturing themselves professionally and spiritually and that really becomes the driving force in terms of the leadership that takes place in a diocesan office among the personnel. Clearly the superintendent is in charge but yet he/she gets his/her authority from the collaborative relationship with the associate/assistant superintendents and the other staff members.

In the surveys the secondary principals asked for both an open and closed system for organizational structure. They need to know that there is someone higher up the chain of command than they are but they also want the availability of the empowering associate/assistant superintendent who can provide them with the expertise they need to do their work. The secondary principals recognize that the work of the associate/assistant superintendents has been increasing and to accommodate this they need to work in a very flexible open system.

Elementary Principals' Perceptions. The elementary principals perceive the organizational structure as enhancing the leadership of the associate/assistant superintendents if it is flexible enough to allow the associate/assistant superintendent to be available to them at all times. They, however, need the comfort of the hierarchical structure so that they know whom to turn to in crisis or with their many questions. This study has indicated that elementary principals have a very high expectation of the role

of leadership of the associate/assistant superintendent. They would expect that the structure of the office is one of team leadership yet they recognize the authority of the superintendent at the top of the pyramid.

One of the elementary principals lives in hope that someday the entire office would structure itself to spend more time out of the office in the field so that the eventual decisions and planning of the office would more clearly reflect what is needed in the schools. This would be a true open system of organizational structure.

Research Question 5

How are the areas of responsibility of the associate/assistant superintendent perceived in relationship to expertise , training needed and relevance to those served?

All four populations responded affirmatively that the associate/assistant superintendents should have some type of a training program. The principals had difficulty designing such a program because of their unfamiliarity with the role of leadership of the associate/assistant superintendents. The superintendents agreed wholeheartedly, as did the associate/assistant superintendents but no one was in agreement as to exactly what the program should look like. There isn't any program for this role of leadership on the college level. For the most part, the role is incorporated into the Educational Administration courses that focus on the superintendent and his or her staff. The role has not been defined which is the purpose of this study.

It is important to note that all four populations have the perceptions that the associate superintendents should be experts in their assigned areas of responsibility in the Catholic school office. As will be seen, the numbers of diverse areas of

responsibility are so varied that to be an expert in all of those areas is very unrealistic.

It is the expectation of the four populations that the role of leadership of the associate/assistant superintendents be relevant to the needs in the school community. In order to accomplish this the structure of the office must be flexible enough to empower the leadership of the associate/assistant superintendents as well as give recognition to the role. Table 47 lists the variety of responsibilities, which were held by the associate/assistant superintendents who were interviewed in this study.

Table 47

Areas of Responsibility of the Associate/Assistant Superintendents Who Were Interviewed

Curriculum	Government	Personnel	Religious Education	Marketing
Finances	Technology	Principal Assessment	Development	Testing

Under each one of the areas named in table 47 there are a number of responsibilities which require expertise, time and planning to develop and implement. No associate superintendent who was interviewed had a pure position. They have a multitude of responsibilities under the umbrella of one area. For example, being responsible for personnel requires that the associate superintendent be familiar with policy, legal issues arising out of policy, how to negotiate, how to talk to parents, deal with conflict resolution between pastors and principals and between principals and teachers. This may involve documenting an issue over a long period of time. It may also involve being familiar with union contracts and negotiations on the elementary and secondary levels. The same associate/assistant superintendent maybe also is responsible for finances in the Catholic school office as well as guiding the constructing of salary guides for principals and teachers. This requires knowledge of financial structures in understanding percentage of increase, taxes, benefits and how to determine the

percentage of increase on the guide.

The associate/assistant superintendent who was responsible for curriculum development was responsible for chairing a committee for each major discipline, designing new curriculum guides, which necessitated research in national and state standards and subject matter, facilitating curriculum coordinator meetings, formulating diocesan curriculum goals, working with other associate superintendents on staff to determine academic viability of a Catholic school, and visiting schools to evaluate curriculum advancement or concerns.

The responses to the question describe the perceptions of the superintendents, associate superintendents, elementary and secondary principals in regards to expertise, training and relevance in the areas of responsibility of the associate superintendents serving in a Catholic school office.

Superintendents' Perceptions. The superintendents agreed that their expectation were that the associate/assistant superintendents in their offices should have expertise in many areas. They also agreed that they should begin to look at some kind of training for the associate/assistant superintendents. They all realized that they have virtually provided no training for the role of leadership of the associate/assistant superintendent in the state.

According to Dr. Adesso, (1996) in her text, Management Would Be Easy... If It Weren't for the People, she noted that it was important to be very clear on what type of training we want our employees to have in regards to physical skills, mental skills and communication skills (p.36).

The superintendents would prefer that every associate/assistant superintendent

have access to the schools depending on their areas of responsibility. A superintendent shared:

I would be clearly against having individuals assigned to particular schools so that it becomes... those are my schools. These are my schools and those are your schools. I would very much like to see the school office arranged in such a fashion that if an associate superintendent is clearly strong in finance and another is clearly strong in curriculum and a third might be clearly strong in assessment, that those three would work together for the benefit of the total school.

The superintendents perceive the associate/assistant superintendent as needing ongoing training in their areas of responsibility. This was further discussed in the subsidiary research at the end of this chapter. The superintendents have high expectations that the associate/assistant superintendent know how to relate to their publics and how to design programs that meet their needs. They expect the associate/assistant superintendents to be visionary and practical and to do this by actualizing the vision of the superintendents.

Associate/assistant Superintendents' Perceptions. The ~~associate/assistant~~ superintendents perceive themselves to be visionary leaders who meet the real needs of the principals. They have not received any formal training for their position and would like to see some type of formal training available to them. They see the role expanding and the needs are growing for them to have expertise in and about. Areas of responsibility such as marketing and development that originally were thought to be in the corporate world have been placed on their agendas. Educational administration degrees do not cover these areas as they are considered to be business courses. The Archdiocese of Newark in conjunction with Seton Hall University has designed a marketing program for those who wish to become certified in Marketing. The program has been recently opened to

the other four dioceses in the State of New Jersey as a way to inservice those who are involved with marketing who do not have any training in that area.

The associate/assistant superintendents see themselves as trying to become experts in their assigned areas of responsibility but honestly know that it is difficult to do so. They know that superintendents and principals expect them to have all the answers and yet at times they feel very limited in what they know. Mike Vance and Diane Deacon, (1995) have written a book entitled, Think Out of the Box, in which they indicate that in order to be creative, to be, and to renew those in leadership need to begin to think out of what they are comfortable with into a new arena (p.12). This type of thinking demands a new mindset and knowledge of the global world, which is impacting Catholic schools.

The associate/assistant superintendents recognize that as they work to influence those they interact with that the effectiveness of their work is often dependent on how much they know and their ability to articulate the information in a timely and knowledgeable way. Time management is a major factor for them in trying to complete their tasks. They need more time for planning and developing vision but the tasks become more important than the vision and this is difficult for them because they do perceive themselves to be transformational leaders not transactional leaders.

Secondary Principals' Perceptions The secondary principals expect the associate/assistant superintendents to be the experts in their assigned areas of responsibility. They see the areas of responsibility as an opportunity for the associate / assistant superintendents to build strong relationships with the principals, pastors and the teachers as well as the public sector. It is these relationships that help to move

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Catholic education forward. Within the areas of responsibility they expect the associate/assistant superintendents to empower the principals to use their own leadership skills to become more effective in their own leadership. They believe that it all hinges together. If the associate/assistant superintendent is effective in their position than it follows that the people they interact with will also benefit.

The secondary principals believe that the associate/assistant superintendents have made a contribution to Catholic education and that this should be recognized in research. Their contribution flows out of the areas of responsibility that they implement.

A secondary principal succinctly said of the role of leadership of the associate/assistant superintendents that:

This role is important not just because the superintendent needs a couple of assistants because there is too much work to do, but rather there is a need for a gathering of the professionalism that can make for a whole much better role of service to the schools.

Elementary Principals' Perceptions. The elementary principals expect the associate/assistant superintendent to be able to relate to their needs and to have the expertise to help them when they need it. The elementary principals are more dependent on the associate/assistant superintendent than the secondary principals. Frequently the secondary principals have the best of both worlds. They often feel comfortable going to both the superintendent as well as the associate/assistant superintendent but the elementary principals depend solely on the associate/assistant superintendent for their support. The fact that elementary principals do not have a large support staff in their schools necessitates them turning to the associate/assistant superintendent often for help and expertise. They perceive the leadership of them to be very real for the elementary principals and not only expect but hope that the associate/assistant superintendent will

give them excellent guidance. This puts a great deal of responsibility on the associate/assistant superintendent to be continuously updated in what is happening in the schools.

They were supportive to the suggestion that associate/assistant superintendent receives training but they saw it arising out of higher education. They believe that there is a need but they were unsure as to how it should be structured.

The elementary principals see themselves as journeying with the associate./assistant superintendents as they lead the schools into the 21st century. They believe that within the areas of responsibility the associate/assistant superintendents are being asked to handle major issues that demand strong training and insights. They are being asked to look at viability of schools, academically and financially as well as special education needs, and problems with adolescents. Within their areas of responsibility the elementary principals are calling on the associate/assistant superintendent to be more counselor than boss, to be more of a confidant than instructor. One elementary principal sees the work person of the associate/assistant superintendent in the field as a "disciple"; that is a having the characteristics of Jesus in providing leadership to the principals, teachers, students and entire diocesan community.

Research Question 6

What three outstanding qualities of leadership of the associate/assistant superintendents perceived by the superintendents, associate/assistant superintendents, and the elementary and secondary principals?

The four populations were filled with praise for the quality of the leadership of the associate superintendents who are presently serving in the five dioceses. The qualities

surfaced in their discussion about what makes an authentic associate/assistant superintendent. (see Appendix D)

Superintendents' Perceptions. The superintendents have high expectations of excellence for the associate/assistant superintendents. They believe that the quality of education in our schools is closely tied to the associate/assistant superintendent living out the qualities they have internally in an external manner. In discussing qualities of the associate/assistant a superintendent shared:

You need somebody who's committed to the mission of Catholic schools. I mean, who actually in their deep heart's core is there for the mission. I also believe that you need a self-starter. They need to be people who can go out on their own, take a project and get it accomplished. They need to be good communicators and be able to build consensus behind the good idea. You need to keep all your publics in balance and keep all of those people on the same page and that calls for a tremendous amount of patience and emotional stability.. I think you have to have a pretty secure sense of whom you are and why you are here to function for any length of time. You need to have the courage of your convictions.

For the superintendents the qualities were more important than the skills. They expected that if they hired someone for the position they had the skills to do the work.

The three qualities that the superintendents viewed as essential for the associate/assistant superintendents were spirituality, mission driven and qualified for their position. These three qualities are all encompassing for the role of leadership of the associate/assistant superintendent. According to a superintendent they should possess in their spirituality a real love of the church.

According to another superintendent, "they (associate/assistant superintendents) are looking at preserving life in the schools and among communities and being counterculture and willing to stand up for character and for goodness and the call to holiness." Since the superintendent feel that the associate/assistant superintendent are

on their own so much they want to feel comfortable that the person who is representing them knows what they are doing but more importantly represents the church to the public.

Associate/assistant Superintendents' Perceptions. The three qualities that the associate/assistant superintendents view as essential for their role of leadership were a deep spirituality found in fidelity to the gospel message and able to share it, expert in their assigned areas of responsibility, and visibly content with the work they are doing by being able to be visionary leaders as well as managers of the tasks assigned to them by the superintendents.

Secondary Principals' Perceptions. The three qualities, which the secondary principals view as essential for the role of leadership of the associate/assistant superintendents, were strong in faith, accessible and nurturing. A secondary principal said:

I think that that individual needs to be the one who offers the shot in the arm to the principals in the trenches who may be struggling a little bit, that is a little lost, maybe feels a little alone and yet says, don't worry now, we can get you through this.

The accessibility is important to the secondary principals because they often do not call an associate/assistant superintendent unless they have a concern that needs immediate response. Therefore, throughout this study then secondary principals have reiterated how important it is for them that the associate/assistant superintendent be an expert in their areas of responsibility.

Elementary Principals' Perceptions. The three qualities that the elementary principals view as essential for the role of leadership of the associate / assistant

superintendents were knowledgeable, listener, deeply spiritual. "To love another person is to see the face of God" according to one elementary principal." The elementary principals require a leader to walk with them, be available to them and to counsel them at all times. They want to make their own decisions but they need to have the associate/assistant superintendent close by for help and support. The role of principal for the elementary principals can be a very isolated one and the associate /assistant superintendent has become the support staff that the elementary principals needs.

Validity and Reliability of the Descriptive Survey

The responses of the interviews upheld the responses of the survey used in this study. This is important because the survey was designed as an original survey for this study. Because this study had not been conducted before, there was not a survey instrument that addressed the specific role of leadership of the associate superintendents serving in a Catholic school office. As one superintendents stated, "you are in virgin territory." This research should be invaluable in the future hiring of associate superintendents as well as in designating what is needed in selecting associate/assistant superintendents, for the Catholic school office.

In reviewing the percent of responses of the four populations who responded to the surveys, it was noted that the only discrepancy that arose was in the response of the superintendents to the survey question about position versus person, which came first. In the survey 75% of the superintendents agreed that the position of the associate/assistant superintendents was more important than the person; however, in the interviews, while the position and tasks are essential, the personhood of the associate superintendent, took on

more importance. In analyzing this it is apparent that the superintendents while being task oriented do recognize that they should give some attention to who the associate superintendent is in their office.

Relationship between the Survey and the Interviews

The patterns for analyzing the survey results and the data from the interviews are the same. In both methodologies, the role of leadership of the associate/assistant superintendent is seen as having a critical impact on what is happening in Catholic education. All four populations see the associate superintendent as providing expertise in their assigned areas of responsibility. The participants in the survey and in the interview process gave recognition to a role of leadership that has been denied such formal recognition.

The importance of this leadership role is stated in the agreement that more formal training should be provided for the associate/assistant superintendents as they serve the schools today and for the future of Catholic education.

Part II of the survey requested the qualities and skills needed for the role of leadership of the associate/assistant superintendent. During the interview process the qualities and skills were also discussed with the participants. Overall the same qualities surfaced such as visionary, faith-filled, spiritual leader, having expertise, knowledgeable in assigned areas of responsibility and able to listen to the needs of the principals and the superintendents.

Subsidiary Research

During the interview protocol subsidiary research surfaced in two areas which though connected to this study were not a primary focus of this study. The two areas were a possible design for a formation program for associate/assistant superintendents and the religious women's leadership that was prominent in the present role of leadership of the associate/assistant superintendents.

Formation Program for associate / assistant superintendents

While the interviewees were asked about training for associate/assistant superintendents and agreed that there needed to be a training program it was not the intent of this study to formulate a specified training program for associate/assistant superintendents. The questions about training evoked strong responses from those interviewed about a possible design of a training program for present, new or aspiring associate /assistant superintendents.

There is not a training program in place for the role of leadership of the associate/assistant superintendent; therefore this data is important for preparing for and hiring new associate/assistant superintendents. Historically, associate/assistant superintendents came from within religious communities. The associate/assistant superintendents in this state for the future will come from the laity and will not have the networking or formation of the religious women and men who up to this time have been the cornerstone of the diocesan offices. In Dr. Lorraine Amendolara's 1993 doctoral dissertation entitled, The Charismatic Core of Lay Leaders, that leadership training for lay leaders would be an investment for the institutional church (p.181). This study about the role of leadership of the associate/assistant superintendent also surfaced a strong

reaction from the population who was interviewed. There was high agreement about the need for a formation program for the associate/assistant superintendent.

The following perceptions about designing a formation program for associate/assistant superintendents were gathered during the interviewing of superintendents, associate/assistant superintendents, elementary and secondary principals.

Superintendents' Perceptions. The superintendents agreed that there was a need for a formation program for present, new or aspiring associate/assistant superintendents.

A superintendent shared that, "the longest mile in the world is the mile from the principal's office to the associate/assistant superintendent's office because it asks for a totally different approach." The question is how do you divest them of their authority and power of being the principal and help them understand that they need to be more open-minded and broad minded than they had to be as principals? Developing a formation program is part of the answer.

Some of the suggestions were that all the associate/assistant superintendents should be taken on a retreat like experience for a week of intensive study, in-service and socializing to give them the opportunity to become familiar with the role and to establish a tangible network.

During that retreat time they would be introduced to their respective diocese's history and culture, because "it situates them and it brings them within a context," according to a superintendent.

A course in living and working in a bureaucratic organization such as the institutional church should also be included. There is much rich tradition in the Catholic

Church that needs to be understood by all that work inside of it. This instruction coupled with a section on human relations would lead to understanding the relationship of the Pastors' role in Catholic education as well the aspects of all relationships that need to be developed by the associate/assistant superintendents.

A network should be established to funnel information back and forth for the associate/assistant superintendents. Along with these overall suggestions of programs, presentations would be provided in specific areas of responsibility covering the salient points that they would have to have some knowledge of such as government entitlements for the schools, and curriculum update in the form of standards, state and national. Facilitating meetings and time management along with development and marketing strategies should be added to the agenda for this retreat experience.

The last piece to be added to this time would be a program about human relations in dealing with the superintendents, elementary and secondary principals.

The superintendents should be a strong presence at this formation program and should facilitate round table discussions about their vision, mission and planning for Catholic education. At the end of the program a mentor should be assigned to the new associate/assistant superintendents for one year to help guide them and support them through the first year of transition. Most of the associate/assistant superintendents in this study are presently religious women but in the not too distant future they will be passing on their leadership to lay men and women.

One of the superintendents favored a one on one mentoring program for new associate/assistant superintendents with a statewide one-day convocation for all associate/assistant superintendents to begin the networking process. This superintendent

felt that the work of the religious women in these position should be passed on to the next generation of associate /assistant superintendents. The history of the role should be included in the program by discussion of the history of Religious communities because the foundation of the role of leadership of the associate/assistant superintendents is linked to the role of community supervisor.

The colleges and universities should begin to recognize the needs of the associate/assistant superintendent in developing their course work. A superintendent said "I think of that as a positive thing." Discussing the possibility of designing a program for present, new and aspiring associate / assistant superintendents comparable to programs in place for training future principals a superintendent said:

We have never made much of an effort to say we have new associate/assistant superintendents in the state this coming year, it would be a valuable thing to have a day, designed as an introductory day for them.

In the survey, question number 15 asked, "A mentoring program, as a support system, should be designed and implemented for new associate/assistant superintendents," the superintendents responded 100% in agreement. When they were interviewed they broadened their response to include present associate/assistant superintendents.

Associate/assistant Superintendents' Perceptions. The associate/assistant superintendents agreed that there should some type of a program designed that would help them facilitate their work more expeditiously.

The response of the associate/assistant superintendents to statement fifteen in the survey was decidedly different than the three populations. There was a 15% disagreement and an 85% agreement for mentoring. The associate /assistant

superintendents had a higher percentage of disagreement to the idea of mentoring for them.

During the interviews the associate/assistant superintendents expressed varied opinions about being mentored or having a formation program for them. They had different ideas about the direction the training should go. They looked above and out to the National Catholic Educational Association for direction. For the most part they were trained on the job. None of the associate/assistant superintendents had given much thought to their own training. For the most part they believed that prior experience was their training. The associate/assistant superintendents indicated that shadowing a more experienced associate/assistant superintendents would be helpful. None of those interviewed had had any training for the position. One of the associate/assistant superintendents had been a community supervisor before becoming an associate /assistant superintendent. That associate/assistant superintendent suggested that the NCEA model of regions be used and any associate/assistant superintendents who was new come together four times a year to meet with more experienced associate/assistant superintendents for guidance and direction and sharing. One associate/assistant superintendent suggested that perhaps Sr. Marie Cirello's text could be used and substitutes the word associate/assistant superintendents in place of principal. Marie Cirello, OP, Ph.D., wrote a three volume set of texts about Formation and Development for Catholic Leaders.]

An associate/assistant superintendent said that:

I think one of the biggest lessons that needs to be learned is an awareness that there are some things you cannot change and there are some people you can not change or even hope to change and that's primarily the clergy. Being responsible

for so much work is another issue. You are having a much more direct effect upon the leadership of the Catholic schools within the diocese.

Collectively the associate/assistant superintendents expressed a need for training in time management, listening skills and interpersonal skills. The document, Those Who Hear You, Hear Me, (1995) was referred to several times by the associate/assistant superintendents as a much needed document which did not stretch enough to the leadership role of the associate/assistant superintendent. In discussing the pros and cons of a training program, an associate/ assistant superintendent noted that:

A few years ago USCC, NCEA, and NCCL were planning a summer workshop for leadership people, including diocesan folks. That had a great vision to it. I think it was a vision a little more high class than people were able to key into. I think something like that would be wonderful. If there were some sort of national training or even statewide training for folks who would work in diocesan positions. I think some dialogue among new associate/assistant superintendents would be wonderful. In many ways you are isolated in your job area. I do not know if that evaluation of that projects that happened a couple of years ago could be helpful. That is the only thing I have heard of for administrators.

The associate/assistant superintendents focused on outside agencies to provide the training while the superintendents focus was developing an in house type of formation for associate/assistant superintendents. One associate/assistant superintendent believed that any formation program set up for the associate/assistant superintendents should include the superintendents so that "they understand what is possible to set the associate/assistant superintendents free to do the best they can do."

Secondary Principals' Perceptions. During the interview process the secondary principals agreed that there should be a program designed to guide and support the role of leadership of the associate/assistant superintendents.

The secondary principals believed that the associate/assistant superintendents should be trained to become experts in their respective areas of responsibility through higher education. The secondary principals felt that the formal training for associate/assistant superintendents should be structured through higher education and a mentoring process. According to a secondary principal,

If an associate superintendent were going to be an associate superintendent for curriculum, well, you'd certainly would want that person to be a curriculum specialist. If that individual were going to deal more with legal matters, you'd want that person versed in school law. To me there has to be this very strong background in religious studies, as well as the faith life of the person, which can't be measured by a degree. In my own line of work as I moved on, I didn't know if I would ever work in the superintendent's office or not. But I always felt the right combination was to make sure I had pursued a degree in religious study, pursued a degree in administration and supervision and then look for a specialty beyond that, a professional diploma in that area in which I would specialize.

These comments are supported by the responses of the secondary principals to the survey statement 15, which stated, "A mentoring programs a support system, should be designed and implemented for a new associate/assistant superintendent." Seventy-seven percent of the secondary principals agreed that there should be a mentoring program for new associate/assistant superintendents. However, an important response was the eighteen- percent of the secondary principals who responded to the statement that they did not know if the associate/assistant superintendent should be mentored. This indicates three points: (a) the secondary principals do not have a clear picture of the role of leadership and (b) the secondary principals have limited interaction with the role of leadership and (c) the secondary principals have never taken the time to reflect on the specifics of the role.

Elementary Principals' Perceptions. The elementary principals agreed that there should be a program designed to help, guide and support the work of the

associate/assistant superintendents. In response to statement number fifteen in the survey which stated, "a mentoring program, as a support system, should be designed and implemented for a new associate/assistant superintendent," 94% of the elementary principals responded in agreement that a mentoring system was needed. They also agreed that the associate/assistant superintendents should have had been a principal in the Catholic schools. However, two percent strongly disagree, two percent disagree and two percent do not know. This indicates that a greater majority of the elementary principals rely on the associate/assistant superintendents for guidance and support than the secondary principals and clearly want them prepared to do so.

During the interviews the elementary principals reiterated that they agree that a mentoring program would be an excellent idea. An elementary principal when asked what type of training the principal would recommend the principal said, "I think that person needs to be mentored." The elementary principal also said, "If they are not in a Ph.D. program they have to go back for some kind of program, because I think it's important for an associate superintendent to be very knowledgeable of what is happening in educational research." This connects with the responses of the elementary principals throughout this study as they depend on the associate/assistant superintendent to guide and direct them with the most accurate information. They recognize that this will only happen if the associate/assistant superintendents receive the most up to date training in educational research. The elementary principals depend on the associate/assistant superintendent for expert information but more importantly they trust the associate/assistant superintendent to be a leader of excellence.

The elementary principals wanted the associate/assistant superintendents to have in-depth training in curriculum design, budget preparation, legal issues affecting the schools, and spirituality. They favored higher education doing the training.

A elementary principal who had been an associate/assistant superintendent described the focus of a formation program in the following manner:

It is almost as if the associate/assistant superintendent never really knows in which direction he or she will move. So, it's almost as if your training really needs to train you to stop, switch gears and move forward. It is as if your training has to take a whole different perspective and not focus in on the little particulars, but on the greater picture and teach an individual how to be flexible, how to know a little bit about everything or where to find what you need to get the answers you need.

Collectively the elementary principals focused on what they believe the associate/assistant superintendents need to receive training in and left the design of the program to the individual associate/assistant superintendent, diocesan office or to higher education. They all expressed that they were not sure what a particular program should look like just that a program was needed.

Leadership of Religious Women as Associate /Assistant Superintendents

In this study it was revealed that all the associate/assistant superintendents in this study were members of religious communities. Ninety percent were religious women. Although this study did not intend to focus on religious communities or how the formation of a religious impacted on their role of leadership this fact could not be ignored. It surfaced in the demographic information requested on the survey and was discussed in the interview protocol. All of the associate/assistant superintendents interviewed, were members of various religious communities. The following

perceptions were gathered from the four populations about whether or not being a member of a religious community impacted on their leadership and what contributions they could make to their leadership role as a religious. It is being reported here because historically the role of associate/assistant superintendent evolved out of the role of community supervisors assigned to oversee the specific community schools.

Superintendents' Perception. The superintendents were more practical in their responses. They believed that the institutional church or a diocesan office was reluctant to staff their offices with laity. They are not ready to make the financial outlay that would be very substantial for having lay associate/assistant superintendents in the Catholic school office. The laity is much better educated than they were in the past and can handle these positions. The religious should always be present to provide the spiritual dimension, according to a superintendent.

The same superintendent said " the greatest contribution would be to set up the very best models for the development of the dimensions of Catholic school leadership and support these models." Another superintendent shared that "with all these difficulties that you experience in administration, in central office administration, the wonderful assets that you have is being surrounded by the kinds of people that you are surrounded with." In this case the religious women who serve in the position of associate /assistant superintendents.

Associate/assistant Superintendents' Perceptions. Overall the responses to religious leadership was similar. They believed that there should not be any difference between religious and lay as religious are considered part of the laity in the church. The one advantage that a religious has had is that they have had more opportunity to develop

a broader understanding of catholic education because they have served in many different places. They have more time for faith formation, which helps them understand the foundation of keeping Catholic Identity alive in the Catholic schools. The individual charism of their respective communities has kept them focused on their mission and vision in their own life and their commitments Catholic education. According to an associate/assistant superintendent:

The charisms translate into fidelity to the gospel in that particular person's stance". Each community of religious must translate their own charism to society. "I think our job is to do that which our forefathers did when they brought Catholic education to this country. They saw it, not just as preserving an immigrant church but they saw it as a way for evangelization. We have been called to a new evangelization in our day and age and I do not know if we have actually worked that out in terms of Catholic education.

The history of their individual religious communities has given them a connection to Catholic education that the ordinary lay person does not have and never will have. This history, they believe, should be resurrected in classrooms, and in research to document the contributions of the religious communities to the advancement and success of Catholic education. These religious women's leadership will lead the schools into the 21 century. In response to the question, "what contribution can this group of women religious leaders make to the future of Catholic education?" A subject responded:

The associate/assistant superintendent simply said that, what do we value so much that we want those who follow us to be sure they are able to do?" That has to be answered. What is it with Catholic education that religious women have brought to it, have sustained it, have nurtured it, and have kept it going all these years? What are those qualities that were there that made it happen?

They believe that a study of the early history of the religious communities and of their founders who were willing to take risks to accomplish a vision should be forthcoming for the new millennium.

Secondary Principals' Perceptions. The secondary principals view the history of the religious communities as a potential for securing the Catholic Identity of the schools. They would like to see more written research about the history of religious communities to pass onto their faculty members as a way of cementing the bond between the past, present and the future of Catholic education.

They see the contribution of the religious communities as providing leadership in faith formation and passing on the original spirit of Catholic education. They do not want to stay tethered to the past but they want to feel connected to a broader organization whose foundation had meaning and purpose for the leadership they provide for their respective school communities.

Elementary Principals' Perceptions. The elementary principals view the religious contribution to Catholic education through their ability to model faith formation to the broader school community. They believe that the religious communities who started Catholic education have brought it to where it is today through their leadership and commitment.

An elementary principal shared that "her only fear is that our Catholic identity always be maintained." The religious model a commitment which lay principals have a difficult time emulating today because they need high salaries and a more structured work day because of family commitments than the religious needed.

Moreover, the history of Catholic education as written in the annuals of the religious communities should be shared today because the lay people are many generations away from that early history. Religious leaders of today have an obligation

to pass on that history to those assuming leadership positions in Catholic education today.

An elementary principal believed that the religious leaders offer an expertise in empowerment. The principal expressed the following thoughts about empowerment:

Religious leaders are going to have to empower the lay leadership. And by empower, I do not just mean kind of pass on the baton, but model an empowerment that's based on quality modeling. The empowerment needs to be one of encouraging the lay leaders to be risk takers and while they (religious women associate/assistant superintendents) that they are not going to have for much longer to be the best models they can be to continue to touch the lay leadership lives with which is the heart and history and tradition. To give us that history and foundation which will give us the past to reflect on as we move into the future. And they need to do some planning, they need to stagger the movement out of religious because that is going to be a significant void to be filled without the direct modeling. I believe that this group of associate/assistant superintendents needs to do some strategic planning for the continuity of Catholic education.

The elementary principals see the major contribution of the religious leadership presently serving as associate/assistant superintendents as modeling faith formation, cementing Catholic identity and sharing the history of Catholic education through the history of the religious communities.

These two salient pieces of subsidiary research should be considered for future study and were prominent enough in this study to be discussed.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This chapter includes a summary of the study, conclusions of the study in relationship to other studies, a proposed definition of the role of leadership of the associate/ assistant superintendent, recommendations as a result of this study and suggestions for future research in this topic.

Summary of the Study

The purpose of this study was to define the role of leadership of the associate/assistant superintendent in a Catholic school office. The study was conducted in five dioceses within one state. Historically this role of leadership evolved out of the need of the superintendents to have help overseeing the fragmented system of Catholic schools throughout the United States. The superintendents and the Bishops turned to the religious community supervisors for assistance. This role of leadership was evolutionary in nature and continues to be so today because not only has there been limited research into this role of leadership, but there has not been any definitive parameters set up for this leadership position.

This descriptive study was qualitative with a quantitative component. A descriptive survey was designed especially for this study and the results of the survey were broadened by the interviews of seventeen participants. The populations included in this study were Catholic school superintendents, associate/assistant superintendents, and elementary and secondary principals.

The descriptive survey was composed of two parts; part one had 25 statements and part two asked for the qualities and skills that an associate superintendent needed to possess when serving in a Catholic school office. One hundred and forty-one surveys were distributed throughout five dioceses in one state. The overall percent of return was 67%.

In order to broaden and deepen the results of the survey 17 interviews were conducted throughout the state in this study. The 25 survey statements as well as the interview questions were based on the four variables of leadership, power, organizational structure and areas of responsibility. This researcher was greeted with a comfortable welcome from all that consented to be interviewed. The reaction was a positive one to the questions posed to the participants and each participant ended the one hour interview thanking this researcher for the opportunity to discuss a role of leadership that up to this time they had not reflected upon in any depth. All who were interviewed were very relaxed and open to the interview protocol.

It was evident from the results of this study that the self-perceptions of the associate/assistant superintendents were different from the other three populations. The associate/assistant superintendents perceive themselves as leaders distinct from other leaders while the other three populations really view them as leader / managers.

The study showed that the role of leadership of the associate/assistant superintendent was a role based in influence not authority. It was the ongoing relationships that the associate/assistant superintendent took the time to build that were the foundation of their power to lead, be effective and to be a change agent for Catholic education. The study also discovered that the leadership of the superintendent

and the secondary principals was aligned through similar perceptions and that the leadership of the associate/assistant superintendent and the elementary principals was aligned through their perceptions. The elementary principals and the associate/assistant superintendents perceive the role of leadership of the associate/assistant superintendent as visionary in that the associate /assistant superintendents provided support, guidance and direction for the elementary principals' leadership. The secondary principals and the superintendents perceived the associate/assistant superintendents more as a manager who provided expertise when requested and who carried out requests. They expected the associate/assistant superintendent to be very knowledgeable in all assigned areas while the elementary principals expect the associate/assistant superintendents to be more available and present to them. The associate/assistant superintendents and the elementary principals view the role of leadership of the associate/assistant superintendent as transformational. The superintendents and the secondary principals viewed the role of leadership of the associate/assistant superintendents as transactional; that is task oriented.

All roles in Catholic education were defined by mission but no one who was interviewed knew the personal educational mission of the associate/assistant superintendents. Only one associate/assistant superintendent actually had a personal mission statement. It was the expectation of everyone interviewed that the organizational mission was sufficient for the carrying out of the focus of the Catholic school office.

Every population surveyed and interviewed agreed that there should be a training program designed for providing new, present and aspirant associate/assistant superintendents with an in-depth profile of this role. The areas which were suggested for ongoing updating were: situational leadership, power and authority, networking, history of each diocese, history of Catholic education, updating on Church documents, organizational information on the structures of the institutional church, government legislation, school law, school marketing procedures, finance and development and new developments in curriculum. As educational research continues to pour out of universities and colleges the need for ongoing learning for the associate/assistant superintendents is crucial.

The associate/assistant superintendent was expected to be well educated, knowledgeable, and articulate in his/her assigned areas of responsibility. Since a majority of associate/assistant superintendents serving in the Catholic school office have multiple areas of responsibility the volume of information they need to know has kept increasing every year. It is interesting that technology was not a priority with anyone who was interviewed or responded to part II of the survey.

The quality of the person was more important and critical to the associate/assistant superintendents and to the elementary principals. The superintendents and the secondary principals did express their expectation that the associate/assistant superintendent be qualified and prepared for their different assigned areas of responsibility. Since technology is the driving force behind all that is happening it is realistic to assume that associate/assistant superintendents need to be technological adept to handle the volume of work that they are expected to complete.

How to keep them updated becomes a challenge for the associate/assistant superintendents themselves, but also for the superintendents so that the quality of work that flows from the Catholic school office is based on current research and excellence.

A major discrepancy that surfaced in this study was that a high percentage of the elementary and secondary principals felt that the associate/assistant superintendents did not make decisions for them. The associate/assistant superintendent provided them with the information but the final decision was always in the hands of the principals. The superintendents believed that the associate/assistant superintendents did impact on the decisions but the principals disagreed. They did not want the associate/assistant superintendent as a decision-maker for them.

Organizationally the associate/assistant superintendent believed that the structure of the Catholic school office should be an open system allowing for team leadership and a collaborative working environment. The institutional church has a hierarchical structure that for elementary and secondary principals provides them with a clear picture of who is in charge. Therefore, a combination of hierarchical and open system is favored in this study because the superintendents and the associate /assistant superintendents desire an open system which according to Hanson, (1991) conceives of an organization as a set of interrelated parts that interact with the environment (p.9). The study is suggesting the construction of a new design of organizational structure that empowers the visionary leadership of the associates/assistants superintendents. A design that is flexible enough to allow each leadership style to grow and evolve to its full potential. This will not take away from the authority of the superintendents as the person in charge but it will facilitate the creativity of the associate/assistant

superintendents to further impact on the needs of the Catholic school. This type of organizational structure will not be a threat to the leadership of the superintendents. In Janet Lowe's (1998) book, Jack Welch Speaks, she says, that in a speech he gave in 1994 to the Economics Club in Detroit, he noted that real productivity in an organization stems from challenged, empowered, excited and rewarded teams of people (p.106). Taking the time to recognize the associate/assistant superintendents distinct leadership in Catholic education can only enhance the organizational structure of a Catholic school office.

The role of leadership of the associate/assistant superintendent has received very little interest in research. The populations in this study both in the survey and in the interviews agreed that the role was critical to Catholic education and should be researched for a better understanding of the role and its place in Catholic educational leadership. In the interviews, it surfaced that there were very real contributions to Catholic education that were made by the associate/assistant superintendents. They were said to be the first contact with the school and the principal in resolving conflict, implementing new programs in curriculum, authors of curriculum guides, resource and an advocate in the public sector, have the freedom to create and model Catholic Identity. They provide counseling, keep the schools on track, relay information, develop solutions to problems, are a support to the superintendents who are about other things, direct professional development, are visionaries or dreamers for Catholic education similar to the role of Elizabeth Seton. They usually come into their positions with multiple experiences and challenge principals to do their best.

As the Catholic Church prepares to welcome a new millennium the role of associate/assistant superintendent is gathering more importance. It is a leadership role in the middle that is called upon to provide expertise, support and guidance to two major leadership roles in Catholic education: superintendent and elementary and secondary principals.

It is a significant finding that recognition has been given to the role of leadership of the associate/assistant superintendent serving in a Catholic school office.

Finally in summary, this study has attempted to flesh out the components of a definition for this role of leadership. A proposed definition is included in this chapter.

Conclusions of the Research with Discussion

as Related to Previous Research

As stated throughout this study there were very few previous studies in regards to diocesan or central office personnel. However, three studies mentioned in this study were the document Those Who Hear You, Hear Me, (1995) a collaborative project by the NCEA, NCCL, and the USCC and the ASCD study in 1984 concerning Central Office personnel and Patricia Pitcher's doctoral study about leadership.

In contacting the ASCD's research department, they said that that was the last study they did in regards to Central office personnel. Since the document Those Who Hear You, Hear Me concentrated on the superintendent and his/her staff the role of the associate/assistant superintendent was not specifically addressed. Throughout the document the associate /assistant superintendent was referred to as staff but never as

an individual leader who was providing a distinct role for the office and for the Catholic schools.

In the Task Force report from the Association of Supervision and Curriculum Development, (cited in Pajak, 1989) in 1982, they reported that the role of leadership of the associate/assistant superintendent was fragmented and they concluded that it was impossible to define the role as it was constantly in the state of flux. In a final report the Task Force concluded that it might be impossible to develop a general measure of central office supervisor productivity and effectiveness. The variety of duties and expectations that comprise the supervisory role, according to the report, suggests that "questions of effectiveness must be answered in the specific situation and not through any sort of broad measuring instrument" (p.3). The Task Force further observed that central office supervisors typically rely upon "personal measures" of effectiveness such as a "sense" of rapport with teachers and a "sense" of being welcome in a school, rather than any objectively definable standard of performance (p.3).

Through the surveys and the interviews a definition was formulated from the collected data. This study did affirm that while the role had not been broadly researched there was sufficient credibility and acceptance of the leadership to warrant further research and assessment of the effectiveness of the role. This researcher then disagrees with some of the findings of the Association for Supervision and Curriculum Development study because this study has defined the role of leadership as a dual leadership role including characteristics of a transformational and transactional leader, which is steeped in mission and power and carried out through the parameters of

situational leadership. The Association for Supervision and Curriculum Development study (1982) stated that one measuring instrument could not indicate the effectiveness of the role of leadership of the associate/assistant superintendent.

The instrument designed for this study did indeed show the expectations and effectiveness of the associate/assistant superintendents to a limited degree. Although this was a small study, not to be compared to a national study, it did address the role of leadership of the associate/assistant superintendent, which has long been ignored in educational research. In order for a leader to be effective, he/she must meet definable standards of excellence. Through the collected data, it was obvious that the role was grounded in expertise, modeling service, life-long learning, building relationships through referent power and situational leadership. The principals expect the associate/assistant superintendent to be a leader to emulate in their own setting.

However, this study does agree with the Association for Supervision and Curriculum Development study (1982) that the role has very unrealistic expectations placed on the associate/assistant superintendents. Fulfilling all the expectations of this role can be very daunting for associate/assistant superintendents. The associate/assistant superintendents have always held multiple assignments in areas of responsibility. However, as the information explosion continues fulfilling all the mandates from the superintendents has become overwhelming at times. The needs of the schools are increasing on a daily basis. Members of the religious communities who serviced the schools did many of the evaluative duties of the associate/assistant superintendents. This is no longer the case. The responsibilities of the communities have been passed onto the desk of the associate /assistant superintendents.

In regards to the other document, Those Who Hear You, Hear Me, (1995), though the associate/assistant superintendent was mentioned only as staff this study has shown that the superintendents, associate/assistant superintendents, elementary and secondary principals recognize the role of leadership of the associate/assistant superintendent as necessary and critical to the leadership of Catholic schools. The document did advise the superintendents to clearly articulate the staff's role and build relationships that would facilitate implementing the Gospel message. In this document the role of leadership of the associate/assistant superintendent is indicated on the organizational charts, specifically Model H. (p.18). It should be noted that while this model refers to associate superintendents for schools, in this study the superintendents vetoed the idea of associate/assistant superintendents being in charge of schools instead of areas of responsibility.

The members of the staff who are associate/assistant superintendents are providing leadership for the Gospel message. They need to be addressed as individual leaders who are making an effective and invaluable contribution to Catholic education. The data also revealed that the participants of the study expressed that the associate/assistant superintendent' role should be the subject of more in-depth research distinct from the superintendent and from the principals' role of leadership.

The major factor in the role of leadership of the associate/assistant superintendents is the type of relationships that the associate/assistant superintendents build with the superintendents, elementary and secondary principals. One of the noted facts is that all associate/assistant superintendents in this study had been Catholic school principals. Making the transition from principal to associate/assistant

superintendent is difficult. Since there are no parameters of the role written except in policy the affective domain of the position has been virtually ignored by Catholic school leaders. Part of the training that is needed for transition is helping associate/assistant superintendents to deal with separation anxiety from their school in which they were the leader to a manager/ leader position in which the superintendent has their former position. It is a difficult place to be and without help can slow down the processes in the Catholic school office.

The role of the associate/assistant superintendent has been defined. Through this definition leadership programs, convocations and symposiums could be developed to train and educate diocesan office personnel in their assigned areas and in the mindset needed to work in the environment of the diocesan office. The definition evolved out of the research about the four variables of leadership, power, areas of responsibility and organizational structure.

A proactive stance is needed in looking at the leadership of the associate /assistant superintendent. This role of leadership holds very real power for the continuation of Catholic education, as they are the leaders who design and implement the vision of the superintendents. They are viewed as manager / leaders who play a different role in the office than in the field. Associate/assistant superintendents and elementary principals perceive the associate/assistant superintendent to be a leader of vision who is capable of seeing the whole picture and developing programs or forming decisions which empower the principals to develop their own leadership capabilities. On the other hand the superintendents and the secondary principals perceive the associate/assistant superintendent to be more of a manager than a distinct leader

whether in the office or in the field. Superintendents are not always prepared for the visionary leadership of the associate/assistant superintendents and the associate/assistant superintendents are not always prepared for the reaction of the superintendents to their wanting to just complete a project without asking for permission every step of the way. Judith Arter (cited in Lewis, 1993) of the Northwest Regional Educational laboratory addressed the definition of leadership through four major dimensions: decision-making, perception of employees, task and human relations and Innovation and Risk Taking (p.18). The associate/assistant superintendent fits into three of those categories. The role does not fit into the perceptions of employees. The associate/assistant superintendent has no employees as does the superintendent and the elementary and secondary principals. They often feel as if they are floating in a sea of leadership that has no structure. This is the manager part of their position. They impact decision-making but are not perceived as making those decisions. Their work is perceived as high task and highly relational. Often they have to be the one to take a risk to implement a new idea or a plan to help a school or provide direction for a principal.

The document, Those Who Hear You, Hear Me, (1995) is missing a component of leadership role for a Catholic school office. This study has attempted to show that the role of leadership of the associate/assistant superintendent is a leadership position just as the superintendent and therefore should be stated as such in this document. It is the opinion of this researcher that if the authors of this document would consider researching this role in -depth the document would be more effective in providing direction for the future leadership of diocesan office of Catholic

education. The document does call for "clarification of roles" in the Catholic school office (Those Who Hear You, Hear Me, 1995,p.11). This document also expresses the thought that to fulfil the mission of the Gospel, the Church will have to rely on persons of superior personal qualities, skilled competence and confident faith (1995,p.4). The results of this study have indicated that the associate/assistant superintendents have fulfilled those requirements.

Another study which was cited in Chapter II was Patricia Pitcher's (1997) doctoral study written in her text The Drama of Leadership. Her study dealt with three myths: The first myth is that we need one kind of leader-the charismatic visionary. The second and much more pernicious, myth is that anybody can become one. The third is that if you tell leaders what they should do, they will do it (p.5).

In this study it was obvious that the leadership of the associate/assistant superintendent needed to be balanced with task and human relations. This is a high task position that requires an extraordinary person of many talents. Because of the fluidity of the position a highly structured person would have a difficult time in this position. Also a very introverted person would become a task-oriented person and overlook the human relations' part of the position. It is also very obvious while all populations in this study agree that an associate/assistant superintendent should have been a principal it doesn't always follow that the strongest principal will make the best associate/assistant superintendent. In fairness to the position, a formation program should be conceived and structured to prepare present, new and aspiring associate/assistant superintendents for the position.

**Definition of the Role of Leadership of the Associate/Assistant Superintendent
Serving in a Catholic School Office**

The purpose of this study was to define the role of leadership of the associate/assistant superintendents in a Catholic School Office. This has been a role without defined parameters. Through a descriptive survey and seventeen interviews the following possible definition evolved from the study: The role of leadership of the associate superintendent was defined by mission: personal and organizational. The role was implemented through situational leadership in a transformational and transactional manner; that is while the expectation was for servant leadership and using referent power, they are expected to be very task oriented.

The definition of the role of leadership of the associate/assistant calls for an associate/assistant superintendent who works in a Catholic school office, is a deeply spiritual person, well educated in human relations, the use of power, has a deep respect for the institutional church, able to provide effective visionary leadership in a variety of situations, can give nourishment for the psyche, articulate shifts in educational research and is able to complete a myriad of tasks, simultaneously, in a timely manner. This is a position that works in relationship with the superintendent while always acknowledging the leadership position of the superintendent of the Catholic school office.

The role is an evaluative leadership position driven by mission. This mission flows out of a strong desire to live the Gospel life and to share the Gospel message with the members of the schools community and co-workers in the Catholic School Office.

The role requires the ability to handle many different projects at the same time while remembering what is important to each. The associate /assistant superintendent may be involved in two statewide diocesan projects which involve long term planning while fielding questions and concerns about government issues on a daily basis. Often the associate/assistant superintendent may also be working with a curriculum committee to write a new guide or may be preparing for a curriculum workshop. The demands are endless for the associate/assistant superintendent

It is a role of leadership that demands a flexible leader of faith, openness, and vision who recognizes the sacred in each person. This leader has to be able to work in a fragmented manner at times to complete a required task. They need to possess a deep self-knowledge, a passion for learning and a positive self-esteem. It is essential that given the myriad of responsibilities in a Catholic school office the associate/assistant superintendent must be very aware of their personal strengths and weaknesses to be effective in their position. As associate/assistant superintendents, they must understand the difference between manager and leader because in the Catholic school office they are expected to assume the role of manager completing the tasks assigned by the superintendent while in the field they are seen as a leader and a manager.

According to Hawley's, (1993) chart (see appendix F) depicting the difference between manager and leader is that the manager is concerned with goals, objectives, plans, problem solving and management of people but as leader the concern is vision, values, giving, presence and culture (p.183). This study revealed that the role of leadership of the associate/assistant superintendent encompasses manager and leader characteristics but these are not divided equally. It does depend on the situation.

In the introduction to this study in Chapter I, the role of leadership of the associate/assistant superintendent was expressed in scripture from Matthew 13:31-32 (New American Bible, 1987,p.1030). This passage was selected because the role appeared to be seen at the beginning of the study as one which nourished, provided support, influenced and guided by "planting seeds" of hope and knowledge. The data from the study appeared to agree with this initial statement. According to Charles Manz (1998) in his text The Leadership Wisdom of Jesus, leaders who use subtle, positive and useful actions can lead to the greatest results (p.153). Manz (1998) also noted that leaders " planting even the smallest of seeds, a mustard seed, if it is positively alive and planted well, can lead to a great result.(p.156). The role of leadership of the associate/assistant superintendent epitomizes this spirit expressed in Matthew's Gospel.

Recommendations as a Result of this Study

While this study has been limited to five dioceses within one state a definition of the role of leadership did reveal itself through the surveys and the interviews. Based on the results of this study the following recommendations are suggested:

1. It was very clear from this study that the associate/assistant superintendents do not have a great deal of authority but they do have power, consideration should be given to doing further research into the effectiveness of this power as utilized by the associate/ assistant superintendents.

2. In the study there was strong agreement that a formation program for associate/assistant superintendents should be designed along with a manual for middle

level leadership serving in the Catholic school office. As the Catholic Church is in the present state of renewal it would be the proper time to gather the diocesan leaders together and design a formation program for new present and aspirant associate/assistant superintendents which includes training, role models, mentoring and specific diocesan history.

3. There has been very little research done around this role of leadership in the public sector and in Catholic education. As the system of Catholic schools continues to grow in new areas such as technology, finance, marketing and development, new curriculum standards, to name a few, the expertise of these leaders in the middle will be more critical than ever. It would help further the leadership if a national study would be conducted about the effectiveness of this role of leadership. Since the National Catholic Educational Association has appointed a committee to review diocesan leadership this role of leadership should be included.

4. Elementary and secondary principals need a clearer description of the role of leaderships coming out of the diocesan offices. A study should be conducted about the different perceptions of the elementary and secondary principals in regards to the institutional church and the leadership of the diocesan office.

5. The NCEA, NCCL and the USCC should consider writing an addendum to the Those Who Hear You, Hear Me, (1995) including all levels of leadership which affect education in all ministries especially the role of leadership of the associate/assistant superintendent. This should explore the role of leadership of the associate/assistant superintendent and why they are so effective in Catholic education as leader and manager.

6. Since religious are still so strong in this position, the leadership of the educational offices should convene a convocation of associate/assistant superintendents to garner the religious leadership thoughts as the Church moves into the 21 century.

7. Catholic Colleges and Universities should re-evaluate their course offerings and offer courses in Educational Administration for the Leader in the Middle who is a leader and a manager in the same position. It should be noted here that colleges are beginning to notice that Catholic schools need well-educated administrators. Manhattan College, Riverdale, New York has begun to offer a summer program for Catholic school principals, administered by Carol Cimino, SSJ and Sr. Remigia Kushner, SSJ. which for the first time offered a presentation entitled "Leader in the Middle" which this researcher presented. This study has shown that this role of leadership needs to be discussed in higher education.

8. Assessment of any position is crucial but as this study has shown no one in this study had ever discussed the aspects of the role of leadership of the associate/assistant superintendent. An assessment of the effectiveness of this role would benefit the entire system of Catholic schools as the associate/assistant superintendents spend a majority of their time providing guidance for the principals.

9. An appraisal process should be developed to ascertain the effectiveness of the leadership of the associate/assistant superintendent in further depth. The survey used in this study is a strong beginning for the development of this process.

10. Develop a repository of research about associate/assistant superintendents and all diocesan leadership.

11. Convene convocation of national leaders of leadership with associate/assistant superintendents and superintendents to provide information and guidance about the role of a leader who is leader and manager in the same position.

12. Religious communities should open their archives to researchers to write a history of the associate/assistant superintendent to be passed down to the lay leaders who have and will replace the religious leaders.

13. The core of the leadership of the associate/assistant superintendents is an understanding of a deep sense of who they are through an understanding of their own spirituality; therefore a program for spiritual development of leaders in the middle should be designed.

14. Colleges and Universities should provide training in human behavior for associate/assistant superintendents.

15. One question that has arisen is, given the amount of work in a diocesan office, how will it be made possible for associate/assistant superintendents to attend doctoral programs? A second question that arose is what organizational structure will be designed to fit within the hierarchical structure of the office given that the study asks for a team leadership approach. With Renew 2000 calling for small communities of prayer the church is being called to reflect and change its hierarchical structure to engage all potential leadership for the future of the church. This study has shown that this overlooked leadership role is critical to the advancement of Catholic education.

16. Research publications need to publish articles about the role of leadership of the associate/assistant superintendent.

17. Design and create a handbook about the formation of leadership role of the Catholic school office for the elementary and secondary principals serving in Catholic schools. Many new principals have never had any dealings with a Catholic school office.

18. Superintendents need to plan for the financial impact of having an all lay team of associate/assistant superintendents. If associate/assistant superintendents are encouraged to enroll in Doctoral programs and complete them then their salary must be commensurate with their education.

A Formation Program for Diocesan Leaders is essential. Recently, Dr. Claire Helm has been appointed as the director of the new Office of Leadership Development at National Catholic Educational Association. In the May, 1998 NCEA NOTES (cited in Helm, 1998) one of the goals of this new office is to establish a "trainer of trainers program" for diocesan personnel (p.1). The results of this study affirm that decision. The superintendents and the associate/assistant superintendents need to be a part of this formation for the future. A natural evolvement with this should be the development of a clearer explanation of the role of a Catholic school office. As the programs presently in place in a Catholic school office continue to deepen and broaden there appears to be a lack of clarity about what is the role of the Catholic school office, how much authority and power do they have in the Catholic education and how that impacts on the role of leadership of the associate/assistant superintendent. Bennis and Goldsmith (1997) have written a workbook on Learning To Lead in which they note, that as we approach the new millennium, vision,

communication, innovation, flexibility and inner directness are needed (p.9). A new formation program should include training in these areas.

The Catholic Leadership in conjunction with the superintendents and associate/assistant superintendents needs to design such a workbook that addresses the leadership about the Catholic school office. They must do it together not one or the other.

As we move closer to the next millennium, it is time to call for a convocation of all diocesan leaders and include the history of the role, study the role's structure, construct a role description of manager and leader of the associate/assistant superintendent and develop focus groups of associate/assistant superintendents nationally, and envision the formation about the role of leadership of the associate/assistant superintendent. There has never been an appraisal or assessment of the role of leadership of the associate/assistant superintendent about who this leader is, what do they do, how do they do it, how does the school community feel about their leadership and how do the associate/assistant superintendents feel about their role of leadership. This study has been a beginning to do this. The research showed that leaders were very pleased to discuss the role and often in the interviews expressed that they had never given any in-depth thought to this role of leadership or had anyone ever asked them any thing about this role.

Implications for Future Research

It is very clear that this role of leadership needs to be researched in depth in many areas: national study, educational requirements, in-depth study in the power of

the associate/assistant superintendent, effectiveness of this critical role in the multiple areas of responsibility assigned to the associate/assistant superintendent, organizational designs of the diocesan office, shared leadership, decision-making and time management for the associate/assistant superintendents and women's leadership in this role. All of the associate/assistant superintendents were women but one in this study.

As we approach the new millennium the Catholic Church is going through a process of renew. This is a program that is calling all members of the Catholic Church to re-assess their faith life. Small faith sharing communities have been formed to encourage Catholics to share their faith journey with each other. The church is beginning a new organizational structure with this format. The organizational structure of the Catholic school office needs to be studied and re-designed to accommodate the role of leadership of the associate/assistant superintendent away from the hierarchical to a more open system which empowers the transformational leadership of the associate superintendent. The leadership of the church is asking every organization and every leader in the church to re-assess their leadership and the direction they are moving toward. It is time to assess not only the leadership of the associate/assistant superintendent but to take the time to recognize the contributions of the associate/assistant superintendents to Catholic education. It is time to review this complex role of leadership.

Research needs to be conducted around the specific relationships between the leadership of the superintendent and the associate/assistant superintendents as well as expanded research about the relationship of the elementary principal and the

associate/assistant superintendent and the secondary principal. Another area of research should be to study the spirituality of the associate/assistant superintendents who serve in a Catholic school office. Since this role is a ministry in the Catholic faith who is going to help ensure that those in the role will be spiritually ready to model church leadership.

According to an essay written by Fr. Byron, (1992) the United State Catholic Church definitely needs scholars in all disciplines (p.89). Associate/assistant superintendents are being called upon as experts in many areas.

What scholarship will be required for this position in the future? In the public sector doctorates are being requested for this position. Will women continue to play a strong role in this position? Why are women attracted to this role more than men?

In 1997, Seton Hall University changed their policy for lay diocesan personal who wanted to study for a doctorate at their institution and offered them half tuition for the regular doctorate program. This took vision on their part to do this. The Immaculate Conception Seminary at Seton Hall has recently designed a program for Lay Ministry that would enrich the faith life and knowledge of Church leaders. The question that must be posed is how will diocesan offices make it possible for associate/assistant superintendents to attend these courses given the wide scope of their position and areas of responsibility? Future superintendents have to begin to plan for this ongoing learning that is so critical for leadership today. Recently, the Council of Superintendents of the five dioceses in New Jersey completed and distributed a paper outlining guidelines for the working relationship between associate/assistant superintendents and the superintendents when statewide projects are being

implemented. This is the first time that the leadership of the associate/assistant superintendent has been recognized in relationship to the superintendents in this type of communiqué to the associate/assistant superintendents (see Appendix G).

As mentioned previously in this chapter, the role of leadership of the associate/assistant superintendent was symbolized in a passage from Matthew's Gospel 13,32 that depicted the planting of a small seed and allowing it to grow into a place where all could find rest. Charles Manz (1998) in his book The Leadership Wisdom of Jesus believes that this passage teaches us that planting a little mustard seed can be the source of great results (p.153). He encourages us to imagine what would happen if leaders planted as many potent seeds as possible-each seed offering the potential to produce rich, positive fruit (p.154). This is the role of leadership of the associate/assistant superintendent. Their leadership is about planting seeds of, hope, direction and empowerment. The Catholic school office offers a place of nourishment for the hope and rest for the weary principals in need of support and encouragement. This is the core of the spirit of the role of leadership of the associate/assistant superintendent serving in a Catholic school office.

The Catholic Church in conjunction with the Catholic school office should explore every avenue to utilize the potential leadership of the role of leadership of the associate/assistant superintendents. According to Max DePree, (1997) "organizations almost never reach their potential without regard to individuals' potential"(p.76).

The four variables chosen for this study appeared to be fundamental to this study. Through this study it has been recognized that the associate/assistant superintendents have drawn on situational leadership in a transformational manner to

fulfill the needs of their assigned areas of responsibility. A leader needs to lead from a certain vantagepoint and for the associate/assistant superintendent it is from referent and expert power within the organizational structure of an open and closed system.

It is also apparent that each one of these variables could provide a direction for a study about the role of leadership of the associate/assistant superintendent independently.

Other areas for future research could be the tenuous relationship between the associate/assistant superintendent and the superintendent, as well as how the transformational leadership of the associate/assistant superintendent can be effective within the hierarchical structure of the Catholic Church. The Catholic school office facilitates change and growth for the Catholic schools, it does not mandate or order the schools to follow a certain path. A team approach would broaden the responsibilities and allow leadership to grow without the restrictions of a hierarchical structure.

It appears to be the hope of the Catholic Church that small communities become the future for our church in order to promote collaboration, cooperation, and shared leadership. This is what the associate/assistant superintendents envision for the Catholic school office.

In Chapter I, in the introduction, it was noted that leadership in Catholic education is a ministry that derives its call from God. This call is the greatest internal dimension that shapes all Catholic leadership. Presently the role of leadership of the associate/assistant superintendent is staffed predominantly by women religious in this study. They have accepted this call, taken it seriously and allowed it to overflow into the leadership they give to their respective dioceses. While the focus of this study was

the role of the associate/assistant superintendent not whether it was religious or lay this needs to be considered since the role evolved out of the religious communities. Perhaps it is time to look to the Associate Programs of religious communities as a way to continue the effectiveness and charism of the religious communities. These Associate group members should be tapped for leadership in Catholic education. They are connected to the history and culture of the religious communities and could help extend the religious foundation of Catholic education far into the new millennium. Geraldine Anthony, S.C.(1997) writes that after Vatican II , with the decline in religious vocations the religious congregations turned to the formation of Associate programs to keep the spirit and charism of their communities alive (p.244). They formed these groups to develop a connection between the history and the future. In the interview protocol, an associate/assistant superintendent referred to the hope the Associate programs could be a link from the past to the present.

According to Schmoker, (1996) in his text Results, if leaders provide occasions to observe, recognize, celebrate, and reward meaningful accomplishments, leaders can create a field of dreams where progress and appreciation prevail (p.107).

The role of leadership of the associate/assistant superintendent needs to be recognized and celebrated to continue to be effective in implementing the mission of Catholic education. This recognition and celebration are long overdue. Jacobs (1996) notes in his text The Vocation of the Catholic Educator, that Catholic educators do indeed possess a vocation and because of this vocation given by God face professional and personal challenges in their work (p.67). The role of leadership of the associate/assistant superintendent assumes that they accept their vocation and carry

out their work often in a solitary manner. It is time not only to recognize a powerful role of leadership but also to listen to the wisdom of the associate/assistant superintendents who serve in the Catholic school offices and minister to all Catholic schools. The role of leadership of the associate/assistant superintendent has the power to design a vision for the future, implement this through the present structures, while always acknowledging the past history of Catholic education. Future research into this role will continue to reveal the history and the impact of this role of leadership on the advancement of Catholic education. In the conclusion of the article entitled, The Catholic School on the Threshold of the Third Millennium, (1998) written by the Congregation for Catholic Institutions in 1997, and found in Catholic Education: A Journal of Inquiry and Practice it was stated that "the work of the school is irreplaceable and the investment of human and material resources in the school becomes a prophetic choice"(p.12). If the work of the Catholic schools is so beneficial to the church should not the role of leadership of all leaders be just as important?

The role of leadership of the associate/assistant superintendent while continuing to serve, lead and educate the school community will do so, following the directives of the Catholic school superintendents. It is a role of leadership that has powerless power; that is the power is based in faith. What is of God, remains of God!

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Appendix A

Transcript Sample of Associate/Assistant Superintendent

Sample Interview

This is an interview with an associate/assistant superintendent in a Catholic school diocese in the diocese in the state that is being surveyed for this dissertation.

1. How long have you been an associate superintendent in this Catholic diocese?

Ten years.

2. Do you see the role of the associate superintendent as being necessary in a Catholic schools office and why?

Yes, I do. The associate superintendent is the person who most carries out the vision of the superintendent and works in the field with the principals in the diocese. They are the people in the trenches so to speak.

3. Do you see the role of the associate superintendent as having a critical impact on the quality of education in our Catholic schools and why?

The role of the associate superintendent will have an impact if the associate superintendent himself or herself has a vision and is able to be sure that vision is carried out. If the person does not have a vision, I think the impact would probably be more negative or neutral. But I don't believe the associate superintendent will be effective without vision and without the vision to carry out that person's role.

4. What do you mean by vision?

There is a big picture for everything and it's critical that the associate superintendent knows what that big picture is and it's also critical that the associate superintendent knows the parts of the picture and has an understanding that everything in that picture is

connected and what one does affects everything else and so the associate without a vision is probably one who should not be in the position.

5. What are the differences in leadership needed in the superintendent and the associate superintendent?

In your first question I mentioned that the associate superintendent was someone who worked in the trenches so the kind of leadership an associate would have would be more hands on and working more directly with the people in the field where the superintendent is someone who works with larger than, I don't know what word I would want, who would work with people at that level of administration, the government of the state, the federal government, the other superintendents and that kind of level of leadership. The associate superintendent is the person who most directly carries out in the detail the detail of the Catholic Schools office or whatever mission, ministry that that group sees that it has. So I would say that the associate is the person who makes sure that that is done.

6. What leadership style is most effective for an associate superintendent to have when you are dealing with the school community?

I would say that collaboration is critical but also an understanding of roles, that the associate superintendent is not the principal. I would think collaboration, team work as opposed to I am the associate and what I say you will do, but rather we're in this together and the big vision is Catholic education. I would say collaboration.

7. You say it's different, you are not the principal. What's the difference in the role?

The principal is responsible for everybody within the school community and making sure that that. The associate superintendent is responsible for the principal and making sure

that the vision of the diocese for Catholic education is carried out by the principal in this little piece of that vision which is that particular Catholic school.

8. Describe the authority that you believe an associate superintendent possesses in dealing with the school community and the principal.

Well, every position, if you will, has authority by the very fact that it's a position. However, it's the person within the position who carries out that thing called authority. I think by the very fact that I am an associate superintendent when I speak for most people, it is the associate superintendent who is speaking not myself who is speaking. I'm not sure that I like that. I would much prefer that the credibility of what I say is my credibility and not because of the position.

9. Why?

Because I bring me to the position. The position does not define me. I define the position. So the position is looked upon by people whom I impact or have an effect upon in a good light or a bad light depending on how I carry that role out. So that's why I think it's the person who defines that position, who puts the parameters on that position, who carries out that position and not the position that defines what, how I ought to behave or say or make the decisions that have to be made.

10. What power does the associate superintendent possess?

You can't elucidate that question any further can you, you're just going to ask the question.

11. I guess I could clarify it a little by saying whatever your definition of power is at this stage, take that definition that you have of power and then answer the question.

All right. I look upon power as the ability to do something, the ability to act. In that context, the associate superintendent has a lot of power because there are a lot of areas

with reference to what's happening in schools under the jurisdiction of the principal that the associate superintendent can have an impact on and from that perspective of having the ability to get things done I think the associate superintendent has a great deal of power within the parameters of that person's role and what that person is responsible for in the diocesan picture.

12. In the school community is there any conflict between the authority of the superintendent and the authority of the associate superintendent?

In the school community?

13. Viewed by the school community, do you think ?

In our school community, no. The behavior of the superintendent and the associate superintendents is always presented as a collaborative team. There is nothing presented to any group of principals or pastors or meetings with principal representatives or pastor representatives in which the whole cohort of the office is not present. Nor is there ever any planning of anything that's done without other associate superintendents. So I would say that if anybody views our office as less than a team, they are not looking appropriately at us, because the presentation of anything is done from that stance of we as opposed to superintendent, and the associate superintendent knows nothing of what is happening. In fact we have, two or three times a year, staff planning days in which all decide what our vision is going to be, what our mission is going to be, what our goals are going to be. It's done as a group.

14. Do you have an office mission as well as a personal mission?

Yes.

15. Would you share your personal mission?

Our vision statement is a very simple sentence and that is to envision, ignite and embody excellence in Christ with the school community of the diocese. And so everything that comes out of our office reflects that mission. At least we try. We don't always succeed but it is there for us. If we do not have a vision and if we don't believe strongly in that vision to get out there and really ignite people and encourage them and get them moving, and if we don't embody that ourselves, then I think that we might as well hang it up. And I have to say as far as my own mission is concerned, I would buy into that as well as I buy into our Lord's vision which was that He came that we may have life and have it to the full, so I kind of fit into that kind of thing.

16. Do you believe the position of the associate superintendent is more powerful than the person holding the title?

I believe it could be for people. The fact that the associate superintendent is going to come to the school causes the principal to behave perhaps differently than he or she would if that positional person were not coming in. But I personally believe no. I think it is the person who gives power to the position and not the other way around.

17. What changes in the role of leadership of the associate superintendent have you seen over the years and you've been in the office ten years?

I don't know that I've experienced major changes. When I came to the office ten years ago, I had my responsibilities. I was the only one in the office and the amount of work that had to be done at that time was reasonable and I was responsible for specific areas. But then as the vision, I suppose, was more clearly articulated especially since our current superintendent has been here, there's more work to be done, more things to attend to. So

perhaps the change has been from less specific to more specific, from a two-person office to now a five-person office. So the details have become much more important to attend to.

18. When someone says the associate superintendent is in a school, how do you think the faculty reacts?

Well, I think it depends upon who the associate superintendent is. If the faculty's perception of the associate superintendent is one who flaunts the position and one who is unbendable, or one who lets them know who is in charge, I think their reaction would be one thing and a lot of that depends upon the principal's relationship to the associate superintendent and that relationship has trickled down to the faculty from the principal. For the most cases, associate superintendents don't really have direct access to the teachers on a regular basis. However, the associate superintendent's reputation, if you will, is one that or seen to be one that works closely with the principal, is open, is collaborative, is all those good things that we'd like to see, then I think the teachers will not get excited at all, but just go about their business. If you're around, you're around, if you're not, you're not. It's like the principal visiting a classroom. If the principal does it regularly, the kids get used to it, it's no big thing. So, I think it would be the same for the associate superintendent. It's just another person carrying out a role that that person has at that particular time. Again you go back to that concept of position and if it's position coming that would be one reaction, if it's a person coming, then it would be a different situation.

19. To this point in research and if you look around dioceses and different offices around the country, there's no real training program that's in place for associate superintendents.

What type of training would you recommend to prepare somebody to work in a Catholic Schools Office as an associate superintendent?

Well, I think the training needs to focus on several things. One, it's a much bigger picture than a school, assuming that the person is coming from administration in a school. It's a much bigger picture. The people with whom you are dealing are in a much different position. You're not in a position as an associate superintendent, and this is going to sound strange, but you're not in a position of authority primarily with the people you are dealing with at that level, the pastors. I think one of the biggest lessons that needs to be learned is an awareness that there are some things you cannot change and there are some people you cannot change or even hope to change and that's primarily the clergy. That their role which is very difficult to understand because it's not something that anybody has experienced. Their role as pastor is absolute and they canonically are the person responsible for the parish and there's nothing that can impact upon that and that's a very difficult lesson to learn or even to understand. Having been a principal you deal with so many different constituents, parents, children, teachers and you're called upon to develop very strong people skills. The pastors, that door's not even open to you. There's no negotiations or sitting down and talking and developing certain issues. Now there are some pastors who collaborate very well. So I would say understanding the role of pastor and accepting it and not fighting against it is a good lesson to know. Being responsible for so much work is another issue that would be necessary to work with associate superintendents. That what you do and are responsible for has a much greater impact than what you did and were responsible for as a principal. And you're not affecting teachers in a classroom, parents, students but you're having a much more direct effect upon the

leadership of the Catholic schools within the diocese and that is something to look at and understand. But I think in all of it, if you have the good people skills and the great humility and the understanding that you have certain gifts and you are able to do certain things and you are unable to do other things, if you're able to handle that as a principal you're going to be able to handle it as an associate superintendent. It's just that it's a bigger picture that you're dealing with and understand that you're part of it. You're not the whole picture but you're part of it. I don't know if that answers your question

20. Do you think you should be a principal before you work in a catholic School office?

I think it would be very helpful, yes, some administrative position in the Church in some form of education. So I can't imagine any other position than that of the principal in the Catholic school environment, so I guess I would have to say yes.

21. You've been an associate superintendent for a long time, which to my mind would say you have a lot of experience in the position. So if you were called upon to design a training program for new associate superintendents coming into that position, what components would be part of that training program?

Well, one component would be developing the skills to develop programs, and by programs I mean the kinds of staff development programs that would be necessary coming out of the Catholic schools office. That's a toughie.

22. It is a hard question.

I'm just trying to think of all the kinds of things that we do. I think that being, and I don't know how you could train people to do this, but practically, I would talk about or put in there some kinds of developing programs, staff development programs. I think a component would be to do some creative thinking, to do some kind of dreaming as to as

to, if you had your druthers, what would excellence look like, that kind of visioning. I think that would be a component of it. I think another component would be to expose them to things they've never done because there are lots of pieces and lots of parts to a Catholic schools office and again as I said, not everybody can do everything. But I think if you only do the things you're good at and never try the things that you don't know how to do you, you're going to kind of limp along after a while. Like inbreeding weakens the strain. So I would have in there some exposure to other kinds of skills. I'd also have in the training program how to develop a mission statement, what a Catholic Schools office is all about, what makes it authentic, what's the Catholic identity, if you will. Those are the kinds of things that I would put in and the kinds of skills that they don't have, you know, collaboration, communication skills. It would be many faceted, I think but totally driven first and foremost by an understanding of what we are really all about and articulate that through a mission statement. That probably would be the first part.

23. How does the organizational structure of a Catholic school office impact on the effectiveness of the work it does?

Well, if it's hierarchical, then information is going to flow down from the top. Power is going to be at the top, authority is going to be at the top, leadership, true leadership is not, no, I won't even use true leadership in a hierarchical structure. It's going to be a vertical movement primarily from top to bottom. In a structure that is not hierarchical, information is going to flow freely, creativity is going to flow. There's not going to be any creativity in a hierarchical, because it's like the old days of Religious life. The superior made the decisions and you just carried it out. So not too much thinking would happen. No creativity. But if it's not hierarchical, I think there's room for a lot of flowing of

information, creativity, thinking, coming up with new ideas and motivation and it's the difference between everything coming outside of you and you look into that and you do whatever that side of you tells you to do and everything coming from inside of you, and you are the generator of new ideas and you are the generator of thinking, of information, conversation and so on. It's just the whole difference of outside to in or from within, and I'd much prefer from within.

24. And how does this type of organization impact on what happens?

Probably the difference between slavery and freedom, the difference between life and death. I should say death into life since I said slavery into freedom. If I see that I have freedom to think and create and to have a conversation and to be the generator of ideas, etc. then I own that and I am indeed a living part of the system. And so the brain and the body may generate and be the house for, but the brain is not going to function if the blood doesn't bring it oxygen and food and so on. And so it's the same way within an organization. So I would say that the people within the organization, if it's hierarchical in structure, are not going to be vibrant, or truly living and growing and changing. It's going to be stagnant and run by one cell instead of all those cells. The impact is tremendous. One impact in the hierarchical structure is non growth. It's going to be limited. It's going to be one perspective only and if that's what it is, then you don't need everybody else because you have all that you need in that one person who is. But that's not natural, not natural at all. So I would say the impact on a structure that is not hierarchical would be absolutely phenomenal and authentic and natural.

25. What do you mean by natural?

Nature. Nature is not hierarchical. Nature is and functions in a manner in which every thing that exists has a function or a role without which , if it is not carried out well, will impact the whole and that's true of anything else and there's nothing in nature, nothing in nature, that is so important or has so much power that everything else is subservient to them. Nothing. And so to create a structure in which there is a hierarchy in such a way that one person or one position has control over everything else is not natural. And so the more we move away from the natural way of doing things, the greater the impact for death, if you will.

26. And so if you were to design a flow chart, the organizational structure of your office or any Catholic school office, what would it look like?

A lot of bubbles, which move all over the place. And sometimes the bubble who is the superintendent will be interacting with the bubbles on the second floor or with the bubbles out in the field, just a lot of bubbles. And free movement and the structure is whatever it takes at any particular time with the relationships that are happening at that particular time. So at one point, it can be the superintendent leading with the associates and that can be a kind of hierarchical one at that particular moment or another time it can be the superintendent sitting talking one on one with the principal and that relationship is very different. So I would say that freedom of movement, no rigid structure and yet everyone knows who's in a leadership role, and recognizes that, and that takes different positions at different times.

27. In an organization structure, do you still believe there needs to be a boss?

Absolutely. I believe that there needs to be someone outside of you, to whom you are accountable and to hold you accountable. But that can be a peer for that matter. And the

real movement of accountability comes from, you know the boss is the ultimate accountability, the real accountability should be within the person and, you know, I don't need a boss, if the truth were told, to hold me accountable, because I hold me accountable. However, there needs to be someone who makes sure that there is a big picture, that it happens, that here are the ways and here are the people who make sure that this little piece happens because that's given to me at a particular time to take care of. Yes, we do need to have a boss who at times needs to say, this is how it is and you are to do this because we all agreed that this is what we are about, so you have shirked that a little bit. So let's get back to what we said we always do. But it's a shared vision. It's not my vision and therefore you carry it out. It's a shared vision.

28. How do you believe in an office of Catholic education the areas of responsibility should be carried out?

Well, I think the areas of responsibility need to be articulated clearly as to what they are and then you get the people who match them, who have the gifts to best carry them out. So I would say it's a question of matching people with what needs to be done.

29. The school office is responsible for a large number of schools and if you are to look at all those schools, do you believe that people should be responsible just for all those schools or should the schools come under the province of the whole office?

I believe the schools should come under the province of the whole office. If I'm hearing your question correctly.

30. You are.

If I continue with the thought that what are the responsibilities that need to be carried out and who can best do them then there is no one person who can look at everything about a

school and do everything well. I think it also gives the principals of schools a sense of security that if they know that this associate superintendent is responsible for all the government programs and does that really well and has the knowledge, then there's a tremendous sense of security that when I speak to this person the person knows what she's talking about. Whereas, with five or six or seven associate superintendents in an office, you know, to whom do I go? And I think it makes more sense to identify what needs to be done, to match people who can do those things, and do those things well as opposed to everybody's responsible for everything and nobody's responsible for anything truly speaking, and that's what happens. So I think there would be too much chaos, not enough order in just saying I'm responsible for this school and come to me. I wouldn't want it. Now other people may be comfortable with that model, I would not. However, I do think that is good, as I talked about program for associate superintendents, of having tried things that they've never done before. I have made myself do that. So what I am doing today in the office is not what I did when I first started. So I have every couple of years accepted responsibilities in different areas to force myself to learn something new and to develop skills that would be needed to do this responsibility and not another. So I think it's good to also periodically on a regular basis change responsibilities so that you do learn to do different things.

31. Would you be willing to share some of the changes that you have been through?

Well, when I first came to the office I was responsible for staff development primarily professional day and these kinds of things. As new people came on board I gave that over and took on personnel which I knew nothing about and the contractual issues and benefits and those kinds of things. And this year I have taken on the finances which I've always

had a love for but never did because it wasn't needed and what we did before was very general, what we are doing now is very specific and so I've taken it on. So, I've made changes over the years as far as my responsibilities were concerned.

32. As we move into the twenty-first century, which everyone is talking about, what areas of responsibility should be added to a Catholic school office, the superintendent, that are not there now, perhaps directions that should be taken, areas that we've not been involved in or perhaps should be more involved in?

I understand the question.

33. I know you do, I know you do.

That's a difficult question to answer and I must admit I've not thought about what new things we can do.

34. Shall I put it at the end and come back to it?

You can but I don't know if I am going to be able to do anything. I would assume that, just as our office has evolved over the years into what we are now doing that we didn't do ten years ago or eight years ago that,

35. The reason for the question is that when interviewing, one of the big things that does come up is vision. We consistently talk about our vision and having vision, to know the vision. So, if we're developing vision, how is that impacting on where we're going and how does it impact on where the associate superintendent is going with their work as we move into the future? And how do we plan for it?

Well, I think we plan for it, at least I can only speak from my own experience in our office, and I think the way we plan for it is to plan and that there is always a re-visiting of what we are now doing. As I said, when I first came it was all very general and it was

because we had a man at the helm and the vision was a general vision and the vision was a survival vision to bring up enrollment, to cut down on attrition, to begin to bring financial stability to schools. When you're dealing with survival issues then all the others kind of pale because you can't attend, because you have to survive first. So that's kind of where we were and now that those issues have been kind of met and dealt with and kind of strengthened, if you will, we are now looking at the quality of what's happening, and that's the excellence in Christ vision and so we are currently, you know, now that the houses have been kind of built, now we are looking at the interior decorating and what's happening within those walls, not only as a school, but now within classrooms. What is not only the quality of what the principal is doing but how that quality of what she's doing, especially as an instructional leader, impacts on what is happening with the quality of the classroom. So I would say that that is where we are at the moment and which will carry us into I would say the new millennium, that this whole issue of the quality of what we are doing. And I would envision that as we re-visit that each year that it will be made known as it has been in the past. It will be made known to us what now needs to be done to enhance that quality, to become more authentic as Catholic schools, to, you know, as more and more lay people come into the schools, we have to ensure that it is Catholic and to grapple with what makes it Catholic and what should leadership look like in the Catholic school. So, I would say that's tied in with this whole idea of quality and we may be called upon to not take the Catholicity of the school for granted when it was all Sisters there or one or two lay people, nobody questioned. But people are questioning now and perhaps the call is to look at why we are doing what we are doing and to be sure we are who we say we are, what we say we are and what does that mean ? And to bring people to that

requires that we first of all embody that and that's why I really like our mission statement that we can see it and we have the power, if you will, to make sure it happens. But in order to do that we have to embody it ourselves. So probably the associate superintendent's role is going to become more of embodiment and really of quality and of vision within that person and the ability to make sure that happens within the schools and again, having the people in those schools whether it's the leader of the school or whether it's the teachers in that school, to somehow make sure that this happens. And how that's going to happen I don't know because I know we can't change people and yet we can't motivate people and all this stuff but you have to be a, I always liked yeast and maybe associate superintendents need to be more like yeast and just impact, although very gently and very slowly, and so on because great works take time and it's to be faithful to that and to truly be sure that we are authentic and all that that means. Maybe that's the millennium, I don't know.

36. What skills does an associate superintendent need today and for the future to serve in a Catholic Schools Office and perhaps you can connect that to the survey, because in the survey that you answered that was sent out we talked about managerial skills as, as to communication skills and perhaps you can answer the question from what you put in the survey?

I don't know that I would call this a skill but I think that the most important quality if you will, of anybody involved in Catholic schools but associate superintendents to be relegated to this position, the most important quality is truly a very deep spiritual life, a gracious acceptance of the gifts one has been given and freeing oneself up to use those to the fullest and to develop those to the fullest, what ever those gifts may be. All those skills that we

talk about, you know, the interpersonal skills, being able to communicate, to be able to organized, I think those go without saying. It's like the basic skills of learning, to add, subtract, multiply and divide. I think that there are basic things that are needed. I think you need to be able to communicate. People need to understand what you are trying to communicate. I think that you need to be organized and need to be a person who is competent and a team person. I think all of that goes. All of that is the foundation. But beyond that I think that the associate superintendent needs to have a deep spiritual life. I think the person truly needs to recognize that the skills and the abilities, the qualities that a person has are gifts and to use them, to receive them and to use them in that context.

37. Why do you choose those two particular qualities?

Because I think that's the core out of which all the other stuff comes. I can be a great manager but be an absolutely awful person in dealing with other people because I don't have, I don't have a deep spiritual life. I believe that everything flows out of that core of who we are and that core of who we are is a very sacred core, and to say less than that would be to violate my own personhood because I believe that I am a sacred person. And so, if I believe that and I accept that and that's not always easy to accept, then I'm going to behave out of that. If I believe that I'm different than anyone else and I accept my differences and I accept those differences both from a sense of gift and a sense of not having certain gifts, if I accept that, then the behavior coming out of that is going to be very different from behavior that does not accept that. And so, I think it's important that I'm also always in relationship with people and that relationship is not just always in words. It's sometimes in presence, it's sometimes in thought, it's sometimes in whatever. And so, if I believe these things and I honor these things and if I graciously accept these

things, then what I say and do is going to come out of that. That's very different from somebody who never thinks about these things or someone who doesn't bother with these things in one's self or other people and I believe that if I accept and honor these things within me then it becomes very much easier to accept and honor them in other people and I do that with other people then the relationships are going to be such that they're going to be beneficial; they're going to be life-filled, they're going to be growth-provoking, they're going to be whatever. And so, you know, it's the skills and qualities that are needed go beyond communication and managerial because they flow out of these other three.

38. Right now, in this state, that we are talking about in this study, all the associate superintendents are Religious except one. How do you think that this is impacting on the leadership that is present in the state from the role of the associate superintendent and how do you think this leadership is going to change when it becomes totally lay?

Well, my hope would be, and I'll talk about the last piece. My hope would be that there would be no significant change. There should be no difference ultimately in the three qualities I just talked about in the last question in a lay person or a religious person or a we're all religious people. We're all called to that. However, the training that Religious have had, there has been a tremendous focus on the spiritual dimension and developing that and so on. So maybe there is a head start, if you will, on that. But I think if Religious associate superintendents, Religious anybody, regardless of what position, teacher, principal, associate superintendent, superintendent, whatever, the task that they have is to be sure that the people who follow them, they have chosen well and they have trained well and that they have passed on the tradition, if you will, to those now who are called to carry on the task of Catholic education. Religious life was not always in the church and the

church functioned very well without it. Catholic education was not always in the church and Catholic education came about primarily through Religious responding to the needs of the time. Well, the needs of the times are still here but the people responding to them now are choosing to do it differently than entering Religious life. There are other ways to respond to the needs of the times than religious life. And hundreds of years ago that was the way. Before that, that was not the way, so I think that hopefully there should not be a significant impact just as having lay principals and lay people in schools should not have a significant impact. However, there are many more issues with lay people than there are with Religious. There's much less freedom with them than with Religious women with respect to being able to do this, that, or the other thing without having a family to care about and the money issue and so on. I have to believe that people will come along and people will do that but I think we have a very serious obligation to pass on what has been begun by Religious women, just as parents would pass on to their children what they value the most and what is important to them. I think we have that responsibility to again have the vision to see that and that may be part of the next millennium, what's happening now.

39. I would ask to follow that question. My next question is, what contribution could be made by Religious leaders? This is an unusual, if you look at the nation, nation wide, it's very unusual to see a whole state that there are so many Religious in such a powerful leadership role. So, what contribution, or following what you said, what could be done to, or what should be passed on, and how should it be passed on? Because there is only this window of opportunity because of the age, because of the age of the people who are in that leadership, the reality is that that's coming to an end. So, what could they do, or what should they do, or what should they pass on?

Well, I'm not sure that this is the role of the associate superintendents only, I think this is the total Church, because while we are relegating this to associate superintendents, you could also talk about principals, you could also talk about DRE's, you could also talk about leadership in hospitals. You know, you can talk about any kind of leadership in the Church. It really is a Church issue. However, we'll relegate it to the Catholic schools office and it would seem to me that we need to, it's like the assessment questions. What do we value so much that we want those who follow us to be sure they are able to do. That has to be answered. What is it with Catholic education that Religious women have brought to it, have sustained it, have nurtured it, have kept it going all these years? What are those qualities that were there that made this happen?

40. If you were to sit me down with all these Religious associate superintendents and my question to them is what is it that you want me to pass on that I would not understand, that I would not see from the work which you have done, from who you are Religious and what is it you want to see passed on to Catholic education that's going to be brought forward?

I go back to what I said before and I think that we need to be sure that we are very clear as to what we're about and it doesn't matter whether you are a lay person or a Religious, you have to be very clear what you are about and you have to have the vision of that. And what does that look like? What are you about? So if this is what we have been about to envision and ignite and embody excellence in Christ then whoever follows us has to be about that same thing and has to be able to articulate that. And it's not like we're all going to leave tomorrow and a whole new crew comes in. There are people who will be coming in who will be imbued with that, if you will. And the group who is together, which now contains a lot of Religious women, primarily come out of an experience of Religious life

and so the flavor of that will be a flavor of that experience. When lay people, and I would hazard to say that probably when the current crop of associate superintendents Religious leave, most likely most of them will be replaced by lay people. When lay people come in, they're coming in with a different set of experiences: married life, single life, grandparents, whatever. However, the common thing is the spirituality, that accepting of who I am and the gifts that I have, the nurturing of relationships. That's common to all of us and the expression of that may well be different, but that's okay because you're coming out of that core, if you will, that we all have in common and the expression of that by Religious women, or Religious, is different perhaps from the expression of that of lay people who come with a different experience of who they are as laity. However, we're laity too, you understand that. We women have only two groups. So, I would not envision a major difference in the fundamental vision and mission in the Catholic School office because of its laity. We have a superintendent who is a very spiritual person and who makes sure that this is in front of us at all times. Well, it doesn't make any difference that this is a lay person saying this to us. However, it has more of an impact because you don't expect it to come out so easily as you do from a Religious. You expect that, and so there may be a greater impact when lay people behave this same way out of their core of the sacred and so on. What they say will have much greater impact. Because you expect it out of Religious and so it may be, oh yeah, well I expect them to say, therefore. But when it comes out of a lay person's mouth, it's unexpected and you don't expect a lay person to speak so freely and to consistently come out of that kind of a core.

41. If you were to draw an authentic associate superintendent, illustrate, design, what would that person look like? One of the questions on the survey asked - should an

associate superintendent be authentic? And so describe an authentic associate superintendent.

I guess I would have to go back to nature. And so probably the best, well, several things, can I use several? Okay. One would be an amoeba. An amoeba is always changing shape and so the amoeba responds to whatever is in its path and so it can go backwards or forwards or sideways. And so the membrane, the skin, if you will, which surrounds the amoeba is obviously flexible because it can change shape. But it also allows stuff to come in and it allows stuff to go out. and it keeps the good stuff and gets rid of the bad stuff. So it has a very efficient system of doing that and I would say that nothing bothers the amoeba too much even if you poke it with a pin, it just floats away from it. It doesn't try to bend the pin or push the pin. The other I think that I would choose would be yeast again. It has the power in this little thing, kernel, whatever, to have a tremendous impact on the dough and it makes the dough become much bigger because of its presence and it's able to impact the flour and enable the flour to do something it could not do without the presence of the yeast. I like that. The associate superintendent should be able to help people be bigger than they are and to do bigger things and to, course it's filled with air but I don't, it creates carbon dioxide which makes it rise. But it's a natural function of yeast to do that and I think it should be a natural function of an associate superintendent to help people grow and become bigger and yeast, in the meantime, doesn't become bigger. So I kind of like that analogy. Those were the two that I think I would use.

42. It is said that a principal is a CEO and a superintendent is a CEO and the associate superintendent sort of slides into the middle. How do you feel about that statement in relationship to leadership?

Well, all chiefs and no indians creates havoc. I would liken it to not everybody can be Jesus but we can all be disciples. You know, we all have things to do because of who we are and the position that we hold. The CEO is probably the most difficult position if it is carried out appropriately and we actually, we associate superintendents in some senses have much more power than a superintendent does because we deal more directly with the people in the schools than the superintendent does. So I don't know how I would liken that, I like the position I am in. I would not like to be a superintendent because the issues that I deal with more directly have an impact on people and getting things done and making things happen than, you know, it's like the architect who draws the plans but the architect is not the carpenter or the mason or whatever, you know, they're the people that make things happen. The architect, he has the dream, he gives you the blue prints and says, go out and do it! The associate superintendent is a dreamer too, because they do the interior decorating and all this other stuff but it's within the vision that has been described, so I think in some senses, a more important role.

43. What contribution do you believe that you have made to Catholic education as an associate superintendent?

I've made a lot of contributions. I have helped all the schools get through the Middle States process and every school in the diocese has been accredited or is in the process, every elementary and high school in the diocese. I have been instrumental in bringing attention and hopefully making things happen in the whole assessment area, which I happen to believe is critical to the quality of what's being done in schools. I think I bring a whole different sense to doing things than other people. I've come to the conclusion that I am different somehow. There is a flavor that I bring. I don't think there is any one else in

our office who has the sense of humor that I have, who is willing to get out there and make a fool of myself just to make people laugh or feel comfortable or whatever. I have a very good sense of intuition and am able to get to the nub of something quickly. That has its drawbacks but it's there. The working well with other diocesan offices. I think I've been instrumental primarily with the finance office. Before, the relationship was well, here's our decision and I know more than you know, folks. The Catholic School Office could say to the finance office, you really don't know what education is all about. I think I have brought about a much more collaborative kind of working with them as far as finances is concerned. And anything else I've worked with, it's been done well.

44. What contribution would you like to make to Catholic education?

My vision, my personal vision that I would like to see happen is one in which - it has to do with assessment and it is one in which there is a total vision for the diocese with reference to this whole area of assessment and I'm going to link appraisal with that, that there would be guidelines in place. And we've begun that. That's a great contribution by the way I didn't mention that the whole principal appraisal which was done through research and surveys and so on and we are now working on the teacher appraisal process which is part of that vision and a student appraisal process. One parent, when we did the original surveys in asking what made an excellent principal, what makes an excellent teacher, what makes an excellent student, one parent suggested that a survey go out asking that about parents. So I envision that that whole picture would be completed, that there would be in place instruments and guidelines for this whole assessment issue. Not only assessing children but children reflecting on their performance and parents reflecting on it. So it brings me back to that, coming out of that core and so that there would be in place

processes by which parents, students, teachers, principals, associate superintendents, superintendents would reflect on what they are doing, out of the core of a deep spirituality, their gifts and their relationships, the connectedness, that what I do affects others, that sense of relationship, connectedness. That's my vision. That's what I would like to do, to stir that up and have that happen. And I guess even for the new millennium, the stirring up of people's complacency and security and here's the way we've always done it, to really stir that up so that new ideas concern us so that information flows more freely and it's not my information. It's my idea and so therefore I'll give it to you because I'm generous but rather, hey, let's put it out there and how do people feel about it. That would be my hope that I would be able to do before I leave this position. I better get moving.

45. Do you see this coming into a reality?

Yes I do. I see the principal appraisal process is a reality, the assessment of the schools which is the Middle States process is a reality. Our office does reflection on what we are about. It's not a formal kind of thing yet. We are working on the teachers and this time next year the teacher appraisal will be in place. The students' is ongoing because that affects not only themselves and their self appraisal but the whole assessment issue of what happens in a classroom assessment. So, yes it's happening.

46. This study is in truth based on the whole roll of the associate superintendent. Do you see that using that is valuable for the future leadership of Catholic education?

Yes, I do. As I say to the parents when I talk to them about Middle States and I say to them, that we all believe the old adage that the unexamined life is not worth living. Most

of us never examine, though. We believe it but we don't really believe it. We really don't. So this will fit into that, that, what was your question again?

47. That this study is really an appraisal of the associate superintendent.

I think just like looking at Religious and saying this is the way it's been done and they've done it well and you know, we'll just kind of follow in their footsteps, this kind of thing, as opposed to yes, this is what they've done. And now we're going to bring this perspective to it as a lay person who in my experience, It's the same thing here, we're looking at this role and your studying the perception of people out there as to just what this role means and out of that is going to come the same kind of information that we did when we asked the question what makes an excellent principal and you take all of that and say is this what we're all about and are there ways in which we can make it better or change it or really be the kinds of things that people expect us to be or would like to see happen. And does the associate superintendent really do, other than the normal nonsense you do, but is really a vibrant role? Is it a necessary role? Is it a viable role? Is it a growing role? All those kinds of things, I would think that,

48. What answer would you give to all those questions?

Persist them. For me, yes, I am vibrant. I am growing and I am changing. That's why you go back to that person, you know, it's not the position that's critical, it's the qualities of that position that are critical.

49. So do you see the role as more powerful than authoritative or more authoritative than powerful?

I see the role as powerful as yeast. I see the role as, well, authoritative comes from other people's perspective. Power is mine, power is my ability, authority is what I take, okay.

There's a difference there, at least, for me. It's a powerful role because in this role, in this position, I am freed up to make things happen. I can't make these things happen if I'm a principal but I can make them happen if I'm in this role. A principal can make certain things happen because he or she is in that role, and it's a different bubble, if you will, and anyone of these leadership positions is powerful. But it's that person's understanding of what I am free to make happen and I'd better be very sure that I am coming out of the sacred core of this - I have these gifts and I am going to have an impact and I am connected. And if I'm not coming out of these, if I'm coming out of associate superintendent, I am in charge here, I am the authority and you will do what I tell you, that's a very different thing, a very different thing.

50. And one more question , Do you believe the role of leadership of the associate superintendent should be recognized as a distinct role of leadership in Catholic education and in Catholic educational research?

Absolutely.

51. Why?

Without the role of the associate superintendent not much would happen in Catholic education. The associate superintendent, and again I go back to the things I said before, these are the people who make things happen. We are the people who share a vision, who have helped to create a vision and who make sure in the schools that this happens. Who is going to do that if the associate doesn't, the superintendent? There's no way she can do that. The superintendent's role calls for different things to happen. The associate superintendent's role calls for get out there, make sure that these bubbles of schools that are all connected to each other and all connected with us, that the stuff is flowing, that

good stuff is flowing, that things are happening that, who else is going to make it happen if the associate doesn't? I don't know. Talking schools, within the school the principal is responsible. But who makes sure the principal does it? The associate superintendent does. The superintendent doesn't unless that person is the only person and you only have one school, then that's fine. You don't need associates. But where you have a system of schools and you have a vision for that, somebody has to get out there and walk the highways and the byways and hob nob and listen to and sit with and walk with, whatever. Somebody has got to do that and the person who does that is the associate. If the associate thinks that's going to happen by sitting in the office, you know it's like the principal who has got to get out of the office and see what's happening in the classrooms, the associate has got to get out of that office and have all kinds of contacts. So there is no way in which in today's structure of schools and so on that that can happen. And again you're moving from a system of schools where Religious communities were the superintendents, if you will, because they had their person who came and visited all the schools that the Sisters, so in that sense you had the same kind of thing as a superintendent, associate superintendent, which ever you want, and so the congregations themselves took care of the things that I'm talking about. But now that's not there anymore and so it has evolved into someone on the diocesan level and it began with having as superintendent. Well, when that happened, Religious were still in great numbers in the schools. But as they began to dwindle then there was more need for central and that need is answered from my perspective by the associate superintendent.

52. And just to follow up on the piece of that, and should it be a part of educational research, Catholic educational research from the work of the associate superintendent to the

leadership of the associate superintendent should be researched? And should be made a part of educational research?

There's no question about that. Anything that happens in education should be driven by data that have been gathered such as is being done here and based on research. And if those two pieces are missing, then there should be no changes nothing happening to this position. If you just want it to evolve in a particular diocese and whatever happens, happens, that's one thing. But if you really want to make it a vibrant role and a contributing role in Catholic education than it's going to be extremely important that data are gathered and research is done as to what does this role look like and what should be happening as far as a result of this role as far as the schools are concerned and I think that the Church needs to really focus on Catholic education. The Church says I am a teaching Church. However, their behavior belies that statement. So if we are a teaching Church and if the number of Religious involved, just assumed it was being done, it was. There's no question about that and it was very easy to leave the Religious to do it. That's not out there. Now the Church needs to take a more active role in making sure that the quality, and I keep coming back to that, that the quality is there, that we are who we say we are. We're doing what we say we ought to be doing and doing it all in context, the christianity of the Church.

53. Do you really think that the Church is supporting Catholic education?

If you are talking about the hierarchical church, the church says that. However, the Church has not made the tough decisions that have to be made with reference to Catholic education. The Church has not truly accepted that this is a ministry of the Church and in fact it's the most successful ministry of the Church. And it's successful not because it's

done by the Church but because it's done by Religious women and men, but primarily women. That's what made it a success and we did it in the name of the Church, which was appropriate. There's a whole different thing happening now and the total Church in any diocese and it's relegated to a diocese, really needs to support Catholic education. So, I would say with reference to Catholic education the Church has a great deal of work to do, primarily I think, because of what I just said on the other issues of educating the clergy to the value of education. It goes far beyond the money that the parish is paying into the school and it's draining the parish and to truly understand that Catholic education is important not for educating in a perspective of learning something but truly that in viewing of that whole, and again I go back to that spirituality and then learning that I am gifted and I must use the gifts and, and that's not going to be experienced in any other environment than a Catholic school. It is not experienced in the Church as Church, it truly is not.

54. Is it of value for us to really teach the history of the development of Catholic education to people coming through now who really don't have a connection to that history in order to continue the life of Catholic education?

I think it would be important in any circumstances to know the tradition. I mean that happens in families, that happens in religious congregations, that happens in colleges. So yes, I think it would be very important that there is an understanding why Catholic education happened in the first place. And its reason for being is changing and I think we have to recognize that, and I think that we had better be very sure of why we're doing this and very clear on our purpose as a Catholic school, as a system of Catholic schools and

that means everybody. I think it would be very important not only for children to know that, but for faculty, that they're part of the continuation of a tradition.

55. Could you see that as part of the role of the associate superintendent to pass that on to principals or the Catholic school office to develop some kind of program that would present that history, that tradition to , and make it available or encourage them in whatever way?

I would think that if the diocese had a resource room as our diocese does, then that would be in it and that as dioceses develop curriculum and these kinds of things, then that would become an integral part of it somewhere, maybe in the social studies curriculum. We do study community and we do study this kind of development of cultures and so on, so this is a culture. That would be very appropriate to put into the curriculum to be sure that it is not lost because we have to be very, very sure that that spirituality, that sense of spiritual leader and so on is maintained. Because if it isn't, the farther away you move from that core the less it's going to be evident. And so, I would see Catholic school office's very strong responsibility for making sure that that is there as we are doing in our new teacher program. Every teacher new to the diocese must attend sessions on Catholic identity and this kind of thing. So that's how we are addressing the issue, but it needs to be done by everybody. People coming in right up front know this is what we are about. This is our history. Maybe that would be an appropriate place. This is our history. This is the foundation upon which this has been built, and A. we have to maintain that foundation and B. continue to nurture its growth, whatever that looks like. And I don't think what it looks like is important.

56. Since this is your interview, I'm not going to comment on it. Is there any other comment, which you would like to, I'm going to end this interview now. And are there any other comments that you would like to share?

I've made already too many comments.

57. You haven't made too many comments. It's been wonderful. It actually has been an absolutely wonderful enriching interview. Thank you very, very, very much.

Appendix B
Pilot Study and Survey

Margaret F. Boland
1409 Wallach Drive
Toms River, NJ 08755

Date

Dear

At the present time, I am a doctoral candidate at Seton Hall University. The attached survey concerns my study which is about the role of leadership of the associate/assistant superintendent in a Catholic School Office.

This letter is a request for you to participate in a pilot study to validate the attached survey.

On the attached form, please comment specifically on the following aspects of the survey:

- a. clarity of the instructions
- b. format of the survey
- c. content of the statements in Part I in regards to your knowledge of the role of leadership of the associate/assistant superintendent
- d. review statements in Part II
- e. allotted time
- f. other constructive thoughts

Since this is a pilot, I would ask that you sign the review form and return it with the attached survey in the enclosed self-addressed envelope by (date).

Thank you very much for participating in this pilot study and helping to further research about Catholic Leadership.

If you have any questions or concerns, please call me at home at (732)244-8252.

Sincerely,

Margaret F. Boland
Associate Superintendent of Curriculum and Government Programs
Diocese of Trenton

Review Form for the Pilot Study of the Survey

Directions: Please complete the following statements by commenting on the survey after you have completed the survey. It is important that you sign this form and return it in the attached envelope by (date).

1. Comment on the clarity of directions _____

2. Comment on the format of the survey: _____

3. Comment on the statements in Part I in regards to your knowledge of the role of leadership of the associate/assistant superintendent. _____

4. Comment on the statements in Part II in regards to clarity and your knowledge of the role of leadership of the associate/assistant superintendent. _____

5. Comment on the allotted time suggested for completing this survey. _____

6. Please share any other insights or comments: _____

signature/position

date

Descriptive Survey
Role of Leadership of the Associate/Assistant
Superintendent
in a
Catholic School Office
PILOT

This survey is designed to gather data about your perceptions of the associate/assistant superintendent's role of leadership in a Catholic School Office.

Please reflect on the overall role of leadership of the associate/assistant superintendent only—not on one particular person in this position.

This survey should take fifteen (15) minutes to complete. Please respond to every statement in the survey. Your answers will be kept confidential and will be used only as data for this study.

Demographic Information

Please check your current position:

- Superintendent
- Deputy Superintendent
- Associate/Assistant Superintendent
- Secondary School Principal
- Elementary School Principal

Please complete the following statements:

- Number of years in current position
- Highest Degree
- Religious
- Lay

Directions

This descriptive survey is divided into two parts.

Part I: This section has twenty-five (25) statements about the role of leadership of the associate/assistant superintendent in a Catholic School Office.

Part II: This section has three (3) questions that deal with the qualities, aspects and effectiveness of the role of leadership of the associate/assistant superintendent

Part I

On the blank space next to the following statements place the numerical value indicating your reaction to each item according to how much you agree or disagree with the statement. Please do not omit any items.

Strongly Agree Agree Strongly Disagree Disagree

1

2

3

4

- 1. The leadership influence of the associate/assistant superintendent has critical impact on the quality of education in the Catholic schools.
- 2. The role of leadership of the associate/assistant superintendent is understood to be different from the role of leadership of the Superintendent.
- 3. The major areas of responsibility assigned to an associate/assistant superintendent should be realistic enough so that he/she is able to deal with those areas in depth.
- 4. The organizational framework of the Catholic School Office is seen to be hierarchical in structure.
- 5. The presence of the associate/assistant superintendent conducting a school visitation has an effect on the behavior of school administrators.
- 6. The role of leadership of the associate/assistant superintendent is understood to be different from the role of leadership of the principal.
- 7. The associate/assistant superintendent should have expertise in assigned areas of responsibility.
- 8. The organizational structure of the Catholic School Office enables the associate/assistant superintendent to carry out the role of leadership with creativity.
- 9. Decision making by principals is impacted by the degree of power they believe the associate/assistant superintendent possesses.
- 10. The role of leadership of the associate/assistant superintendent is seen as a catalyst for change.
- 11. The areas of responsibility of the associate/assistant superintendent are clearly understood by principals.

- 12. The role of leadership of the associate/assistant superintendent is critical to the formation and implementation of a long-range strategic plan in the Catholic School Office.
- 13. The personal characteristics of the associate/assistant superintendent have more influence than the position of leadership of the associate/assistant superintendent.
- 14. The associate/assistant superintendent in the Catholic School Office is in touch with the day to day concerns of the Catholic Schools.
- 15. A mentoring program should be designed and implemented for new associate/assistant superintendents.
- 16. The organizational structure of the Catholic School Office is flexible enough to respond to the expressed needs of school principals.
- 17. The associate/assistant superintendent enables those with whom he/she interacts to enhance their own leadership.
- 18. The role of leadership of the associate/assistant superintendent promotes open dialogue between the Catholic School Office and principals.
- 19. The associate/assistant superintendent demonstrates a balance between theory and professional practice in fulfilling his/her areas of responsibility.
- 20. The Catholic School Office is structured around the statements expressed in the mission of the Office.
- 21. The title "associate/assistant superintendent" is recognized as one of authority.
- 22. Principals view the associate/assistant superintendent as an active partner in the educative process.
- 23. The organizational structure of the Catholic School Office is built on the team leadership approach.
- 24. The associate/assistant superintendent provides opportunities for those whom they lead to develop leadership capabilities.
- 25. The associate/assistant superintendent is an authentic Catholic Leader.

Part II

Directions: Read each question carefully and respond to the questions based on your own relationship with the role of leadership of the *associate/assistant superintendent...not with a specific associate/assistant superintendent.*

1. The role of leadership of the associate/assistant superintendent in the Catholic School Office requires many qualities in order to fulfill the role. In order of importance, list three (3) qualities that make an excellent associate/assistant superintendent.

a. _____

b. _____

c. _____

2. The role of leadership of the associate/assistant superintendent encompasses many skills. List three (3) skills, in order of importance, in each of the categories listed below.

Interpersonal Skills

a. _____

b. _____

c. _____

Managerial/Organizational Skills

a. _____

b. _____

c. _____

Communication Skills

a. _____

b. _____

c. _____

3. The role of leadership of the associate/assistant superintendent in a Catholic School Office is:

highly effective effective moderately effective not effective

Please place this completed survey in the self-addressed, stamped envelope and return it to Margaret F. Boland, 1409 Wallach Drive, Toms River, New Jersey 08755, as requested.

Thank you for taking the time to complete this survey.

Descriptive Survey

Leadership Role of the Associate/Assistant Superintendent in a Catholic School Office

This survey is designed to gather data about your expectations of the associate/assistant superintendent's role of leadership in a Catholic School Office.

This survey should take fifteen (15) minutes to complete. Please respond to every statement in the survey. Your answers will be kept confidential and will be used only as data for this study.

Demographic Information

Please check your current position:

- Superintendent
- Deputy Superintendent
- Associate Superintendent
- Assistant Superintendent
- Secondary School Principal
- Elementary School Principal

Please complete the following statements:

- Number of years in this present position
- Highest Degree achieved
- How many people are in your Catholic School Office?
- Name the position of the person in your Catholic School Office you call the most often to get answers.

Please check one of the following:

- Religious Lay Cleric

Directions

This descriptive survey is divided into two parts.

Part I: This section has twenty-five (25) statements about the role of leadership of the associate/assistant superintendent in a Catholic School Office.

Part II: This section has two (2) questions that deal with the qualities, aspects and skills of the role of leadership of the associate/assistant superintendent.

Part I

Please respond to the statements from your own perspective and not on your knowledge of a particular associate/assistant superintendent.

Directions: On the blank space next to the following statements place the numerical value indicating your reaction to each item according to how much you agree or disagree with the statement, or indicate that you do not know. Please do not omit any items.

Strongly Agree

Agree

Disagree

Strongly Disagree

Do not know

1

2

3

4

5

- 1. The leadership influence of the associate/assistant superintendent should critically impact on the quality of education in the Catholic schools.
- 2. The role of leadership of the associate/assistant superintendent should be different from the role of leadership of the Superintendent.
- 3. The major areas of responsibility assigned to an associate/assistant superintendent should be well defined.
- 4. The organizational framework of the Catholic School Office should be hierarchical in structure.
- 5. The presence of the associate/assistant superintendent conducting a school visitation should have a powerful effect on the behavior of the school administrator/principal.
- 6. The role of leadership of the associate/assistant superintendent should be different from the role of leadership of the Principal.
- 7. The associate/assistant superintendent should have expertise in assigned areas of responsibility.
- 8. The organizational structure of the Catholic School Office should enable the associate/assistant superintendent to carry out the role of leadership with creativity.
- 9. Decision making by the principal should be affected by the degree of power the associate/assistant superintendent possesses.
- 10. The role of leadership of the associate/assistant superintendent should be seen as a catalyst for change.
- 11. The areas of responsibility of the associate/assistant superintendent should be clearly defined for school administrators/principal.

Strongly Agree

Agree

Disagree

Strongly Disagree

Do not know

1

2

3

4

5

12. The role of leadership of the associate/assistant superintendent should be critical to the formation and implementation of a long range strategic plan in the Catholic School Office.
13. The position of leadership of the associate/assistant superintendent should have more influence than the personal characteristics of the associate/assistant superintendent.
14. The associate/assistant superintendent in the Catholic School Office should be in touch with the day to day concerns of the Catholic Schools.
15. A mentoring program, as a support system, should be designed and implemented for a new associate/assistant superintendent.
16. The organizational structure of the Catholic School Office should be flexible enough to respond to the expressed needs of the school administrator/principal.
17. The use of empowerment by the associate/assistant superintendent should enable those they interact with to enhance their leadership.
18. The role of leadership of the associate/assistant superintendent should open dialogue between the Catholic School Office and principal.
19. The associate/assistant superintendent should demonstrate a balance between theory and professional practice in fulfilling areas of responsibility.
20. The Catholic School Office should be structured around the statements expressed in the Mission of the office.
21. The Title "Associate/Assistant Superintendent" should be recognized as one of authority.
22. The associate/assistant superintendent should be viewed as an active partner in the educative process.
23. The organizational structure of the Catholic School Office should be based on the team leadership approach.
24. The associate/assistant superintendent should be able to facilitate conflict resolution.
25. The associate/assistant superintendent should be an authentic Catholic Leader.

Part II

Directions: Please respond to the statements from your own perspective and not on your knowledge of a particular associate/assistant superintendent.

1. The role of leadership of the associate/assistant superintendent in the Catholic School Office requires many qualities in order to fulfill the role. In order of importance, list three (3) qualities that make an **excellent** associate/assistant superintendent.
(Qualities of Excellence: attributes that enable an associate/assistant superintendent to excel)

- a. _____
- b. _____
- c. _____

2. The role of leadership of the associate/assistant superintendent encompasses many skills. List three (3) skills, in order of importance, in each of the categories listed below.

Interpersonal Skills
(types of skills that facilitate relationships)

- a. _____
- b. _____
- c. _____

Managerial/Organizational Skills
(types of skills used to develop a systematic method to accomplish areas of responsibility)

- a. _____
- b. _____
- c. _____

Communication Skills
(types of skills needed to share or exchange ideas and information)

- a. _____
- b. _____
- c. _____

Please place this completed survey in the self-addressed, stamped envelope and return it to Margaret F. Boland at 1409 Wallach Drive, Toms River, New Jersey 08755, as requested.

Thank you for taking the time to complete this survey.

Appendix C
Correspondence

Margaret F. Boland
Consultant for Curriculum and Special Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, NJ08755
(732) 244-8252

July 21, 1997

Dear Superintendent

As the Consultant for Curriculum and Special Programs for the Diocese of Trenton, I am writing to you to request your permission to conduct research for my doctoral dissertation, during the 1997-98 school year. Presently I am a doctoral candidate at Seton Hall University in the Educational Administration and Supervision Program, K-12.

The purpose of my study is to define the role of leadership of the Associate /Assistant Superintendent in a Catholic School Office. There are two parts to this research process. **Part I** of the research process is a survey that will be sent to the Superintendent, all Associate /Assistant Superintendents and a random sampling of 25% of Elementary and Secondary Principals. **Part II** will include a one (1) hour interview with the Superintendent, one (1) Associate /Assistant Superintendent and one (1) Elementary Principal and one (1) Secondary Principal.

Please be assured that all of the collected data will be kept in a secured place and that the information shared with me during the interviews will be held with respect and confidence. If the (name of diocese) has a policy for conducting research ,please send me a copy of this policy and I will carefully adhere to what is prescribed in it. Prior to sending out the survey I will send you a copy to preview.

The projected time line for conducting the research in the (name of diocese)is:

PART I: SURVEY RESEARCH

- * Week of September 15th, I will request a list of the names of all Associate/ Assistant Superintendents as well as a list of the names, addresses and schools of all the Elementary and Secondary Principals in your archdiocese.
- * Week of October 20, the survey will be distributed throughout the (name of diocese). There will be an expected return within two weeks. A self- addressed envelope, including postage , will be attached to the survey.
- * Week of November 3, I will send a follow up letter as a reminder to complete the survey. (This will be the only follow-up request for the survey.)

PART II: INTERVIEW PROCESS

* During the week of October 14th I will be contacting the Superintendent, Associate, Assistant Superintendent, one (1) Elementary principal and one(1) Secondary Principal for a one (1) hour interview at your convenience and theirs. It is my hope to complete all of the research by the end of December, 1997.

All of the above is predicated on the approval of my proposal by the Internal Review Board, at Seton Hall University, in September. I will notify you if this research time line needs to be altered in any way.

For the submission of my Proposal to the Internal Review Board I am required to submit your written permission to conduct my research within (name of diocese). I have enclosed for your convenience a permission form to conduct my research. I would greatly appreciate it if you would grant this permission by signing the enclosed form and returning the form to me in the attached self-addressed envelope as soon as possible.

If you have any questions and/or concerns please feel free to contact me at (732) 244-8252, which is my home phone number. Also, if you wish to contact Seton Hall University for verification, Dr. Mel Shay , Associate Dean and Professor, is my Mentor and can be reached at (973) 761-9668.

Thank you for your willingness to advance educational research and for giving me this professional courtesy.

I certainly hope that during these summer months you find time for some rest and relaxation!

Sincerely,

Margaret F. Boland
Consultant For Curriculum and Special Programs
Diocese of Trenton

Margaret F. Boland
Consultant for Curriculum and Special Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, NJ 08755

July 21, 1997

Permission for Conducting Research in the (name of diocese)

I hereby grant Margaret F. Boland, a Doctoral Candidate at Seton Hall University, permission to conduct the following research in the (name of diocese) during the 1997-98 school year.

The research will include the following components:

- * Distribution of a survey to the Superintendent, Associate /Assistant Superintendents and a 25% random sample of elementary and secondary school principals.
- * Scheduled one (1) hour interviews with the Superintendent, an Associate / Assistant Superintendent and one(1) secondary principal and one(1) elementary principal.

Signature of the Superintendent

Diocese

Date



Matthew 13: 31-32

Margaret F. Boland
Associate Superintendent for Curriculum
and
Government Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, New Jersey 08755
(732) 844-8252
E-Mail: DTNOCECCSPED@connectinc.com

November 1, 1997

Dear Superintendent,

I am writing to ask you if you would consent to be interviewed as a part of my doctoral research study about the role of leadership of the associate / assistant superintendent in a Catholic School Office.

The interview will require one (1) hour of your time at your convenience. The interview will consist of open -ended questions about the role of leadership of the associate / assistant superintendent in a Catholic School Office. The questions will revolve around leadership, power, organizational structure and areas of responsibility of the role of leadership of associate/ assistant superintendent.

I would like to be able to tape the interview but I will leave that up to you. I will come prepared to tape the interview but it isn't necessary to do so.

Your participation is of course voluntary and be assured that all of your responses will be kept *confidential and anonymous*. In no way will data be presented so that an individual can be identified. The data obtained from the interview will only be used in this study. *If the interview is taped I will destroy the tapes after the study has been completed.*

I will call you in one week from the receipt of this letter to set the date, time and place for your interview

Thank you for your willingness to participate in my research about Catholic Leadership.

Sincerely,

Margaret F. Boland

Associate Superintendent For Curriculum and Government Programs



Master 15. 51-52

Margaret F. Boland
Associate Superintendent for Curriculum
and
Government Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, New Jersey 08755
(732) 244-6258
E-Mail: DTNOCECCSPED@connectinc.com

November 1, 1997

Dear Associate / Assistant Superintendent,

I am writing to ask you if you would consent to be interviewed as a part of my doctoral research study about the role of leadership of the associate / assistant superintendent in a Catholic School Office.


The interview will require one (1) hour of your time at your convenience. The interview will consist of open -ended questions about the role of leadership of the associate / assistant superintendent in a Catholic School Office. The questions will revolve around leadership, power, organizational structure and areas of responsibility of the role of leadership of associate/ assistant superintendent.

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I will call you in one week from the receipt of this letter to set the date,time and place for your interview

Thank you for your willingness to participate in my research about Catholic Leadership.

Sincerely,

Margaret F. Boland
Associate Superintendent For Curriculum and Government Programs



Matthew 13: 31-32

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Associate Superintendent for Curriculum
and
Government Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, New Jersey 08755
(732) 244-8252
E-Mail: DIÑOCEOCSPED@connectinc.com

November 1, 1997

Dear Principal,

I am writing to ask you if you would consent to be interviewed as a part of my doctoral research study about the role of leadership of the associate / assistant superintendent in a Catholic School Office.

The interview will require one (1) hour of your time at your convenience. The interview will consist of open -ended questions about the role of leadership of the associate / assistant superintendent in a Catholic School Office. The questions will revolve around leadership, power, organizational structure and areas of responsibility of the role of leadership of associate/ assistant superintendent.

I would like to be able to tape the interview but I will leave that up to you. I will come prepared to tape the interview but it isn't necessary to do so.

Your participation is of course voluntary and be assured that all of your responses will be kept *confidential and anonymous*. In no way will data be presented so that an individual can be identified. The data obtained from the interview will only be used in this study. *If the interview is taped I will destroy the tapes after the study has been completed.*

I will call you in one week from the receipt of this letter to set the date,time and place for your interview

Thank you for your willingness to participate in my research about Catholic Leadership.

Sincerely,

Margaret F. Boland

Associate Superintendent For Curriculum and Government Programs



Matthew 13: 31-32

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and
Government Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, New Jersey 08755
(732) 244-6252
E-Mail: DTINOCECCSPED@connectinc.com

November 1, 1997

Dear Superintendent,

At the present time , I am engaged in doctoral study at Seton Hall University working toward an Ed.D degree in Educational Administration and Supervision. The topic of my study concerns the perceptions of the role of leadership of the associate/ assistant superintendent in a Catholic School Office.

Prior to sending you this survey,I have received your permission to include you in this study. Your participation is of course voluntary and be assured that all of your responses will be kept *confidential and anonymous*. In no way will data be presented so that an individual can be identified.

To complete this survey should take less than a half hour of your time. Return of the completed survey constitutes consent to participate. You are free to decide not to participate or to withdraw from participation at any time. *Please do not delegate to another the completion of this survey.*

Please complete and return the enclosed survey to me in the enclosed self-addressed envelope by Tuesday, November 18, 1997.

Thank you for taking the time to respond to this survey and participating in a current study about Catholic Leadership. Your immediate response will help me to complete my dissertation at Seton Hall University this year.

Sincerely,

Margaret F. Boland

Associate Superintendent for Curriculum and Government Programs



Matthew 13: 51-52

Margaret F. Boland
Associate Superintendent for Curriculum
and
Government Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, New Jersey 08755
(782) 244-8258
E-Mail: DTNOCECCSPED@connectinc.com

November 1, 1997

Dear Associate / Assistant Superintendent,

At the present time , I am engaged in doctoral study at Seton Hall University working toward an Ed.D degree in Educational Administration and Supervision. The topic of my study concerns the perceptions of the role of leadership of the associate/ assistant superintendent in a Catholic School Office.

Prior to sending you this survey, I have received permission from your superintendent to include you in this study. Your participation is of course voluntary and be assured that all of your responses will be kept *confidential* and *anonymous*. In no way will data be presented so that an individual can be identified.

To complete this survey should take less than a half hour of your time. Return of the completed survey constitutes consent to participate. You are free to decide not to participate or to withdraw from participation at any time. *Please do not delegate to another the completion of this survey.*

Please complete and return the enclosed survey to me in the enclosed self-addressed envelope by Tuesday, November 18, 1997.

Thank you for taking the time to respond to this survey and participating in a current study about Catholic Leadership. Your immediate response will help me to complete my dissertation at Seton Hall University this year.

Sincerely,

Margaret F. Boland
Associate Superintendent for Curriculum and Government Programs



Matthew 13: 31-32

Margaret F. Boland
Associate Superintendent for Curriculum
and
Government Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, New Jersey 08755
(732) 844-8252
E-Mail: DTNOCECCSPED@connectinc.com

November 1, 1997

Dear Deputy Superintendent,

At the present time , I am engaged in doctoral study at Seton Hall University working toward an Ed.D degree in Educational Administration and Supervision. The topic of my study concerns the perceptions of the role of leadership of the associate/ assistant superintendent in a Catholic School Office.

Prior to sending you this survey,I have received permission from your superintendent to include you in this study. Your participation is of course voluntary and be assured that all of your responses will be kept *confidential* and *anonymous*. In no way will data be presented so that an individual can be identified.

To complete this survey should take less than a half hour of your time. Return of the completed survey constitutes consent to participate. You are free to decide not to participate or to withdraw from participation at any time. *Please do not delegate to another the completion of this survey.*

Please complete and return the enclosed survey to me in the enclosed self-addressed envelope by Tuesday, November 18, 1997.

Thank you for taking the time to respond to this survey and participating in a current study about Catholic Leadership. Your immediate response will help me to complete my dissertation at Seton Hall University this year.

Sincerely,

Margaret F. Boland

Associate Superintendent for Curriculum and Government Programs



Matthew 13: 31-32

Margaret F. Boland
Associate Superintendent for Curriculum
and
Government Programs
Diocese of Trenton
1409 Wallach Drive
Toms River, New Jersey 08755
(732) 844-8858
E-Mail: DTNOCECCSPED@connectinc.com

November 1, 1997

Dear Principal,

At the present time, I am engaged in doctoral study at Seton Hall University working toward an Ed.D degree in Educational Administration and Supervision. The topic of my study concerns the perceptions of the role of leadership of the associate/ assistant superintendent in a Catholic School Office.

Prior to sending you this survey, I have received permission from your superintendent to include you in this study. Your participation is of course voluntary and be assured that all of your responses will be kept *confidential* and *anonymous*. In no way will data be presented so that an individual can be identified.

To complete this survey should take less than a half hour of your time. Return of the completed survey constitutes consent to participate. You are free to decide not to participate or to withdraw from participation at any time. *Please do not delegate to another the completion of this survey.*

Please complete and return the enclosed survey to me in the enclosed self-addressed envelope by Tuesday, November 18, 1997.

Thank you for taking the time to respond to this survey and participating in a current study about Catholic Leadership. Your immediate response will help me to complete my dissertation at Seton Hall University this year.

Sincerely,

Margaret F. Boland

Associate Superintendent for Curriculum and Government Programs

Appendix D

**Qualities of Excellence and Interpersonal, Managerial, Communication Skills of the
Associate/Assistant Superintendent**

QUALITIES THAT MAKE AN EXCELLENT ASSOCIATE SUPERINTENDENT

Superintendent	
qualified/academic preparation	3
deep personal faith	2
interpersonal/people skills	2
visionary	1
self-starter	1
professional/ethical	1
experienced	1
enabling leader	1
committed to global understanding . of administration	1
understanding & appreciation of the dynamics of Church ministry	1

Associate Superintendent	
qualified/professional	4
deeply spiritual/faith	4
interpersonal skills/personable	2
visionary	5
highly motivated	2
integrity	1
experienced	1
empowers others	1
collaboration	4
committed to Catholic education	3
creativity	3
listener	2
flexible	2
communication skills	1
organized	1
faithful to the mission	1
leadership	1
knowledgeable	2
wisdom	1
affirm	1
current	1
open	1
life-long learner	1
confidential	1
not seek self-aggrandizement	1
knowledge of school responsible for	1
diplomatic	1
encourage deep Catholic identity	1
endeavor	1
courage to risk	1
conflict resolution skills	1
trustworthy	1
sincere	1
pro-active	1
understands Catholic schools	1
respects principal as leader	1
observation/supervision as means of growth	1

QUALITIES THAT MAKE AN EXCELLENT ASSOCIATE SUPERINTENDENT

Secondary Principal	
professional	1
model of faith/values	2
experience in Catholic school	2
integrity	2
experience as principal	2
enabler	1
collaborative	1
committed to Catholic education	4
creativity	1
listener	1
communication skills	5
organized	3
faithful to mission	2
leadership	2
knowledgeable	4
current	1
open	1
desire to learn	1
available	1
compassion	2
doer	1
public relations	1
confidential	1
reliability	1
articulate vertically	1
liaison	1
loyalty	1
ability to NOT be in charge	1
follow through	1
collegiality	1
presence in schools	1
initiate/complete projects	1
intuitive sense	1
problem solver	1
resource for principal	1

Elementary Principal	
qualified/professional	7
spiritual leader	13
interpersonal skills/personable	4
visionary	10
motivation	1
integrity	4
experienced	2
empowers others	5
collaborative	5
committed to Catholic education	4
creativity	4
listener	6
flexible	1
communication skills	6
organized	2
faithful to the mission	1
leadership	8
knowledgeable	12
wise	3
affirm/supportive	5
current	3
open	1
determined to improve	2
available	4
compassion	9
doer	1
public relations	1
encourage deep Catholic identity	1
expertise	8
honesty	5
planner	4
enthusiasm	3
facilitator	3
inspirational	3
sense of humor	2
decision maker	2
managerial	2
responsibility	1
arbitrator	1
sincerity	1

content specialist	1
establish achievable objectives and accountability	1

visit schools often	1
positive impact on the quality of education	1

QUALITIES THAT MAKE AN EXCELLENT ASSOCIATE SUPERINTENDENT

(Cont.)

Elementary Principal	
ability to offer counsel	1
coherence in policies	1
justice	1
understands dynamics of change	1
embody excellence	1
ignite excellence	1
service	1
perseverance	1
realistic approach to problems	1
resource person	1
work through group process	1
build community - all schools	1
comfortable with one's faith	1
knows self, Jesus	1
realistic	1
challenging	1
competent	1
caring	1
independent thinker	1
balance in life	1
articulate Diocesan vision	1
humanistic approach	1

INTERPERSONAL SKILLS

Superintendent	
sensitivity	2
accessible/responsive	1
empathetic	1
understands human nature	1
good administration	1
caring/attentive	1
assertive	1
good listener	1
alert to people's needs	1
collaborative	1
life-long learner	1

Associate Superintendent	
listening	9
empathetic	3
team player	3
affirm/give encouragement	3
trust	3
understanding	3
compassion	2
honest/truthful	2
sense of humor	2
mutual respect	2
perceptive	1
practical	1
vision	1
reality based operations	1
fair	1
facilitate decision making	1
tactful/non-threatening	1
competent	1
pro-active	1
catalytic	1
patient	1
releases human potential	1
address large groups	1
conflict management skills	1
integrity	1
effect change	1
form committees	1
available	1
respond	1
pastoral	1
authentic	1
friendly	1
experience	1
keeps confidences	1
approachable	1
concern for others	1
willing to assist	1
non-judgemental	1
see significance of patterns/trends	1
faith in day-to-day activity of God	

INTERPERSONAL SKILLS

Secondary Principal	
listener	8
collaboration	3
pleasing personality	1
communication	2
objective	1
supportive	1
honesty	2
able to compliment	1
open minded	2
able to forgive	1
positive attitude	1
personable	1
circumspect	1
sense of humor	4
good judgement	1
common sense	1
concern for people	6
constructive criticism	1
accept criticism	1
positive reinforcement	2
visible in system	1
approachable	3
consistency	1
discernment	1
patient	1
understanding	1
seeks input	1
intuition/insight	1
high energy	1
time commitment	1
personal involvement	1
articulate	1
follow through/up	1
genuine	1
runs effective meetings	1
level headed	1
flexible	1
recognizes own weakness	1
assess/capitalize on people's strengths	1

Elementary Principal	
listener	21
collaborative	9
warmth/friendly	8
communicator	8
conflict management	8
supportive	7
honest	7
understanding	7
open	6
caring	6
positive attitude	6
personable	5
available/accessable	5
sense of humor	4
compassion	4
understands group dynamics	3
concern	3
mutual respect	2
encouraging	2
affirming	2
faith-filled	2
approachable	2
fair	2
reflective	2
responsive	2
flexible	2
tactful	2
leadership	1
understanding	1
challenging	1
knowledge of area	1
confront	1
solve problems	1
bring people together	1
empathetic	1
interpersonal	1
self-assured	1
team building skills	1
accepting	1
spiritual	1

MANAGERIAL/ORGANIZATIONAL SKILLS

Superintendent	
make prompt, workable decisions	2
recognize situations, take action	1
able to prioritize	1
consensus builder	1
task oriented	1
highly organized	1
technologically skilled	1
focus: mission effectiveness	1
analyze situations	1
change attitude	1
skill: analyze/interpret/evaluate	1

Associate Superintendent	
planning skills	6
ability to organize	5
focus on target	5
time management	5
ability to prioritize	3
delegate tasks	3
communicate clearly	3
collaborative	3
ability to motivate	2
see work to completion	2
clear thinking	2
plan systems to accomplish goals	1
adhere to schedule	1
prep time between meetings	1
computer skills	1
creative/innovative	1
evaluation	1
persevering	1
access to information	1
backing	1
makes decisions	1
activator	1
disciplined	1
facilitate groups	1
consistent	1
follow up	1
efficient	1
flexible	1
attentive to detail	1
envision project from start to finish	1
articulate deep-rootedness in God	1

MANAGERIAL/ORGANIZATIONAL SKILLS

Secondary Principal	
delegate work	3
organizational skills	4
follow up	2
planning	3
manage time	2
communicate	4
computer skills	1
fiscal responsibility	1
establish guidelines	1
prioritize	2
productive meetings	1
propose solutions	2
acts in timely manner	1
decisive	3
responds to needs	1
collector of information	1
efficient	2
follow through	3
leadership	1
computer skills	1
creative	1
supportive	1
management	1
presence	1
punctual	1
understands education process	1
research oriented	1
set goals	2
accountable	1
keeps records	1
problem solving	1
able to identify	1
able to analyze	1
knowledge	1
common sense	1
understands problems	1
create structure for administration	1
bring people to optimum performance	1

Elementary Principal	
delegate	18
organized	13
collaborative	9
develop/implement plans	8
time management	7
communication strategies	6
technologically literate	6
flexible	5
clear thinking/logical	5
prioritize	5
common sense	4
utilize talents of others	4
vision/dream to manage	4
decisive	4
responds in timely fashion	3
knowledge of resources	3
efficient	3
follow through	3
evaluation	3
keep paper work at minimum	3
creative	3
available	2
detail oriented	2
concise	2
prepared	2
process to review policies	2
focused	2
set goals	2
negotiate	2
motivator	2
observe/supervise	2
recruits personnel	2
cooperate with all agencies	1
innovative ideas	1
articulate	1
take initiative	1
dependable	1
understand objectives	1
thorough	1
determined	1

capable	1
---------	---

MANAGERIAL/ORGANIZATIONAL SKILLS

(Cont.)

Elementary Principal	
competent	1
well informed re: professional info	1
have solutions	1
follow-up	1
strive to improve	1
procedures consistent with policies	1
understands dynamics of area	1
understands organization	1
brings agendas forward	1
mediates	1
facilitates	1
expertise	1
ongoing development	1
qualified	1
legal awareness	1
implementation	1
fiscal knowledge	1
marketing techniques	1
administrative capabilities	1
positive interaction	1
role clearly established	1
whole picture vision	1
keeps records	1
important vs non-important	1
self-assured	1
supporter	1
competent writer	1
run meetings well	1
know office/ working of diocese	1
oversee accountability of others	1
define task	1
facilitate/buy into goals	1
responsible	1
keep work even paced	1
conflict management	1
treat all the same	1
demonstrated ability	1
enabler	1
coordinates	1

COMMUNICATION SKILLS

Superintendent	
articulate clearly	3
maintains confidentiality	1
write well	2
organized presentations	1
asks helpful questions	1
high facilitation skills	1
negotiation skills	1
persuasive	1
understand/value flow of information	1

Associate Superintendent	
able to listen	12
articulate clearly	6
collaborate	4
write well	3
network outside of office	2
cheerful/affible	2
prompt response	2
communicator	2
motivator	1
speak concisely/clearly	3
sense of appropriate/significant	1
sense of humor	1
see large picture	1
positive approach	1
observe body language	1
realize power of praise	1
discuss methods/successes	1
inspire trust	1
mobilize collective energies	1
logical thinker	1
good secretarial support	1
able to challenge people	1
empathy	1
seeks input before decisions	1
respond to concerns/problems	1
assess/value gifts of others	1
willing to risk	1
willing to change	1
professional expertise	1
interpret in positive way	1
open to new ideas	1
honors other's opinions	1
open	1
relator	1
concise	1
quality peer relationships	1
design daily method of communication that reaches everyone	1
recognize talent/accomplishments of schools	1

COMMUNICATION SKILLS

Secondary Principal	
listening skills	11
articulate well/speak clearly	6
open mind	3
write well	4
clarity	1
use advisory persons	1
neutral questions	1
available	2
affirmation	1
paraphrasing	1
phone	1
identify audience	1
approachable	1
exhort	1
organized meetings	1
brevity	1
adaptable	1
diplomatic	1
good working skills	1
computer skills	1
shared decision making	1
confidentiality	1
non-judgemental	1
calm manner in presenting	1
dedication to mission	1
inspire	1
humor	1
delegates	1
coalition building	1
self-esteem	1
enthusiastic	1
understands problem	1
creative suggestions	1
simplifies complex issues	1
group dynamics	1
comfortable management style	1
analyze varying view points	1
conviction of the importance of Catholic education	1

Elementary Principal	
listening	29
articulate/speak clearly	22
open minded	13
write clearly	10
clarity	7
interpret trends in education	5
open with needed information	4
available	4
affirming/supportive	4
persuasive	4
appropriate communication modes	3
facilitate groups	3
approachable	3
respects others' ideas/opinions	3
run good meetings	2
knowledgeable	2
friendly	2
conflict management	2
communication	2
technological skills	2
responds	2
empathetic	2
knowledgeable in area of expertise	2
patience	2
collaborates	2
facilitator	2
humorous	1
straightforward	1
understanding	1
interested	1
willing to experiment	1
on task	1
systematic	1
address issues	1
flexible	1
conduit: superintendent - school	1
not defensive	1
good resource	1
informative	1
give/receive feedback	1

facilitate new programs	1
-------------------------	---

COMMUNICATION SKILLS

(Cont.)

Elementary Principal	
in-service	1
correspondence	1
mobilize energies of principals	1
reasonable	1
attend principal meetings	1
brevity	1
directional	1
means what one says	1
clear definitions	1
actor	1
risk taker	1
concerned	1
present research clearly	1
incorporate diverse ideas	1
encourage honest communication	1
creative	1
awareness	1
problem solving	1
think on one's feet	1
stimulate principals to excellence	1
knows where to find information	1
motivates	1
non-verbal skills	1
negotiates	1
supervises	1
sets goals	1
follow-up	1
consistent	1
receptive to school based management	1
empowers principals to investigate educational questions	1
disseminate information using a variety of media	1

Appendix E

Comparison of Leadership Style Theories

FIGURE II-A: COMPARISON OF LEADERSHIP STYLE THEORIES

Dimensions	Authors	How Many Styles?	What Kinds of Styles?
Decision-Making	Tannenbaum and Schmidt	2	<i>Decision-Making</i> "Subordinate-centered vs. boss-centered" (Democratic Vs. Autocratic) (former most effective)
	Bonoma and Slevin	4	<i>Decision-Making</i> Four possible styles: autocrat, consultative manager, consultative autocrat, shareholder (all but the last are effective)
Perception of Employees	McGregor	2	<i>Views of Employees</i> Theory X (need extrinsic motivators) vs. Theory Y (self-motivated) (Latter view most effective)
Task and Human Relations	Halpin	2	<i>Task and Human Relations</i> Concern for initiating structure or consideration
	Fiedler	2	<i>Task and Human Relations</i> Task-oriented vs. human-relationship-oriented (either can be effective)
	Reddin	4	<i>Task and Human Relations</i> Four combinations of human relations orientation and task orientation. Four possible styles: integrated, separated, related, dedicated (each can be effective)
	Gates, Blanchard, and Hersey	4	<i>Task and Human Relations</i> (both can be effective)
	Blanchard, Zigarmi, and Zigarmi	4	<i>Task and Human Relations</i> Four combinations of directive and supportive behaviors: directing, coaching, supporting, delegating (each can be effective)
Sergiovanni and Elliott	4	Task and Human Relations (same as Reddin above) Integrated, separated, related, dedicated (each can be effective)	
Innovation and Risk Taking	Hall and others, Hord and Hall	3	<i>Change Facilitator Styles</i> Initiator (most effective at implementing change), manager, responder
	Miskel		Several, including risk-taking propensity of leaders

Appendix F

The Management/Spiritual Leadership Model

The Management/Spiritual Leadership Model

The Functions, Interests, and Concerns of Management and Leadership and Their Spiritual Basis

Management	Leadership	Spiritual Basis	Leader as:
is mostly concerned with:	is mostly concerned with:		
Goals & Objectives	Vision	Covenant	Sense-Maker
Honesty	Integrity	Dharma (Truth)	Moral Architect
Priorities	Values	Virtue	Steward
Plans & Strategies	State (of mind)	Equanimity (Inner Peace)	Yogi
Getting	Giving	Service	Servant
Management of People	People's Energy and Heart	Spiritual Awareness	Guide
Organization Structure/ Sense of Team	Organization Sense of	Unity/Cosmic) Oneness Community	Whole- Maker
Error Correction	Acknowledgment	Gratitude (Basic Belief)	Optimist
Problem Solving/ Decision Making	Presence	Inner/ Higher Power	Warrior

Appendix G

**Guidelines for Interdiocesan Committees / Council of Catholic Superintendents, New
Jersey**

September 3, 1998

COUNCIL OF CATHOLIC SUPERINTENDENTS

Guidelines for Interdiocesan Committees

One of the hallmarks of the Catholic Schools Offices in the State of New Jersey is their stance of cooperation, collaboration and the sharing of resources for the ultimate benefit of their corporate service to Catholic education throughout the five arch/dioceses. The way we minister is as important as the *content* of our ministry. It is the sign we give of our commitment of Jesus Christ and his Good News.

For a variety of endeavors, the Council of Catholic Superintendents may create or commission interdiocesan committees to further or enhance the work of Catholic education in the State. An Associate/Assistant Superintendent or another delegate is asked by his/her Superintendent to serve on an interdiocesan committee because of the delegate's leadership, expertise and experience in certain areas. The delegate represents the Superintendent who is ultimately responsible and accountable for all decisions and activities of the Committees which the Council of Superintendents create and/or commission.

The following are guidelines for interdiocesan level work:

- The Superintendents and the Associates/Assistant Superintendents should work in consultation and collaboration to develop statewide endeavors which they believe will be beneficial to Catholic education in the state.
- Before a new statewide project is begun, the Council of Superintendents and the Associate/Assistant Superintendents who will take a leadership role on the project will meet together to discuss, design, and clarify expectations and outcomes of the project.
- The Council of Catholic Superintendents and the Interdiocesan Committee should make every effort to communicate in a clear and timely manner, and respect and support the other's insights, ideas, expertise, and responsibilities.
- To facilitate communication between the groups:
 - 1) A Superintendent liaison or their representative will be delegated by the Council to meet regularly with the working committee and/or the committee's chairperson.
 - 2) Minutes of the meetings should be sent to each Superintendent for his/her information.
 - 3) A report of the progress and/or recommendations of the working committee should be made by the Superintendent liaison or the Chairperson to the Council of Superintendents at each of their meetings for the Superintendents' discussion, input, and final approval.

- 4) The Council of Catholic Superintendents, on matters concerning interdiocesan level work, should speak with "one voice" in direction-giving and decision-making to the working committee.

Council of Catholic Superintendents
September 3, 1998