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Leadership perspectives of Tennessee school leaders

Strickland, Jessie Shields, Ed.D.

East Tennessee State University, 1992

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LEADERSHIP PERSPECTIVES OF TENNESSEE SCHOOL LEADERS

A Dissertation

Presented to

The Faculty of Educational Leadership and Policy Analysis
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by

Jessie Shields Strickland

May 1992

APPROVAL

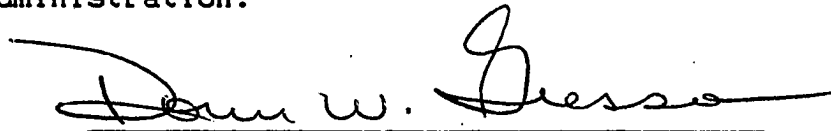
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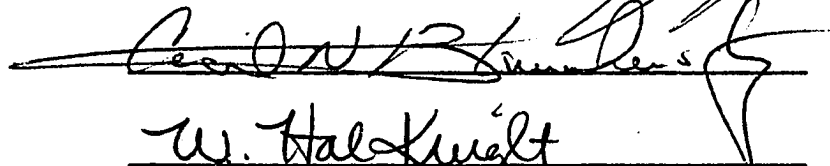
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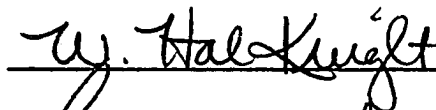
The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend her study be submitted to the Graduate Council and the Associate Vice President for Research and Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education in Educational Administration.

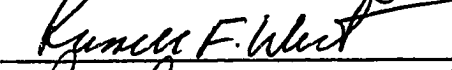


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Signed on behalf
of the Graduate
Council

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and Graduate Studies

ABSTRACT

LEADERSHIP PERSPECTIVES OF TENNESSEE

SCHOOL LEADERS

by

Jessie Shields Strickland

The problem was to determine factors Tennessee school leaders consider important to effective leadership. Organizational frames by Bolman and Deal were used. The four organizational frames used in the study were structural, human resource, political, and symbolic approaches to leadership. The frames were examined with regard to their relationship to Tennessee superintendent's leadership and management styles with the perception of his/her style by their superordinates and subordinates.

Leadership Orientations, a validated instrument designed by Bolman and Deal, was used to gain insight about school leader perceptions from superintendents and from individuals who work in school administration with the superintendents. Individual school systems, the director of the Tennessee Academy of School Leaders (TASL), the Tennessee Organization of School Superintendents (TOSS), and the Tennessee School Board Association (TSBA) received the data analysis results about leadership perspectives.

The research provided school system personnel a method to understand individual, subordinate, and superordinate expectations as they relate to the four organizational frames. Additionally, the findings indicated predictors of management and leadership effectiveness as perceived by the respondents.

INSTITUTIONAL REVIEW BOARD

This is to certify the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project Leadership Perspectives of Tennessee School Leaders

Principal Investigator Jessie Shields Strickland

Department Educational Leadership and Policy Analysis

Date Submitted December 5, 1991

Institutional Review Board Approval, Chairman

Anthony J. DeSena

In Memory of my beloved mother

Lena Pearman Shields

and my father

Samuel A. Shields

In honor of my husband

Robert Alvin Strickland

my child

Virginia Elizabeth "Jenna"

my nieces and nephews

Lisa

Stephanie

Amelia

Joshua

Isaiah

Amanda

Katie

and

Matthew

my Aunts

Jessie and Ada Bess

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. . .And as sweet as summer rain,
Understanding after pain.
Life holds all these lovely things.
Thank you, God, for all it brings
(p. 89).

Nina Stiles

I am grateful for my distinguished committee of five, Dr. Donn Gresso, Chairperson; Dr. Hal Knight, Dr. Ernie Bentley; Dr. Cecil Blankenship; and Dr. Russ West. I was honored to work with the caliber of professionals I encountered during my Cohort experience.

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I am grateful to a supportive family over the last two years, especially my husband, Robert "Bob," and my daughter,

Virginia Elizabeth "Jenna."

I extend a special expression of gratitude to my friend and colleague Jean Ollis Honeycutt. She actually read my handwriting in order to type my manuscript. I thank you, friend! You are the absolute greatest.

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CONTENTS

	Page
APPROVAL	ii
ABSTRACT	iii
INSTITUTIONAL REVIEW BOARD	iv
DEDICATION	v
ACKNOWLEDGMENTS	vi
LIST OF TABLES	xii
 Chapter	
1. INTRODUCTION.	1
Background for the Study.	1
Statement of the Problem.	5
Purpose of the Study.	5
Research Questions and Hypotheses	6
Significance of Study	8
Limitations of the Study.	9
Assumptions of the Study.	9
Definition of Terms	10
Human Resource Frame	10
<u>Leadership Orientations (Other).</u>	10
<u>Leadership Orientations (Self).</u>	10
Organizational Frame.	10
Overall Rating (Effectiveness).	10
Political Frame	11
School Leaders.	11

Chapter	Page
Subordinate.	11
Superordinate.	11
Structural Frame	11
Symbolic Frame	12
Overview of the Study	12
2. REVIEW OF RELEVANT LITERATURE	13
Introduction.	13
Historical Perspective of Leadership: Theories and Models	13
Trait Theories	16
Power and Influence Theories	17
Behavioral Theories.	20
Contingency Theories	23
Transactional and Transformational Concepts	24
Organizational Frame Use Theory	26
Cultural and Symbolic Theories and Frame.	27
Structural Theories and Frame.	29
Human Resource Theories and Frame	30
Political Theories and Frame	31
Definitions of Leadership	34
Management and Leadership, Comparisons	38
Summary	42
3. METHODS AND PROCEDURES.	43

Chapter	Page
Population	43
Sampling Method and Sample	44
Instrumentation.	45
<u>Leadership Orientations (Self)</u>	47
<u>Leadership Orientations (Other)</u>	49
Reliability and Validity	50
Research Design.	53
Methods.	54
Data Analysis.	56
4. FINDINGS	61
Demographic Information.	62
Descriptive Data	64
Statistical Analysis	66
5. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	77
Findings	78
Conclusions.	83
Recommendations.	86
REFERENCES.	88
APPENDICES.	93
A: LISTING OF TENNESSEE SUPERINTENDENTS FROM THE TENNESSEE SCHOOL BOARD ASSOCIATION (TSBA)	94
B: LISTING OF TENNESSEE SCHOOL BOARD CHAIRPERSONS FROM THE TENNESSEE SCHOOL BOARD ASSOCIATION (TSBA).	99

Chapter	Page
C: <u>LEADERSHIP ORIENTATIONS (SELF)</u> INSTRUMENT	105
D: <u>LEADERSHIP ORIENTATIONS (OTHER)</u> INSTRUMENT	109
E: LETTER OF CONSENT TO USE INSTRUMENT. . .	113
F: LETTER TO SUPERINTENDENT	115
G: FOLLOW UP LETTER TO SUPERINTENDENT . . .	118
H: LETTER TO SCHOOL BOARD CHAIRPERSONS. . .	120
I: FOLLOW UP LETTER TO SCHOOL BOARD CHAIRPERSONS	122
J: LETTER TO CENTRAL OFFICE ADMINISTRATOR/ SUPERVISOR	124
K: FOLLOW UP LETTER TO CENTRAL OFFICE ADMINISTRATOR/SUPERVISOR	126
VITA.	128

LIST OF TABLES

Table	Page
1. FREQUENCY OF RESPONSES BY RESPONDENT SEX, AGE, AND GEOGRAPHICAL LOCATION. . .	63
2. FREQUENCIES AND PERCENTAGES OF SUPERINTENDENTS' USE OF EACH OF THE FOUR ORGANIZATIONAL FRAMES	67
3. MEAN SCORES OF SUPERINTENDENTS AND THE STRUCTURAL, HUMAN RESOURCE, SYMBOLIC, AND POLITICAL FRAMES BY GEOGRAPHICAL REGION	68
4. COMPARISON OF SCORES OF SUPERINTENDENTS' USE OF EACH OF THE FOUR ORGANIZATIONAL FRAMES BY POSITION	71
5. MEAN SCORES OF SUPERINTENDENTS' OVERALL EFFECTIVENESS AS A LEADER AND A MANAGER BY GROUPS.	75

CHAPTER I
INTRODUCTION

Background for the Study

Leadership in public schools in Tennessee and at the national level has recently been under scrutiny. School leaders have dealt with their share of criticism after the public's exposure to A Nation At Risk (1983), Time for Results (1986), and American Education, Making It Work (1988). Each of these publications identified school leadership as an area in need of basic reform.

Tennessee has boarded the national school reform bandwagon. In Tennessee's Business (1991), Tennesseans were told by Education Commissioner Charles Smith to "Rejoice! The 21st Century Challenge Plan will actually be implemented by the beginning of the next millennium" (p. 14). One of the four areas of reform overhaul found in the Plan is to change the way schools are governed. Smith stated the administration used in Tennessee's education system is a borrowed old industrial model that business and industry abandoned a decade ago--top down, bureaucratic management at its worst.

A considerable amount of writing and research has

focused on leadership and management. Theories abound regarding particular approaches, paradigms, perspectives, leadership, and management (Bryman, 1986).

One of the most popular approaches is a leadership contingency approach that looks at the behavior of leaders in relation to their subordinates. This approach is known as situational leadership. It is based on an interplay among the following: the amount of guidance and direction concerning task behavior provided by a leader; the amount of socioemotional or relationship behavior a leader provides; and the readiness and willingness coupled with the maturity level that followers exhibit in performing a specific task, objective, or function (Hersey & Blanchard, 1982).

Hersey and Blanchard's leadership approach has received criticism from another pair of theorists, Bolman and Deal (1991), who faulted the situational leadership approach for not distinguishing between support for a person and support for specific actions. These researchers suggested Hersey and Blanchard oversimplified the options made available to leaders as well as the range of situations encountered. Bolman and Deal concluded the Hersey and Blanchard model neglected all but a few situational variables, and it made no

distinction among different organizational levels, sectors, industries, or cultures.

Bolman and Deal offered a new approach. They claimed the approach will reframe organizations and move beyond the impasses created by such oversimplified models as Hersey and Blanchard's situational leadership. Their approach is called "organizational framing" (p. 16) and is based on four major schools of organizational theory and research. Bolman and Deal (1984) suggested that managers in all organizations, large or small, public or private, could increase their effectiveness and their freedom through the use of multiple approaches. The approaches were labeled "frames" and were described as "windows to the world" (p. 11). According to the researchers, frames help to order the world and to decide what actions to take. The **structural frame** emphasizes the importance of formal roles and relationships in the organization. The **human resource** frame relates to people, because organizations are made up of people. The **political frame** stresses the allocation of resources, the scarcity of them, and the power and influence over them in an on-going struggle. The **symbolic frame** diverges from rationality where the organization appears as a theater or carnival.

Bolman and Deal proposed that most organizational

situations fall into one of the four frames. Leaders must determine the appropriate behavior for each situation encountered. Bolman and Deal concluded that the dynamics of an organization must include all four frames, sometimes referred to as "leadership images" (p. 11). They further stated that proposed problems and solutions do not belong to one frame. Successful leaders frame and reframe until they understand the situation at hand (Bolman & Deal, 1991).

Bolman and Deal proposed that effective leadership can solve most of the problems in an organization. The public is told that schools will work if strong instructional leadership is provided. Most leadership images require a leader who gets things done and who gets subordinates to perform their tasks competently. School leaders cannot get the goals and objectives of the organization accomplished alone.

DePree (1989) proposed school leaders must often resort to an approach known as "Theory of Fastball" (p. 33). In this concept, the leader at different times must play two roles--creator and implementer. This key relationship between creator and implementer is often underestimated and mistakenly cast in the light of boss and subordinate. The Theory of Fastball is any concept of work rising from an

understanding of the relationship between the pitchers and the catchers; that is, the creators and the implementers.

In many cases a school leader is perceived to have an understanding of the Theory of Fastball. Often the approach a leader uses to manage the organization is intended one way but perceived in another way.

Statement of the Problem

The problem of the study is to identify gaps or incongruences existing between the perceptions of Tennessee superintendents and their superordinates and subordinates on leadership orientations and effectiveness. Perceptions will be examined regarding leadership/management effectiveness and leadership approach based on the four frames identified by Bolman and Deal.

Purpose of the Study

In many cases, school superintendents may feel they use certain leadership vantage points or orientations to decide their actions, but their superiors or subordinates might perceive their leadership orientation differently. Additionally, school leaders may perceive their overall effectiveness as managers and leaders quite differently from

their superiors' or subordinates' perceptions. An awareness of contradictory perceptions would be beneficial to a leader should such incongruence of perceptions exist. The literature on organizational frames suggested that ineffective communication, lack of productivity, and low morale can result from a mismatch of leader--worker perceptions, although this suggestion has as of yet received little empirical verification.

Research Questions and Hypotheses

The following research questions and hypotheses were developed for this study. The hypotheses were stated in the null format.

Question A: How many frames do Tennessee superintendents use?

Question B: Which frames do Tennessee superintendents use?

Question 1: Is there a similarity in the leadership and management frames used by superintendents in different geographical regions in Tennessee?

Hypothesis 1: There is no difference in the leadership and management frames used

by superintendents in different geographical regions in Tennessee.

Question 2: Are there differences among perceptions of Tennessee superintendents, school board chairpersons, and subordinates regarding the leadership frames used by the superintendent?

Hypothesis 2: There is no difference in the perception among Tennessee superintendents, school board chairpersons, and subordinates regarding leadership frames of Tennessee superintendents.

Question 3: Are there differences between Tennessee school board chairpersons and subordinates regarding the superintendents' overall effectiveness as a manager?

Hypothesis 3: There is no difference between the perceptions of Tennessee school board chairpersons and perceptions of subordinates regarding the superintendents' overall effectiveness

as a manager.

Question 4: Are there differences between Tennessee school board chairpersons and subordinates regarding the superintendents' overall effectiveness as a leader?

Hypothesis 4: There is no difference between the perceptions of Tennessee school board chairpersons and perceptions of subordinates regarding the superintendents' overall effectiveness as a leader.

Significance of Study

The study will provide Tennessee school leaders and three Tennessee school leader organizations with information regarding superintendents' and superiors'/subordinates' perceptions about management/leadership effectiveness. Additionally, leadership approaches based on Bolman and Deal's (1984) organizational frames will be examined to determine if Tennessee school leaders use a particular frame more than others. Should findings indicate school leaders use frames in significantly different proportions,

implications will be evident for prospective and practicing administrators at the school and district leadership levels.

Limitations

The following limitations are relevant to this study:

1. The study is limited to 138 Tennessee school superintendents in the public education system.
2. The study is limited to a sampling of one superordinate and three subordinate respondents per superintendent.
3. The study is further limited to those who choose to respond, which may not be the entire target group.

Assumptions

1. The instruments used were reliable and valid for the purpose they were used.
2. Responses to the survey items are true indicators of the respondent's perceptions since self report measures can only measure what individuals know or feel about themselves and colleagues or what they are willing to relate.

Definitions

Human Resource Frame

The human resource frame is related to people. The organization strives to meet the needs of the employees (Bolman & Deal, 1984).

Leadership Orientations (Other)

This is the instrument completed by three certified staff members who have been identified by the superintendent as working in the closest hierarchial relationship with the superintendent.

Leadership Orientations (Self)

This is the instrument completed by the superintendent.

Organizational Frame

Organizational frame is synonymous, in this study, with leadership orientations and images. It is the organizational view, or facet, of an individual to examine a problem, opportunity, or any situation in the organization (Bolman & Deal, 1984).

Overall Rating (Effectiveness)

Part II of the Leadership Orientations (Other) has an overall rating section designed to rate the superintendent's overall effectiveness as a manager scored on a five point scale.

Political Frame

The political frame is the on-going struggle for scarce resources in an organization. Negotiation, conflict, and compromise are all parts of this frame (Bolman & Deal, 1984).

School Leaders

School leaders are responsible for maintaining proper functioning in a school system. They administer to the needs of the school system. School leaders for the purpose of this study are school board members, superintendents, assistant superintendents, instructional supervisors, vocational directors, principals, and assistant principals.

Subordinate

For the purpose of this study, subordinate is a school leader below the rank of superintendent, that is, assistant superintendent, instructional supervisor.

Superordinate

For the purpose of this study, superordinate refers to the school board chairperson.

Structural Frame

The organizational approach that reflects the relationships and formal roles in the organization is the structural frame (Bolman & Deal, 1984).

Symbolic Frame

The organizational frame that views the organization as a circus or play and considered an irrational frame is the symbolic frame. This frame uses culture and shared values and not policy and procedures (Bolman & Deal, 1984).

Overview of the Study

Chapter 1 includes the introduction, statement of the problem, purpose of the study, research questions, significance of the problem, limitations, and definitions. Chapter 1 also includes an overview of the study.

Chapter 2 contains a review of relevant literature. Chapter 2 focuses on three aspects of leadership.

Chapter 3 contains a description of the research methods and procedures used in the study. The form selected for this study is causal comparative research.

Chapter 4 contains a presentation and analysis of the data. The results and findings obtained from the data gathered in this study are presented in this chapter.

Chapter 5 contains a summary of the study. Conclusions and recommendations are provided for future research.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The review of literature focused on three areas.

The literature was examined and organized into the following major categories: (1) historical perspective of leadership: theories and models, (2) definitions of leadership, and (3) comparison of leadership and management.

Historical Perspectives of Leadership: Theories and Models

Leadership has been in evidence for centuries. In biblical readings kings, priests, and prophets have modeled leadership. The effectiveness of political, military, and business leadership has profoundly influenced the history of countries. Myths and legends about leaders have been associated and seemingly responsible for the development of civilized cultures (Bass, 1990).

Many perspectives of leadership surfaced in the early 1900s. Even with the aura surrounding leadership, "it has only been in this century the first empirical investigation of it has been done" (Bass, 1981, p.6). Written philosophical leadership principles began early, as reflected by the

Egyptian hieroglyphics over 5,000 years ago (Bass, 1990).

Tucker (1981) stated that the antecedents of the leadership approach go back to Plato. The Greeks conceptualized their leaders in literary fictional heroes such as Ajax, representing law and order; Agamemnon, justice and judgment; Nestor, wisdom and counsel; Odysseus, shrewdness and cunning, and Achilles, valor and activism (Bass, 1981).

There are many other leaders who have surfaced such as Alexander the Great, Napoleon, Robert E. Lee, and George Patton (Fiedler & Chemers, 1974). Bass (1990) added Douglas McArthur to the list of military notables.

Other major historical figures such as Churchill, Gandhi, and Hitler have been world renowned leaders (Smith & Peterson, 1988). Fiedler (1974) interjected Elizabeth I, Lincoln, and DeGaulle in his literature review of leaders who have influenced the histories of their countries.

Perhaps, the earliest sophisticated discussion of the processes of leadership is provided by Machiavelli in the 16th century (Bass, 1990). He analyzed the balance between the principle and opportunism that in his view provided the best guide for the actions of a prince in the medieval Italian city states but also to the most effective styles

with which to relate to advisers and to one's subjects.

Machiavelli's view of effective leadership was a matter of maintaining an adequate flow of accurate information on issues to be decided and simultaneously maintaining sufficient respect to enable decisive actions to be taken. His analysis has much in common with the modern day task-relationship-oriented theorists. However, two differences in Machiavelli's approach to more recent ones exist. Smith and Peterson (1988) said modern theorists are more systematic than Machiavelli in analyzing the various elements in the process of leadership and modern theorists have devised varied methods that test the validity of such analyses empirically.

The importance of good leadership has long been recognized. Plato's Republic and Confucius' Analects are other examples to show leadership has a long history even though the systematic study of it has been in this century (Fiedler & Chemers, 1974).

Many assumptions abound about leadership. Along with these assumptions or theories are models or replicas that are used for changing or improving the organization.

Only in the last 25 years have social scientists devoted much time or attention to developing ideas about how

organizations work or why they do not work (Bolman & Deal, 1991). Bass (1990) commented there has been no shortage of modeling and theorizing about leadership.

Trait, power and influence, behavior, contingency, culture, symbolism, and cognition are some of the subjects upon which theories and leadership models are built (Bass, 1990). This part of the literature review will introduce theories and models based on several major schools of thought. The main thrust of the review will be to survey the consolidation of these major schools of organizational thought into four perspectives that Bolman and Deal (1991) use in their organizational frame model.

Trait Theories

No amount of learning will make a leader, unless the person has the natural qualities of one. This paraphrasing of General Archibald Wadell in 1941 (Bryman, 1986) appeared to be the essence of those theorists who supported the Great Man or Trait Theory. Many traits were examined by Stogdill in 1948 and the implications of his assessment were pessimistic in nature (Bryman, 1986). Fiedler and Chemers (1974) found no evidence to support the traits' theory even though before World War II the search for leadership traits was the most

important single activity upon which leadership theorist focused their energies. Intelligence testing, spurred by the needs of World War I, led to a natural extension of interest in the measurement of other's psychological abilities and traits. Stogdill (1948) reviewed the literature and found it very disappointing for evidence to support his leadership trait theory. His review was instrumental in turning researchers away from the study of traits to the examination of what leaders do (Bryman, 1986; Bensimon et al., 1989).

Power and Influence

Power and influence theories are inclusive of the types of power used to influence others. Fisher (1984) paralleled the similarity of power and influence; however, he stated influence was a more socially acceptable term than power (p. 21). Clegg (1989) said there is no such thing as a single all-embracing concept of power, but there are at least three common groupings of power clustered around the dispositional agency and facilitative concept of powers. He developed a model based on this theory where the overall flow of action through the circuits of power depended on the relationship which thus constituted the speed of flow. Clegg further commented about this model that it did more than Machiavelli

and Hobbes who are two precursors of power. Clegg stated the difference between Hobbes and Machiavelli was Hobbes and his successors have endlessly legislated on what power is; Machiavelli and his successors may be said to have interpreted what power does. Clegg (p. 239) held power to be understood analytically as moving through three distance circuits, carried always by the organization of agencies.

Bass (1990) maintained leadership and influence obviously are a function of power. Power is not synonymous with influence. Power is the potential to influence.

Bass (p. 232) discussed the French-and-Raven Five Base Model of expert, referent, reward, coercive, and legitimate power. He gave as a weakness of the model that the five bases were not conceptually distinct. This model was the primary taxonomy for power based research. Legitimate power exercises the formal authority of a superior over a subordinate employee. Power relating to the offering of a reward to influence outcome is reward power. Power used to coerce by punishing for an unsatisfactory outcome is coercive power. Expert power places expertise as an influence, and referent power finds a classification related to charisma and the prestige of an individual and not the structure of the position.

Bolman and Deal (1991) included power, its distribution and exercise, as one of their fourth key political issues in their reframing organizations model. They viewed the power from a symbolic perspective. Individuals have power if others believe they do. Such beliefs are encouraged by events or outcomes that became linked to particular individuals. For example, if the unemployment rate improves, the incumbents in an election year take credit.

The National Association of Secondary School Principals (1991) in an Attempt to Define Instructional Leadership linked the school principal with school effectiveness and collaborative leadership. The article espoused four underlying factors that determine administrative team success in confronting such variations as school size, principal leadership style and proficiency, problem severity, and resource availability. One such factor was the position power or prestige of the principal. The position of power held within the school shaped the ability of the administrative team to act decisively or to become immersed in conflict.

Edelman's (1977) views of power provided a similar point of view--"Leaders lead, followers follow, and organizations prosper." Bolman and Deal (p. 287) said this logic is

pervasive. They stated the effectiveness of leaders is judged on the basis of style and ability to cope. Leadership, therefore, is less a matter of action than of appearance. The trait theory had lost its momentum before the beginning of World War II.

Behavioral Theories

Leadership, as a behavioral style, became popular after Stogdill's discounting leadership as a trait theory. The classic series of studies that focused on this theory were the Ohio State Leadership Studies. As Bryman (1986) quoted the research team's director, Shartee found in the Ohio State Leadership Studies the approach to the topic of leadership has been that of examining and measuring performance or behavior rather than human traits. The research instrument used in these studies was named the Leader Behavior Description Questionnaire (LBDQ). It reflected eight theoretical aspects of leader behavior.

From the research findings, Halpin and Winer (1957) concluded leadership style could be best described as varying along two dimensions. The factors described by Bryman were defined as **consideration**, which denoted camaraderie, mutual trust, liking and respect in the relationship; and

initiating structure, which leader's behavior tends to organize work tightly, to structure the work context, to provide clear-cut definitions of role responsibility, and generally play a very active part in getting the work at hand fully scheduled (p. 40). These primary factors were identified by Halpin and Winer with Air Force officers and by Fleishman (1951, 1953c, 1957) with industrial supervisors. Later research for two other factors: production emphasis, motivating the group; and sensitivity, an awareness of social interrelationships and pressures existing both inside and outside, were added factors. The latter two factors did not gain the research support as the first two. Other behavioral theories emerged. Likert, (1967), another behavioral theorist, categorized behaviors as **explorative or authoritative**, employees do as they are told or receive punishment; **benevolent authoritative**, managers issue orders but allow some discussion; **consultative**, employees do as discussed by manager and employee with offer of reward; and **participative**, managerial decisions are made with employees. Likert (1967) contended leaders must present behaviors and organizational processes the followers perceive to be supportive of their efforts and sense of personal worth. Leaders will involve followers in making decisions

affecting their welfare and work. They will use their influence to further the task performance and personal welfare of followers. They will enhance the cohesiveness of the group and the members' motivation to be productive by providing subordinates with freedom for responsible decision making and allowing them to exercise the initiative.

Blake and Mouton's Managerial Grid (Blake & Mouton, 1964) identified five styles of management behavior. The styles are based on a concern for people and a concern for tasks or work production.

Fiedler and Chemers (1974) said the evidence Blake and his associates have produced on the theory the ideal leader is highly concerned with the task as well as with interpersonal relations is not convincing. The managers are shown where, on each of two nine point scales measuring these two important behaviors, they fit, and how they can learn to become a "9.9 leader," for example, being able to achieve maximum concern both for the person and for task accomplishment (p. 124). The absence of supporting empirical studies in the Blake and Mouton work has led most researchers to view other avenues of exploration as more promising (Smith & Peterson, p. 11).

Contingency Theories

Contingency theories relate certain tasks to the external environment. The earliest contingency theory of effectiveness and the one that has commanded the most continuing attention and criticism belongs to Fiedler (1974). The contingency theory is built around the Least Preferred Coworker (LPC) measure of leader personality. Its basic premise is that a leader's description of the person with whom the leader has the greatest difficulty working reflects a basic leadership style. Fiedler and Chemers (1974, p. 97) asked how consistent leader behaviors are over different situations. They also asked how consistent the LPC score was. They said, it is neither good as one might wish nor as bad as one might fear. In general, Fiedler and Chemers (p. 99) saw the high LPC leader as more considerate, more human relations oriented, more participative in his/her management style, and more sensitive to the feelings of others. The low LPC leader tended to be viewed as more directive, more structuring, more goal oriented, and more concerned with efficiency. Differences in behaviors of high and low LPC leaders tended to be relatively small and subtle.

Theories such as House's Path Goal, (House, 1971) derived from the motivationally based expectancy theories,

became popular in the field of organizational behavior in the 1960s. In essence, House's Path Goal Theory contended subordinates will do what leaders want if leaders do two things. Leaders should ensure subordinates understand how to accomplish the leader's goals. In return, subordinates will achieve in the process accomplishment of their personal goals.

Another contingency theory relying upon two dimensions of leader style in regard to task behavior and relationship behavior is that of Hersey and Blanchard (1977). Their approach to leadership is called situational leadership. Another dimension enters the model. This is the maturity of the subordinate (p 23).

A behavioral theory which focused on leadership acts in settings that required an explicit decision is that of Vroom and Yetton (1973). Vroom (1973) said the theories differ in many important ways but share an assumption that leader effectiveness was a function of an appropriate matching of leader behaviors and/or attributes and explicitly defined situational variables (p. 136).

Transactional and Transformational Concepts

The transactional and transformational views of

leadership are two other theories of leadership. Bass (1985) said transactional leadership related to an exchange of desired needs. Leaders have something the followers want. Burns (1978) provided a comprehensive theory to explain the differences between transactional and transformational political leaders:

Approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of the relationship among leaders and followers, especially in groups, legislatures, and parties (p. 23).

Transformational leaders recognize the need for a potential follower. They seek to satisfy higher needs in order to engage the full person of the follower.

Herring (1990), citing Burns (1978), said transactional leadership bargained, strove for consensus at virtually any cost, and could be mandated executively. Transformational leadership bordered on what once was described as charismatic leadership--leadership that transformed (p. 4).

Burns classified transactional political leaders as opinion leaders, bargainers or bureaucrats, party leaders,

legislative leaders, and executive leaders. These leaders categorized as intellectual leaders, leaders of reform or revolution, old heroes or ideologues.

Bass (p. 23) stated most experimental research, unfortunately, has focused on transactional leaders even though the greatest change agents of the world are transformational leaders. He further suggested the needs of transactional leadership for an individual are at the lower rungs of the organization. As an individual moves up the ladder of success, a move to transformational leadership is required in order to provide leader effectiveness.

In conclusion, the transformational leader, one who moves to change the framework of the organization; and the transactional leader, one who exchanges promises for votes and works within the framework of the self-interests of the constituency are two leadership theories that are distinguished by the actions of the leader to get the organization's objectives accomplished.

Organizational Frame Use Theory

In 1984, Bolman and Deal gave (1984, 1990, 1991) a theory that propoerted to consolidate the major schools of organizational thought into four perspectives. Bolman and

Deal (1991) labeled the four perspectives as frames, because frames characterize different vantage points. Frames are tools for action used by administrators. The theorists stated that truly effective managers and leaders will need multiple tools, the skill to use these tools, and the wisdom to match frames to situations (p. 12). Bolman and Deal stated that a leader framed by the leader's own vision or image of reality. Successful managers frame and reframe until they understand the situation at hand.

Cultural and Symbolic Theories and Frame

Cultural and symbolic theory involved organizational values and shared beliefs. Ouchi (1981) noted tradition, climate, and organizational values set a framework for employee action and reaction.

In Bolman and Deal's symbolic theory, rituals, stories, heroes, and myths replace rationality. The organization is held together by the culture and not policy and procedure (1984). Bolman and Deal (1991) conveyed that the organization finds redemption in symbols whether they are complex, ambiguous, and irrational.

DePree (1989) told of an experience in Nigeria in the late 1960s. Electricity had been brought to the village.

Each Nigerian family was given one light in each hut. Even though the Nigerians had nothing to read and many could not read, the families would sit in their huts, awe stricken, staring at the new symbol of technology. Instead of the customary tribal night time gatherings by the fire where the elder Nigerians passed along tales of tribal history, the tribe sacrificed the history lessons to sit in their huts to watch the light from the electric bulb.

DePree used this Nigerian story to illustrate the difference between scientific management and tribal leadership. "Every family," DePree contended, "every college, every corporation, every institution needs tribal storytellers" (p. 82). Like the Nigerian tribe, without the continuity brought by custom, any group of people might forget who they are.

Cognitive theories relate to the symbolic approach in that cognitive theory attempts to make sense of the irrational and complex organization (Bensimon et al., 1989). Myths reinforce leadership and the leader's effectiveness as given by others. This relates to follower perceptions and not instrumental behavior. Cognitive biases, produced by followers, acknowledge leadership where none exists. Sergiovanni (1986) mentioned interpretation of organizational

events by the individuals in the organization was an important element. Leadership effectiveness related to more than a tie of objectives to actions. It also related to the stand the leader takes and what the leader communicates. March (1972) stated that organizations find ways to legitimize the choices, choosers, and the organization. The myths surrounding executive careers to the amount and kind of compensation offers an example of legitimizing leadership to some leaders. Fiedler and Garcia (1987) added support to this issue declaring experience and tenure do not have a relationship with leadership. Salancik and Meindl (1984) conveyed that the power to produce an effect presents artificialness in a dynamic and irrational world.

The tribal aspect of contemporary organizations is emphasized by the symbolic frame. Myths and stories, rituals and ceremonies, and humor and role play are integral parts of an organization's composition.

Structural Theories and Frame

Organizational theory and images of leadership embrace historical bureaucratic and structural thought, human relations, culture, and symbolism. The structural theories and frame encompass bureaucratic models with rigid routine.

The structural theory includes rational and open systems, complex and nonlinear systems, and political systems. Bolman and Deal (1984, 1990, 1991) combined structural, human resource, political, and symbolic theories to construct four frames or images of leadership. The structural frame relates to relationships and formal roles in the organization. Organizational charts, policies, procedures, authority, and responsibility are part of this approach. Structure similarities can be found in street gangs, corporations, universities, and the White House (Bennis, 1989; Bolman & Deal 1984, 1991). Ronald Reagan was more successful in 1987 with a change from a corporate structure to a bureaucratic structure (Bennis, 1989). Deal and Bolman (1984, 1991) contrasted Harvard with McDonald's fast food enterprises noting that the structure of Harvard schools has autonomy and independence with McDonald's having little of either. Katz and Kahn (1978) stated bureaucratic structures resist change and the first reaction to change is defensive and not adaptive.

Human Resource Theories and Frame

The human resource frame relates to people's needs without the strong emphasis of production and policy found in

the structural frame (Bolman & Deal 1984, 1991). Fitting the organization to the people and meeting the needs of employees become the pathways to effectiveness. McGregor (1960) stated Theory Y organizations should design conditions that allow people to accomplish their own goals. These goals focus on organizational objectives. Participative management, consultative management, job enlargement, and other methods to satisfy social and egotistic needs are congruent with Theory Y. Maslow (1954) asserted organizations can satisfy social needs.

Political Theories and Frame

Bolman and Deal (1984, 1991) stated the political frame focuses on the struggle for scarce resources in an organization. A winner and loser in the organization appears every day. Special interest groups and coalitions band and disband as the need arises. Negotiation, conflict, and compromise make up a part of everyday life. Cyert and March (1963) argued organizational goals are constraints imposed by bargaining coalitions in a short term. In the long term, the goals will adapt to changes in the coalition structure. One of the many tasks of the leader/manager said Gardner (1990) is to make political judgments necessary to prevent secondary

conflicts of purpose from blocking process toward primary goals. Gardner stated in many cases the literature treats politics as an alien and disruptive force. Gardner commented about statements in Wildavsky's The Nursing Father: Moses As A Political Leader, that leaders are inevitably political (p. 16).

The previously discussed symbolic frame emphasizes the virtues of non-rationality that includes among other things shared visions and shared values. Bolman and Deal (1984, 1990) said the organization can be viewed as a circus of a play. Ceremonies, legends, heroes, myths, and storytelling make this frame somewhat magical. This frame denied the structured use of policy and procedures and emphasized culture and shared values.

The dynamics of an organization encompassed all four organizational frames. Bolman and Deal (1990) surveyed 15 school administrators and concluded 55% used two frames, 5% used three or more frames, and 40% used only one frame. Bolman and Deal (1990) commented "no frame is an island" meaning problems and solutions are not restricted to any one frame.

This leads to some assumptions about leadership effectiveness. According to Bolman and Deal, the leader who

can cope with and make positive use of the frames will succeed where others may fail (1984, 1990, 1991). Taking actions that do not respond to the appropriate frame can be worse than taking no action. Problems can escalate and make solutions seem impossible.

World War I increased the interest of theorists who wanted to identify leadership traits and the way positions of leadership were attained. In 1904, the first empirical investigation of leadership was published (p. 1). The concern gave way to the current questions of how people become effective leaders with America dominating the field of investigation.

Stogdill (1948) espoused a person does not become a leader by virtue of the possession of some combination of traits; the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers. Research in the 1950s and 1960s moved away from attempts to isolate successful leadership characteristics and toward a search for a universally effective leadership style (Behling & Rauch, 1985). The early part of this century saw a rapid growth in the development of leadership psychometric assessment procedures (Smith & Peterson, 1988).

The majority of recent studies in this area of leadership has been focused upon the identification of managerial talent (Smith & Peterson). Exemplary leaders that have been in managerial roles are Henry Ford and Andrew Carnegie. However, one cannot forget the contributions to managerial leadership of Lee Iacocca in 1984 and 1985 during his take over of Chrysler.

The 1900s continues to bring much documented literature regarding the study of leadership. Theories based on research related to traits, power and influence, behavior, contingencies, politics, human resources, symbolism, and structure have evolved about leaders and leadership. These have become an integral part of the historical perspective of leadership.

Definitions of Leadership

Effective leadership, research suggests, is remarkably chameleon-like. What it looks like, on the surface, is very much a function of the situation in which it is found (Kotter, 1988, p. 38).

As reflected in the above quote, leadership is not easily definable, but many have attempted to define the

concept. According to Stogdill (1974), the Oxford English Dictionary noted the appearance of the word leader in the English language as early as the 1300s. However, the word leadership did not appear until the early 1800s. Leadership theorists strongly differ on the definition. Spitzberg (1986) stated the meaning of leadership may depend on the kind of institution in which it is found. However, there is enough similarity among definitions, Bass (1990) said, to permit a rough scheme of classification. Bass added leadership has been conceived as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviors, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions (p. 11).

The following paraphrasing of quotes found through reviewing literature demonstrate leadership in a myriad of ways:

Leadership is considered like the abominable snowman, whose footprints are everywhere, but who is nowhere to be seen (Bennis & Nanus, 1985).

Leadership is said to be like love. One knows when it is present and when one needs it, but one cannot ensure its expression or perpetuation (Eaton, 1988).

Leadership is the initiation of acts resulting in a consistent pattern of group interaction directed toward the solution of mutual problems (Hemphill, 1954).

After all, a leader is just someone who gets to the future before anyone else; and his or her greatness is measured by the time of his or her arrival and the number of people who followed (Cook, 1990). Leadership is the process of persuasion or example by which an individual, or leadership team, gets a group to pursue objectives held by the leader or shared by the leader and his or her followers (Gardner, 1990).

Leadership is a murky subject; opinions abound (Kotter, 1988).

Leadership, suggested Fiedler and Chemers (1974), is an amazing ego-involving activity, even in contrived situations.

On being the president of a company, Bennis (1989) stated a leader has entrepreneurial vision and spends time thinking about the forces that will affect the destiny of the institution. DePree (1989), chief executive officer of Herman Miller, said leadership is an art where people are liberated to do what is required of them in the most effective and humane way possible.

Bryman (1986) defined leadership as the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement. Others proposing a definition of leadership are Hersey and Blanchard (1982). They contend it involved accomplishing goals with and through people. They stated leaders must be concerned about human relationships. Additionally, Bolman and Deal offered their thoughts on the subject. They, as Hersey and Blanchard, saw future managers or leaders as poets and philosophers, with skills that come from experience and attention to the fundamental values of human experience.

Perhaps, Burns (1978) defined leadership best. He stated leadership was one of the most observed but least understood phenomena on earth.

A number of leadership definitions abound for which one must draw his or her conclusion for the most appropriate

definition. Researchers have found there are various kinds of leadership, leadership works in many ways, and it has distinctive requirements and processes.

Effective organizations are managed by leaders who are effective. Leaders, in most cases, must play a dual role-- that of manager and as leader. The review of literature explores the relationship and compares the two in terms of effectiveness.

Management and Leadership Comparisons

Management and leadership appear as an inseparable pair, whether as a business organization or as an educational institution. Theorists have varying thoughts regarding the relationship.

For the purpose of this research study, management and leadership for Tennessee school administrators will be kindred. Kotter (1988) suggested the following: executives, managers, and administrators must be leaders and managers. Bass (1990) gave similarities and differences in managers and leaders. In addressing the overlap between managing and leading is to consider the human factor and the interpersonal activities involved in managing and leading. An important requirement at all levels of management is the leader's skill

in relating to others.

Bass (1990) gave differences that were distinctive between leadership and management. He stated leadership was considered to be the discretionary activities and processes beyond the manager's roles requirements as mandated by rules, regulations, and procedures. Leadership was whatever the group faces that are embedded in the large system.

Gardner (1990) examined the two terms and found them comparable:

Everytime I encounter an utterly first-class manager he turns out to have quite a lot of leader in him . . . even the most visionary leader will be faced on occasion with decisions that every manager faces: when to take a short-term gain, how to allocate scarce resources among important goals, whom to trust with a delicate assignment (p.7).

As Gardner (1990) reflected on the terms, he emphasized that the leader-manager has vision, values motivation and reward, and copes with conflict. He stated the manager is more tightly linked to an organization than is a leader; the leader may have no organization at all (p.4). Additionally, Fiedler and Chemers (1974) supported the manager and leader

similarity relationship. Since everyone whose work involves the direction and supervision of other people is in a leadership position, all managers who supervise people are leaders. Fiedler and Chemers deal with the effects of leadership on such phenomena as employee satisfaction, motivation, and organizational stability, and group productivity.

Managing and leading will bring success that is usually evaluated in terms of effectiveness or productivity. Both require good communication. The best way to communicate the values of the organization is through behavior (DePree, 1989).

Stogdill and Shartle (Bryman, 1986) are said to be the most prominent research strategists in the later 1940s. They developed the Ohio State Leadership Studies. Additionally, their strategy made it extremely difficult to distinguish between leadership and management. Stogdill and Shartle (1948) contended no distinction mattered, "The question of whether leaders or executives are being studied appears to be a problem at the verbal level only" (p. 287).

Bolman and Deal (1984, 1990) proported an individual's view of an organization determines the difference between leaders and managers. Leaders must have a view of all

organizational facets, including the often overlooked and irrational, such as symbolism and politics. Managers have a primary view of the rational and use politics as a last resort. Bolman and Deal's (1990) research in which colleagues of respondents rated individuals on managerial effectiveness and leadership effectiveness supported this claim. The pattern for managers revealed a structural orientation, closely followed by a human resource orientation. Regarding managerial effectiveness, the political frame appeared less significant while symbolism showed no significance. Bolman and Deal found the symbolic perspective as the most significant predictor of leadership effectiveness followed by political and human resource perspectives. As rated by respondent colleagues, the structural frame lacked significance. Leaders are responsible for effectiveness. DePree (1989) cited Drucker as saying "efficiency is doing the thing right, but effectiveness is doing the right thing" (p. 19).

Managers and leaders have been discussed with common bonds established. Effective leaders are effective managers. Effective managers and leaders reap success that comes about from increased subordinate satisfaction, greater productivity, subordinate commitment, organizational

stability, and good communication.

Summary

This chapter has formed the conceptual framework for the study. First, a historical perspective and theories and models of leadership were presented. Theories such as trait, power and influence, behavioral, contingency, transactional and transformational, and organizational frames use were discussed. Secondly, a broad look at the literature on defining leadership was given. Thirdly, a comparison of management and leadership was addressed with common bonds established. The review of literature in this area dealt with management versus leadership in terms of effectiveness. A major focus of the literature review was the theory of Bolman and Deal. Their theory of organizational framing for optimum leadership and management effectiveness was presented. Bolman and Deal's theory consolidates the major schools of organizational thought into four perspectives. Symbolic, structural, human resource, and political approaches characterize the frames or vantage point a leader uses. The frames become tools for action by leaders and managers. Managers and leaders who are successful frame and reframe until they understand the situation at hand.

CHAPTER 3

METHODS AND PROCEDURES

This chapter contains the procedures followed in conducting the study. It includes a description of the population, sample selection, description of instruments, research design, materials, and procedures description. The explanation of the methodology of data analysis concludes this chapter.

Population

The purpose of this study was to identify gaps or incongruences existing between the perceptions about leadership effectiveness of the 138 Tennessee public school superintendents, 138 school board chairpersons, and a sampling of 414 central office administrative/ supervisory staff that are included in this study.

Tennessee has 14 female and 124 male superintendents. Two of the 138 superintendents are black and those remaining are white. Ninety-three superintendents lead county school systems; 32 have city school systems, and 13 are chief executive officers of special school systems.

Superintendents, school board chairpersons, and central

office administrative/supervisory staff who participated in the study were representative of each school system in the state and geographically range from the northeastern most area of the state, Mountain City, to the southwestern most system, Memphis.

A listing of academic year 1991-92 school superintendents and school board chairpersons was secured from the office of the Tennessee School Board Association (TSBA) (See Appendix A.). Three distinct groups were studied: 1) superintendents, 2) school board chairpersons, and 3) central office administrative/supervisory staff. The central office administrative/supervisory staff and three subordinates per school system were selected by their hierarchial position to the superintendent.

Sampling Method and Sample

The superordinates included in the survey were all 138 school board chairpersons for the 138 Tennessee Public School Systems. The school board chairpersons were selected to be included in the study because of their close working relationship with the school superintendent and the time investment each has with the school superintendent. The 1991-92 school board chairpersons' names were obtained from the

office of the TSBA (See Appendix B). An attempt was made to obtain a complete census from this group.

The subordinates included in the research study were 414 central office administrative/supervisory staff who worked in the closest hierarchial relationship with the superintendent. If a school system did not have three central office administrative/supervisory staff, school principals and assistant principals were to be included in the survey. The superintendent was sent all five instruments together with a cover letter.

The instruments were the Self instrument given to superintendent; the Other instrument given to the Board Chairperson and three administrative/supervisory staff who worked in the closest hierarchial position with the superintendent. To ensure the subordinate working in the closest hierarchial positions with the superintendent was selected, the cover letter with the instrument contained a specific directive for the superintendent to use when disseminating the instruments.

Instrumentation

The Leadership Orientations, Self and Other, instruments developed by Deal and Bolman were selected as the most

appropriate instrument for this study (See Appendix C and D). The instruments were selected after interest was generated from the researcher's reading of Bolman and Deal's literary work, Reframing Organizations (1991). The development of the instrument was predicated from Bolman and Deal's research that indicated frames form the foundations for human thought and action in both schools and other organizations. Bolman and Deal (1991) stated that the frames are visible in leadership behavior, suggesting leaders use four lenses, or frames, to interpret what is going on, to decide what to do, and to interpret, the results of leaders, or in the case of this study of superintendents' actions. Bolman and Deal (1990) have begun a research program, using the Leadership Orientations instrument, to investigate the role that frames play in the thinking and action of leaders and administrators. Their instrument response results will provide empirical data to support their suppositions of organizational frame use to leader and manager effectiveness. Written permission was granted by Deal and Bolman for use of the instrument (See Appendix E). The Leadership Orientations survey had two forms. One, the Self instrument, is for superintendents to rate themselves. The Other instrument is

for superordinates or subordinates to rate the superintendent.

Leadership Orientations (Self)

The Leadership Orientations (Self) instrument was administered to superintendents. It consisted of two parts. The first part was the orientations or 32 items which addressed the four frames used. The second part asked for descriptive information about gender, age, and geographical location. The orientations section consisted of 32 questions scored on a Likert response scale. The scale range used for responding to the items was 1 never, 2 occasionally, 3 sometimes, 4 often, and 5 always. The 32 questions dealt with Bolman and Deal's organizational frame use: how many of the four frames a superintendent uses and which ones. The instrument was designed to measure eight separate dimensions of leadership, two for each frame. The profile information included gender, position, geographical location, and age.

The four frames with the eight dimensions (Bolman & Deal, 1990) included in the Leadership Orientations Instruments was as follows:

1. **The Human Resource Frame** dealt with two dimensions. One was **supportive behavior**,

where the leader's concern was about the feelings of others and was responsive to them.

The other was **participative behavior**, where the leader fosters participation and involvement, listens, and was open to new ideas.

2. **The Structural Frame** dealt with the two dimensions of analytic behavior. One dimension was **thinking clearly and logically** and approaching problems with facts. Attending to detail was important to this leader. The other dimension was the leader who was **organized by developing clear goals and policies** holding people accountable for results.
3. **The Political Frame** contained the two dimensions of **Powerful behavior**. One dimension was described as **persuasive**. The leader had the ability to mobilize people and resources. The leader was effective at building alliances and support. The leader displays **powerful behavior. Adroit behavior**, the other dimension, was behavior of a leader that was political, sensitive, and

skillful. The leader was especially skilled as a negotiator in face of conflict and opposition.

4. **The Symbolic Frame** consisted of the two dimensions. **Inspirational behavior** was the dimension where the leader inspires others to loyalty and enthusiasm and communicates a strong sense of vision. The other was **charismatic behavior**. The leader was imaginative. The charismatic dimension emphasized culture and values.

Part One, Leadership Orientation, included eight items for each frame and was sequenced in a pattern of four, i.e.. Statement 1. Structural Frame, Statement 2. Human Resource Frame, Statement 3. Political Frame, Statement 4. Symbolic Frame, until the 32 items were completed.

Leadership Orientations (Other)

To gain a better understanding of how superordinates and subordinates perceive the organizational frame use of the superintendent, and his/her leadership and management effectiveness, the Leadership Orientations (Other) instrument was distributed to the school board chairperson

(superordinate) and three central office administrative/supervisory staff with whom the superintendent works. These three staff members were three identified as working in the closest hierarchical positions to the superintendent. The questions in the Self and Other instruments on Part I are identical except for the verb tense.

The profile Other data is identical to the profile Self data. The Other instrument has an additional part that is the overall rating section. The intent in this part is to determine the effectiveness of the superintendent as a leader and as a manager that is perceived by school board chairpersons and subordinates.

Reliability and Validity

Bolman and Deal reported the Leadership Orientations instrument was valid and reliable (Bolman & Deal, 1990). In a research project funded in part by a grant from the Office of Educational Research and Improvement of the U. S. Department of Education to the National Center for Educational Leadership, Bolman and Deal presented the results of their investigation. Three different samples of educational administrators, 32 college presidents, 75 senior administrators, that is, Dean, Vice-President, in higher

education who participated in the Harvard Institute for Educational Management; and 15 central office administrators from school districts were surveyed in their investigations. Bolman and Deal conducted a number of factor analyses in their data analysis of responses with their leadership instruments, including analyses of both administrators' self-ratings and of ratings by others.

The authors suggested that these factor analytic studies supported the construct validity of the instrument. Factors associated with the four frames consistently supported Bolman and Deal's research. The factor structures were somewhat different for self and colleague-ratings, but in both cases all four frames emerged clearly (p. 7). Additionally, Bolman and Deal presented an analysis using data from 680 senior administrators in higher education. They used a conventional procedure (principal component analysis, followed by varimax rotation of all factors with an eigenvalue > 1) The factor analyses produced four factors, each of which represented one of their four frames. This analysis proved similar to results with other populations. The factors were usually very clear (p. 8). Factor analysis showed responses clustered around Bolman and Deal's conceptual categories (p. 10).

Bolman and Deal's instrument reflected predictive validity in leadership effectiveness from results of scores on the frames from their research. Two separate regression analyses were given in data that were collected on ratings of effectiveness as both a manager and a leader. The four leadership frames were used as predictor variables. By using the four frames, Bolman and Deal predicted a minimum of 66% of the variance in perceived managerial effectiveness and 74% in leadership effectiveness (p. 8).

Results from the data analyses of the three different sample group respondents comprised of corporate managers, college presidents, and superintendents showed managers distinguish between good managers and good leaders. The frame instrument was able to predict effectiveness as both manager and leader. Leadership effectiveness was associated with high scores on the symbolic dimensions but was largely unrelated to the structural frame. They found managerial effectiveness to be largely related to the structural frame. The symbolic frame was never a significant predictor. The human resource and political frames were both significant positive predictors of success as both leader and manager. The political frame was consistently the more powerful predictor of the two (p. 10).

Research Design

This study involved causal-comparative research methods, using the questionnaire method of collecting data. Causal-comparative research is also referred to as ex post facto research, because causes are studied after they have exerted their effect on another variable. The techniques of ex post facto research are concerned with discovering possible causes for a particular behavior pattern by "comparing subjects in whom the pattern is present with similar subjects in whom it is absent or present to a lesser degree" (Borg & Gall, 1991, p. 537).

Causal-comparative research occurs frequently in the behavioral sciences. It does so, because the manipulation of many variables, such as race, handicaps, personality traits, ability, smoking, diseases, and home experiences is impossible, unethical, or impractical. The causal-comparative researcher does not manipulate the variables and is not able to randomly assign subjects to groups formed by combinations of these variables. In education, many of the cause-and-effect relationships do not easily permit experimental manipulation where ex post facto research is used (Borg & Gall).

Methods

The initial step completed in this study was to conduct a review of literature. Approval to conduct the investigation was obtained from the Institutional Review Board of East Tennessee State University (See Appendix F). Consent to use the Leadership Orientations instrument was given by Dr. Terrence Deal, Department of Educational Leadership, Peabody College of Vanderbilt University, Box 514, Nashville, Tennessee. A copy of the consent form is presented in Appendix E.

The study was conducted according to the following schedule of events:

- (1) Each superintendent was mailed five Leadership Orientations instruments, one for him/herself, one for the school board chairperson, and three which were to be given to the assistant superintendent, instructional supervisors, or other central office certified personnel who worked in the closest relationship with the superintendent.
- (2) The explanatory cover letter accompanied each packet of surveys with a self-addressed stamped envelope for survey return; five

instruments were sent to each Tennessee public school system.

- (3) The instruments were returned to the researcher by those completing the survey instrument.
- (4) The researcher sent a reminder postcard to nonrespondents after one week from the due date of the survey. A second mail out to systems was made two weeks after the initial mail out. A telephone call to the superintendent was made three weeks from the due date of the survey.
- (5) The data were entered at East Tennessee State University. The Statistical Package for the Social Sciences (SPSS/PC+) was used to accommodate data input.
- (6) Statistical analysis was conducted at the same site as data entry by the researcher.
- (7) Data analyses were provided to Dr. Lee Bolman, Dr. Terrence Deal, participating respondents, the TSBA, TASL, and TOSS as a courtesy.

Data Analysis

The data analysis was reported around the general research questions and hypotheses. Each hypothesis was tested with a preset Alpha of .05.

- QUESTION A: How many frames do Tennessee superintendents use?
- QUESTION B: Which frames do Tennessee superintendents use?
- QUESTION 1: Is there a similarity in the leadership and management frames used by superintendents in different geographical regions in Tennessee?
- HYPOTHESIS 1: There is no difference in the leadership and management frames used by superintendents in different geographical regions in Tennessee.
- DATA ANALYSIS METHOD 1: The question was answered by examining the responses of the Leadership Orientations (Self) survey. Mean and Standard Deviation was

calculated for each question and for each frame, and Analysis of Variance (ANOVA) was used to test for differences between the mean of the groups.

QUESTION 2:

Are there differences among perceptions of Tennessee superintendents, school board chairpersons, and subordinates regarding the leadership frames used by the Tennessee superintendent?

HYPOTHESIS 2:

There is no difference in the perceptions of Tennessee superintendents, school board chairpersons, and subordinates regarding the leadership frames used by Tennessee school superintendents.

DATA ANALYSIS METHOD 2:

The question was answered by examining the responses of the Leadership Orientations

(Self) and (Other) surveys.

A t -test for dependent samples was used to compare three groups 1) superintendents and board chairpersons 2) superintendents and subordinates 3) subordinates and school board chairpersons. The subordinate respondents' scores by school system were averaged. The average was then used for the subordinate score in a school system.

QUESTION 3:

Are there differences between Tennessee school board chairpersons and subordinates regarding the superintendent's overall effectiveness as a manager?

HYPOTHESIS 3:

There is no difference between the perceptions of Tennessee school board chairpersons and

subordinates, regarding the superintendent's effectiveness as a manager.

DATA ANALYSIS METHOD 3: The question was answered by examining the Leadership Orientations (Other) survey. Mean and Standard deviation was calculated for each question. A t test for dependent samples was used to test for differences in each group.

QUESTION 4: Are there differences between Tennessee school board chairpersons and subordinates regarding the superintendent's overall effectiveness as a leader?

HYPOTHESIS 4: There is no difference between the perceptions of Tennessee school board chairpersons and subordinates regarding the superintendent's effectiveness

as a leader.

DATA ANALYSIS METHOD 4: The question was answered by examining the Leadership Orientations (Other) survey. Mean and standard deviation was calculated for each question. A t test for dependent samples was used to test for differences in each group.

Champion (1981) stated that perhaps the best single-sample test of significance when data at the interval level can be assumed is the t test. It is designed to determine the significance of differences between some hypothesized population (p. 162). The primary advantages of using the t test are: 1) it is easy to use; 2) a table of critical values exists for quick and convenient interpretations of observed t values; 3) there are no sample-size restrictions; 4) many researchers are familiar with the t test, and it is conventional to apply such a test in research work; and 5) it is the most powerful test a researcher can use when all assumptions associated with the data have been met (p. 168).

CHAPTER 4

FINDINGS

Introduction

The research questions presented in Chapter 1 are addressed in this chapter. The data were analyzed using the techniques described in Chapter 3.

The purpose of this study was to compare the perceptions of superintendents, school board chairpersons, and central office certified staff regarding Tennessee superintendents' leadership orientation and the superintendents' overall effectiveness as a manager and as a leader.

Six hundred and ninety Leadership Orientations surveys were mailed. One hundred thirty-eight were sent to superintendents. One hundred thirty-eight were sent to school board chairpersons, and 414 surveys were mailed to certified central office staff who were identified by the superintendent as working in the closest hierarchical arrangement with the superintendent. A second mailing to non-respondents, telephone calls, and postcards were used as follow-ups. The survey return received was 394, or 57%. Ninety one or 66% of the 138 surveys sent to superintendents were returned. Seventy-three surveys or 53% of the 138

surveys sent to school board chairpersons were returned. From the 414 surveys sent to subordinates, 56% or 230 surveys were returned.

Data were analyzed from school systems that had superintendent, school board chairperson, and at least one subordinate to respond. Seventy-three school systems or 53% of the 138 school systems surveyed were included in the data analysis. One hundred ten school systems or 80% of the 138 school systems in the state had at least one survey returned.

Demographic Information

Demographic information was collected from the respondents' profile information that was requested on the Leadership Orientations survey. Demographic data were reported on respondents concerning their gender, age, and geographical location and are shown in Table 1. Twenty-nine percent of the total respondents were female. Of the 14 female superintendents in the state, 80% responded to the survey. Of school board chairpersons, 10% were females. Female subordinates comprised 43% of the subordinate respondents. Gender by respondent subgroups revealed 88% of the superintendents were male. Of the male superintendents in the state, 65% responded to the survey. Males accounted

Table 1
Frequency of Responses By Respondent Sex, Age, and Geographical Location

	<u>Combined</u>		<u>Supt.</u>		<u>Sch. Bd. Chairperson</u>		<u>Subordinate</u>	
	f	%	f	%	f	%	f	%
Sex								
Female	115	29	11	12	7	10	97	42
Male	<u>279</u>	<u>71</u>	<u>80</u>	<u>88</u>	<u>66</u>	<u>90</u>	<u>133</u>	<u>58</u>
Total	394	100	91	100	73	100	230	100
Age								
21-30	2	.5	1	1	1	1	0	0
31-40	44	11	4	5	11	16	29	13
41-50	174	45	35	40	23	32	116	52
51-60	132	35	40	46	25	35	67	30
60 plus	<u>32</u>	<u>8</u>	<u>8</u>	<u>9</u>	<u>11</u>	<u>16</u>	<u>13</u>	<u>6</u>
Total	384	99.5	88	101*	71	100	225	101*
Location								
East TN	191	48	44	48	34	47	113	50
Middle TN	121	31	27	30	24	33	70	30
West TN	<u>82</u>	<u>21</u>	<u>20</u>	<u>22</u>	<u>15</u>	<u>21</u>	<u>47</u>	<u>20</u>
Total	394	100	91	100	73	101*	230	100

* Percent may total more than or less than 100 when rounding. Note. Supt.=Superintendent Sch. Bd.=School Board

for the majority of superintendents, school board chairpersons, and subordinates from the school systems responding.

As shown in Table 1, most of the respondents were over age 40. The average age of subordinates was 49 years and comprised the 41 to 50 years category. Data revealed the average age for superintendents and school board chairpersons was 51 years.

As shown in Table 1, a larger survey response came from the East Tennessee region. One hundred twenty-one respondents came from Middle Tennessee, and 82 came from West Tennessee.

Descriptive Data

Research Question A. How many frames do Tennessee superintendents use? Responding Tennessee superintendents reported they used all four frames as shown in Figure 1. The superintendents' mean score for the Structural Frame was 31. The Human Resource Frame mean score was 33. The Political Frame mean score was 31, and the Symbolic Frame mean score was 29.

Research Question B. Which frames do Tennessee superintendents use? Frames the superintendents rated

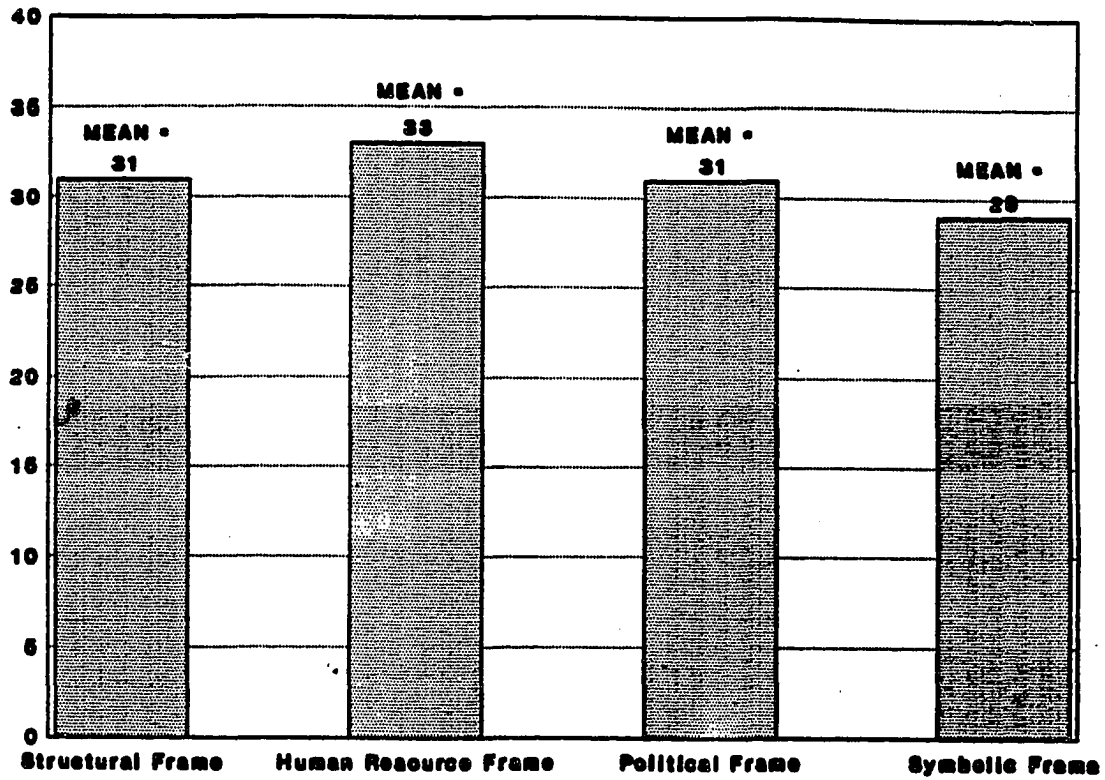


Figure 1. Superintendents' Use of Each of the Four Organizational Frames.

themselves as using were the Structural, Human Resource, Political, and Symbolic Frames. As shown in Figure 1, the mean scores for frames ranged from 29 to 33. Further data analysis of the superintendents' frame use revealed, as shown in Table 2, 84% of the superintendents scored themselves as often or always using the Human Resource Frame. Seventy-seven percent of the superintendents scored themselves as often or always using the Structural Frame, and 23% reported using it occasionally or sometimes. The Political Frame was ranked third. Sixty-two percent reported they used it often or always while only 1% of the superintendents reported not using it at all. Superintendents perceived themselves as using the Symbolic Frame least.

Statistical Analysis

Hypothesis 1 stated there is no difference in the leadership and management frames used by superintendents in different regions in Tennessee. As shown in Table 3, there was no significant difference found between the leadership and management frames used by all superintendents who responded in the East, Middle, or West regions of Tennessee; therefore, resulting in failure to reject the null hypothesis.

Table 2

Frequencies and Percentages of Superintendents' Use of Each of the Four Organizational Frames

Organizational Frame Use	Never	Occasionally/ Sometimes	Often/ Always
	# %	# %	# %
Structural Frame	0	21	70
	0	23	77
Human Resource Frame	0	15	76
	0	17	84
Political Frame	1	34	56
	1	37	62
Symbolic Frame	0	43	47
	0	48	52

Table 3

Mean Scores of Superintendents on the Structural, Human Resource, Symbolic, and Political Frames by Geographic Region

	(n=44)		(n=27)		(n=20)		F	D
	<u>East</u>		<u>Middle</u>		<u>West</u>			
	\bar{X}	s	\bar{X}	s	\bar{X}	s		
Frame 1								
Structural	31.6	2.8	31.8	3.5	31.4	3.5	.1260	.8817
Frame 2								
Human Resource	33.6	3.3	33.1	3.3	32.5	3.7	.7551	.4730
Frame 3								
Political	31.1	3.4	30.3	4.2	29.8	5.3	.7116	.4937
Frame 4								
Symbolic	29.8	4.1	29.5	4.7	29.9	5.1	.0524	.9490

Note. Data analysis was based on scores for all respondents.

Hypothesis 2 stated there is no difference in the perceptions of Tennessee superintendents, school board chairpersons, and subordinates regarding leadership frames used by Tennessee school superintendents. A comparison of group responses is presented in Figure 2. The differences in group means, identified in Figure 2, were tested for statistical significance. A t -test for dependent samples was used to test for differences in perceptions. As shown in Table 4, there was no significant difference in the perceptions found between school board chairpersons, and superintendents regarding the use of Structural, Human Resource, and Symbolic Frames of Tennessee school superintendents. For the purpose of this study, data analysis was based on paired scores. As shown in Table 4, there was a significant difference at the .05 level in the Political Frame; therefore, this resulted in the null hypothesis being rejected. While school board chairpersons and superintendents perceived the superintendents' use of Structural, Human Resource, and Symbolic Frames at the same rating, school board chairpersons rated the superintendents significantly higher on the Political Frame than the superintendents rated themselves.

As shown in Table 4, there was a significant difference

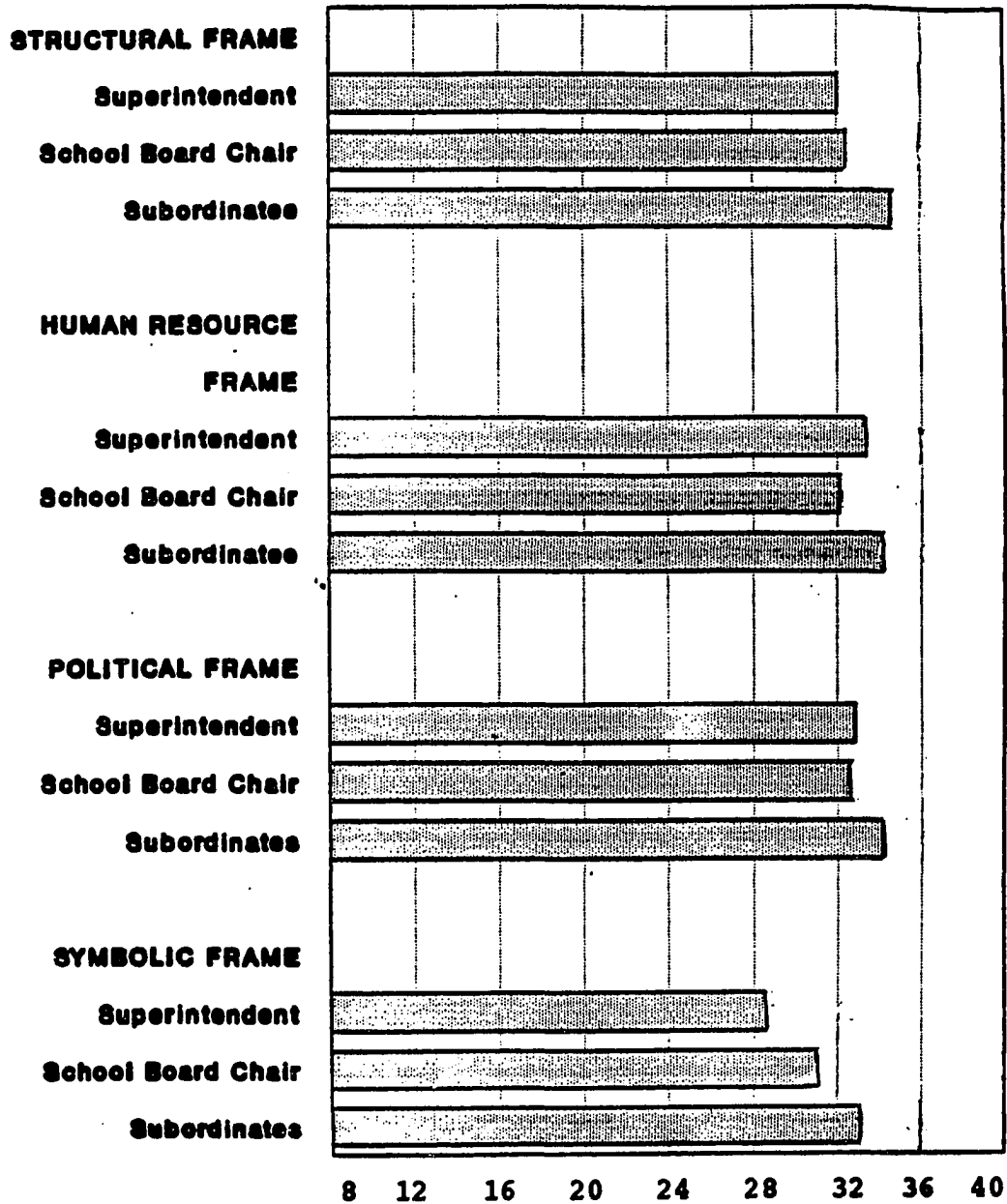


Figure 2. Comparison of Superintendents' Use of the Structural, Human Resource, Political, and Symbolic Frames by Responding Groups.

Table 4

Comparison of Scores of Superintendents' Use of Each of the Four Organizational Frames by Position

	<u>m</u>	<u>s</u>	<u>r</u>	<u>df</u>	<u>tvalue</u>	<u>p</u>
Frame 1						
Structural						
Superintendent	31.7	4.0	.08	68	-1.37	.175
Chairperson	32.7	5.9				
Superintendent	31.7	3.2	.19	75	-2.97	.004
Subordinate	34.3	7.8				
Chairperson	32.6	6.1	.24	64	2.54	.014
Subordinate	35.3	7.9				
Frame 2						
Human Resource						
Superintendent	33.0	4.8	.10	68	.64	.52
Chairperson	32.3	6.9				
Superintendent	33.3	3.6	.16	75	-1.03	.31
Subordinate	34.2	7.3				
Chairperson	31.7	7.0	.26	65	2.96	.004
Subordinate	34.9	7.3				

Table 4 - (Continued)

Comparison of Scores of Superintendents' Use of Each of the Four Organizational Frames by Position

	m	s	r	df	tvalue	p
Frame 3						
Political						
Superintendent	30.9	4.8	.19	68	-2.12	.038
Chairperson	32.6	5.6				
Superintendent	30.9	4.2	.20	75	-3.62	.001
Subordinate	33.7	6.1				
Chairperson	32.2	5.8	.18	64	2.52	.014
Subordinate	34.6	6.3				
Frame 4						
Symbolic						
Superintendent	30.4	5.2	.13	66	-1.09	.28
Chairperson	31.5	6.7				
Superintendent	30.0	4.8	.36	75	-4.23	.000
Subordinate	33.7	8.0				
Chairperson	31.0	6.7	.24	63	3.18	.002
Subordinate	34.7	8.4				

Note. Data analysis was based on paired scores.

in the perceptions found between subordinates and superintendents regarding the Structural, the Political, and the Symbolic Frames used by Tennessee superintendents. The subordinates rated the superintendents higher on frame use than the superintendents rated themselves. The differences in perceived use of the Structural Frame was significant at the .05 level. The differences in perceived use of the Political Frame was significant at .05 level, and the Symbolic Frame was statistically significant at .05 level; therefore, resulting in the null hypothesis being rejected. The difference in the perceived Human Resource Frame was not significantly different at the .05 level. Superintendents and subordinates perceived the rating of the superintendents' use of the Human Resource Frame no differently.

There was a significant difference in the perceptions found between subordinates and the school board chairpersons regarding the superintendents' frame use as shown in Table 4. The Structural, Human Resource, Political, and Symbolic Frames were each rated higher by subordinates than school board chairpersons regarding the superintendents' frame use. The differences in perceived use of the Structural and Political Frames were significant at the .05 level. As shown in Table 4, school board chairpersons and subordinates

differed on their perceptions of the superintendents' Human Resource and Symbolic Frame use. School board chairpersons rated the superintendents' use of both of these frames lower than the subordinates' perceptions of the superintendents' Human Resource and Symbolic Frame use. The null hypothesis was rejected.

Hypothesis 3 stated there is no difference between the perceptions of Tennessee school board chairpersons and subordinates regarding the superintendents' overall effectiveness as a manager. As shown in Table 5, there was no significant difference found between the perceptions of Tennessee school board chairpersons and subordinates regarding the superintendents' overall effectiveness as a manager. This resulted in failure to reject the null hypothesis.

Hypothesis 4 stated there is no difference between the perceptions of Tennessee school board chairpersons and subordinates regarding the superintendents' overall effectiveness as a leader.

As shown in Table 5, there was no significant difference between the perceptions of Tennessee school board chairpersons and subordinates regarding the superintendents' overall effectiveness as a leader. This resulted in failure

Table 5

Mean Scores of Superintendents' Overall Effectiveness As a Leader
and As A Manager by Groups

Superintendent as a Leader						
	<u>m</u>	<u>s</u>	<u>r</u>	<u>df</u>	<u>tvalue</u>	<u>p</u>
Chairpersons	4.3	1.0	.36	65	-.82	.415
Subordinates	4.5	.7				
Superintendent as a Manager						
Chairpersons	4.2	1.0	.37	65	-.57	.569
Subordinates	4.3	.8				

to reject the null hypothesis. School board chairpersons and subordinates perceived the superintendents' overall effectiveness as a manager and as a leader statistically no differently. The subordinates rated the superintendents' overall effectiveness as a manager and as a leader slightly higher than did school board chairpersons.

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter Five contains the findings, conclusions, and recommendations based on the results of this study. Two kinds of recommendations are presented - those applicable to public school educators and those for further research applicable to public education support agency personnel.

The problem of this study was to identify gaps or incongruences existing between the perceptions of Tennessee superintendents and their superordinates and subordinates on the superintendents' leadership orientations and overall effectiveness. The problem was addressed and gaps or incongruences were identified that existed between the perceptions of Tennessee superintendents and their superordinates and subordinates on the superintendents' leadership orientations pertaining to Bolman and Deal's (1990) Organizational Frame use and the superintendents' overall effectiveness as a leader and as a manager. In summary, the data analysis revealed a statistical difference in frame use, but analysis did not support a statistical difference in the perceptions of the superintendents' overall effectiveness as leaders and as managers.

The Bolman and Deal Leadership Orientations survey was used to gather data for this study. Even though 110 of the 138 Tennessee public school systems had respondents from at least one of the three respondent groups needed, 73 of the school system respondents' surveys were actually included for data analysis. School systems that were included had responses from superintendents, school board chairpersons, and subordinates. The Paired Samples t-test and Analysis of Variance were the two statistical measures used for testing the researcher's hypotheses.

Findings

From the results of the data analysis and interpretation, the following findings are presented. Findings are reported as they pertained to each of the hypothesis.

1. For Research Question A, how many frames do Tennessee superintendents use, data analysis revealed Tennessee superintendents responding to the survey perceived they used all four frames, but they used some more than others.
2. For Research Question B, which frames do Tennessee superintendents use, data analysis results revealed Tennessee

superintendents use the Structural, Human Resource, Political, and Symbolic Frames. Superintendents perceived their use of the Human Resource Frame as the frame used most and rated themselves as using it often or always. The Structural Frame was rated as being used second most and superintendents rated themselves as using it often or always. The Political Frame was rated next highest, and the Symbolic Frame was perceived by superintendents as being their least used frame.

It is interesting to note Bolman and Deal (1990) found the Symbolic Frame perspective as the most significant predictor of leadership effectiveness followed by political and human resource perspectives.

3. For Hypothesis 1, there is no difference in the leadership and management frames used by superintendents in different geographical regions in Tennessee, perceptions were not significantly different in the superintendents' use of organizational frames for respondents living in East, Middle, and West Tennessee. The researcher failed to reject the null hypothesis.

4. For Hypothesis 2, there is no difference in the perceptions of Tennessee superintendents, school board chairpersons, and subordinates regarding leadership frames

used by Tennessee school superintendents, findings were varied; however, the null hypothesis was rejected. The findings were indicative of the following subgroups:

School Board Chairpersons and Superintendents

While perceptions of school board chairpersons were not statistically different from the superintendents' self-ratings in the use of the Structural, Human Resource, and the Symbolic Frames, perceptions were different on the Political Frame. School board chairpersons' perceived ratings of the superintendents' frame use were significantly higher than the superintendents' self-ratings. School board chairpersons perceived superintendents as being persuasive and as being especially skilled as a negotiator in face of conflict and opposition.

Subordinates and Superintendents

There was a difference in the perceptions between subordinates and superintendents. While perceptions of subordinates and superintendents were not different on the superintendents' Human Resource Frame use, perceptions were statistically different on the Structural, Political, and the Symbolic Frames. Each frame was rated higher by subordinates

when compared to the superintendents' self-ratings.

Superintendents and subordinates perceived no differently when assessing the superintendents' supportive and participative behavior in the Human Resource Frame. Each subgroup viewed the superintendent as being involved, open-minded, and responsive. Subordinates viewed the superintendents as being more analytical, goal-focused, politically skillful, and highly visionary than superintendents perceived themselves.

Subordinates and School Board Chairpersons

Perceptions between subordinates and school board chairpersons regarding the Structural, Human Resource, Political, and Symbolic Frames were all significantly different than the superintendents' perceptions. Subordinates perceived the superintendents' frame use higher than the school board chairpersons. The greatest discrepancy was the perceived superintendents' use of the Symbolic Frame which subordinates scored much higher than the other three frames.

It is interesting to note subordinates and school chairpersons perceived the superintendents' frame use higher on all frames than the superintendents' self-ratings.

4. For Hypothesis 3, there is no difference between the

perceptions of Tennessee school board chairpersons and subordinates regarding the superintendents' overall effectiveness as a manager, perceptions were not found significantly different; therefore, resulting in failure to reject the null hypothesis. Subordinates' ratings were slightly higher than school board chairpersons; even though, there was not a statistical difference. Central office certified staffs viewed the superintendents as being overall effective leaders more so than did school board chairpersons; however, both superordinates and subordinates, view superintendents as effective leaders.

5. For Hypothesis 4, there is no difference between the perceptions of Tennessee school board chairpersons and subordinates regarding the superintendents' overall effectiveness as a leader, findings supported the hypothesis; therefore resulting in failure to reject it. Subordinates' ratings were slightly higher than school board chairpersons; even though, there was not a statistical difference. Central office certified staffs viewed the superintendents as being slightly more effective as a manager than the school board chairpersons. Both superordinates and subordinates viewed the superintendents as overall effective managers.

Conclusions

Tennessee school leaders responding to the Leadership Orientations survey use multiple vantage points or frames when managing and leading their school organizations. They are perceived by their superordinates and subordinates as being almost equally adept at being skillful negotiators (Political Frame), caring administrators (Human Resource Frame), and well-organized managers and leaders (Structural Frame) who share the beliefs and organizational values of their team members (Symbolic Frame). However, superintendent respondents were viewed by their school board chairpersons as being more skillful at political maneuvering than any other frame. School board chairpersons work closely with the superintendents in dealing with local city/county commissioners, legislators, and other diverse powerful or influential groups. Superintendents' responses did not indicate their use of the Political Frame were any different than their use of the other Bolman and Deal frames.

The mismatch in perceptions of superintendents and school board chairpersons could be attributed to poor communication, different political stances, or lack of understanding of the school leader's role in the organization. A possible reason for the perceived

differences between school board chairpersons and superintendents regarding the Political Frame use is a misunderstanding by the chairperson of school superintendents' roles. This is suggested by the school board chairpersons' lower ratings of the superintendents' overall effectiveness as a manager and the superintendents' overall effectiveness as a leader. When conflict occurs between the school board chairpersons and the superintendents, negative perceptions of the superintendents' effectiveness can result.

Central office certified subordinate respondents rated the superintendents' use of Structural, Political, and Symbolic Frames higher than the superintendents' self-ratings. Possible reasons for subordinates' higher ratings could be that the almost daily contact and close working relationship of a school leader with the certified staff may reveal other leadership orientations for which superordinates may not be cognizant. However, political implications may surface in this realm that may cause subordinates to feel political retaliations for their lower ratings of the superintendent.

The Human Resource Frame ratings by subordinates and superintendents were perceived similarly. Since this frame

was not scored as high by subordinates as the other three frames, this could be an additional indication of political oppression. The need for more human resource-oriented staff development for school leaders may be an area of concern.

Tennessee school leader respondents could further develop their human resource skills which may improve morale and productivity in the organization. Lending credence to this conclusion was the subordinates' lower ratings of the superintendents' overall effectiveness as a manager and as a leader. School board chairpersons who responded to the survey indicated Tennessee superintendents needed more human resource acumen.

Tennessee school superintendent respondents reflected additional mismatches of perceptions. Tennessee school board chairpersons and subordinate respondent groups did not support the superintendents' frame ratings as being used often or always; although, the superintendents were perceived as using all four frames, for the most part, sometime.

Possible reasons appear to be the Tennessee superintendent respondents may not be aware of the degree of organizational frame use of superordinates and subordinates may have an inadequate amount of understanding of the superintendents' leadership orientations. Further staff

development in the leadership skill dimensions of organizational frame use is indicated.

Lastly, the researcher concludes another methodology could be more appropriate in assessing the superintendents' organizational frame use. A qualitative study could more accurately provide the researcher with frame use of the superintendent by observing the superintendent in the role of public school practitioner, manager, and leader.

Recommendations

The following are recommendations for those in public education in Tennessee as well as other states and for those who serve public education from support roles:

1. School districts should conduct annual assessments of the superintendent's leadership and management effectiveness as perceived by superordinates and subordinates.
2. Longitudinal studies should be made of superintendents, school boards, and central office subordinate staffs to determine changes in perceptions of the superintendents' overall effectiveness as a manager and as a leader.
3. The Tennessee School Board's Association should

provide training regarding role, function, and responsibilities of the superintendents focusing in Structural, Human Resource, Political, and Symbolic Frame use.

4. Demographic studies of superintendents involved in this study should be conducted to determine similarities and differences in background, preparation programs, and other factors that can influence effective leadership.

5. In the preparation of school leaders, course content and class activities should include exercises involving measures of self-perception, especially regarding the human resource frame, and exercises involving measures of inspirational and charismatic behavior that emphasize culture and values regarding the symbolic frame.

6. Further research is needed which would reveal the differences of subgroups responses to the Leadership Orientations survey regarding gender, age, length of service, length of time in present position, and elected/appointed position status.

7. Finally, further study using a different instrument or methodology should be conducted to verify the validity of the conclusions; a qualitative study is needed.

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APPENDICES

APPENDIX A
LISTING OF TENNESSEE SUPERINTENDENTS
FROM THE TENNESSEE SCHOOL
BOARD ASSOCIATION (TSBA)

SUPERINTENDENT INFORMATION

	System	F Name	L Name	Address	City	State	Zip	Meth. of Sal	Occur	Sex	Race	Educ.	Background
1	Alamo City	Virginia C	Mohamud	326 E. Park Street	Alamo	TN	38001-1786		F	M	W	ED	
2	Alcoa City	William C	Symons	324 Faraday St	Alcoa	TN	37701-2072		M	M	W	ED	
3	Anderson County	Dr. Jerome	Sailors	Courthouse Room 104	Clinton	TN	37716-3816		M	M	W	ED	
4	Athens City	Dr. Robin L	Pierce	943 Greeway Dr	Athens	TN	37203-4130		M	M	W	PD	
5	Bedford County	Roy	Johnson	500 Madison St	Shelbyville	TN	37160-3391		M	M	W	MS	
6	Bell City	Bill	Emerson	RR 3 Box 88	Belle	TN	38006-0767		M	M	W	MS	
7	Benton County	Betty Jo	Douglas	197 Briarwood Rd	Cumden	TN	38320-1361		F	M	W	MA+45	
8	Bledsoe County	Thad R.	Colvard	PO Box 369	Pikeville	TN	37367-0369		M	M	W	MS	
9	Bloom County	John	Davis	208 Courthouse Annex	Maryville	TN	37801-4993		M	M	W	ED	
10	Bradford Special	Bobby Joe	McCarney	PO Box 226	Bradford	TN	38316-0220		M	M	W	MS	
11	Bradley County	Jerry	Frazier	PO Box 399	Cleveland	TN	37311-0399		M	M	W	MA+45	
12	Britton City	Dr. James	Street	815 Edgemont Ave	Bristol	TN	37620-2397		ED	M	W	ED	
13	Campbell County	Carl Emmett	Baird	PO Box 445	Jackboro	TN	37757-0445		ED	M	W	MS+45	
14	Cannon County	Neil	Smith	301 W. Main St.	Woodbury	TN	37190-1134		ED	F	W	MS	
15	Carroll County	Billy	Crum	PO Box 510	Huntingdon	TN	38344-0510		ED	M	W	MS	
16	Carter County	Ernest	Raas	Academy St.	Elizabethton	TN	37643		ED	M	W	MS	
17	Chattanooga City	Harry	Reynolds	1161 W 40th St.	Chattanooga	TN	37409-1373		ED	M	W	MS	
18	Cheatham County	Donnie	Jordan	102 Elizabeth St	Ashland City	TN	37015-1199		ED	M	W	MS	
19	Chester County	Kathy	Mays	PO Box 327	Henderson	TN	38340-0327		ED	F	W	ED	
20	Claborn County	Dr. Roy	Norris	PO Box 179	Tazewell	TN	37279-0179		ED	M	W	MS+45	
21	Clarkville/Montgomery County	Dr. Charles	Lindsey	PO Box 847	Clarksville	TN	37041-0867		ED	M	W	EdD.	
22	Clay County	Alan	West	PO Box 489	Calina	TN	38551-0489		ED	M	W	MA	
23	Cleveland City	Dr Donald P	Yates	4300 Mouse Creek Rd NW	Cleveland	TN	37312-3305		M	M	W	ED	
24	Clinton City	Lana	Yarbrough	209A N. Hicks St.	Clinton	TN	37718-2998		F	M	W	MS	
25	Coche County	Larry	Blazer	605 College St.	Newport	TN	37821-3710		M	M	W	MS	
26	Covington City	Ray	Newbill	784 Bert Johnston Ave.	Covington	TN	38019-2494		M	M	W	MA+45	
27	Crockett County	Bill	Emerson	RR 2 Box 132	Alamo	TN	38001-8699		F	M	W	MS	
28	Cumberland County	Thomas Ed	Potts	West Stanley St.	Crossville	TN	38555		M	M	W	MS	
29	Dayton City	Richard	Fisher	502 S. Cherry St.	Dayton	TN	37321-1498		M	M	W	U	
30	Decatur County	J. Wayne	Stanfill	P.O. Box 369	Decaturville	TN	38329-0369		M	M	W	MA+45	
31	DeKalb County	Aubrey	Turner Jr.	198 S. Third St.	Smithville	TN	37166-1815		M	M	W	MS	
32	Dickson County	George T.	Caudill	817 N. Charlotte St.	Dickson	TN	37055-1008		ED	M	W	MA	
33	Dyer County	Dr. Dwight L	Hedbe	159 Everon St.	Dyersburg	TN	38024-5198		F	M	W	ED	
34	Dyersburg City	Dr. George	Horsen	PO Box 1507	Dyersburg	TN	38025-1507		M	M	W	ED	
35	Elizabethton City	David	Weitzel	804 S Walnut	Elizabethton	TN	37643-4207		M	M	W	MA	
36	Etowah City	Dr. Nancy	Boardman	658 Eighth St.	Etowah	TN	37331-1110		ED	F	W	ED	
37	Fayette County	Dale	Summitt	PO Box 10 126 Market St	Somerville	TN	38068-0010		M	M	W	PD	
38	Fayetteville City	Billy Joe	Evans	110A S. Elk Ave.	Fayetteville	TN	37334-0000		M	M	W	MA+45	

SUPERINTENDENT INFORMATION

	System	F Name	L Name	Address	City	State	Zip	Health of Sal	Occup	Sex	Race	Educ	Blk
38	Fentress County	Martha	Wiley	P.O. Box 1	Jamestown	TN	39556-0370	A	ED	F	W	EGS	
40	Franklin County	Patty	Priest	P.O. Box 129	Winchester	TN	37398-0129	A	ED	F	W	EGS	
41	Franklin Special	Lee Don	Brown	507 New Hwy 98 W	Franklin	TN	37084-2489	I	ED	M	W	MA	
42	Gibson County Special	Bill	Carey	PO Box D-Hwy 45 W	Dyer	TN	39330-0000	I	ED	M	W	MS	
43	Giles County	James C.	Abernathy	720 W. Flower St.	Pulaski	TN	38478-2608	A	ED	M	W	EGS	
44	Grainger County	Earl V.	Colley	P.O. Box 38	Rutledge	TN	37861-0038	A	ED	M	W	EGS	
45	Greene County	Dr. Wade	McCarney	910 W. Sumner St.	Greeneville	TN	37743-3016	A	ED	M	W	EGD	
46	Greenville City	Dr. Jerry	Ward	PO Box 1420	Greeneville	TN	37744-1420	I	ED	M	W	EGD	
47	Grundy County	Raymond	Hargis	PO Box 97	Altamont	TN	37301-0097	A	ED	M	W	MA	
48	Hambden County	Earnest	Walker	210 E. Morris Blvd.	Morristown	TN	37813-2341	A	ED	M	W	MS	
49	Hamilton County	Dr. Don	Loffis	201 Broad St.	Chattanooga	TN	37321-1089	F	ED	M	W	PhD	
50	Hancock County	Mike	Antican	PO Box 629	Sneedville	TN	37869-0629	A	ED	M	W	MA	
51	Handeman County	Billy Joe	Sanders	P.O. Box 112	Bellair	TN	38008-0112	A	ED	M	W	MEJ	
52	Hardin County	Dr. Elizabeth	Ralston	116 N. Guinn St.	Savannah	TN	38372-2089	A	ED	F	W	EGD	
53	Harriman City	Gene	Thurman	1002 Roane St.	Harriman	TN	37748-2313	I	ED	M	W	MA+45	
54	Hawkins County	William G.	Juella Jr.	200 N. Depot St.	Rogersville	TN	37857-0113	A	ED	M	W	MEJ	
55	Haywood County	W. W.	Con	900 E. Main St.	Brownsville	TN	38012-2628	F	ED	M	W	MA	
56	Henderson County	Jerry	Graves	P.O. Box 190	Lexington	TN	38351-0190	A	ED	M	W	MS+45	
57	Henry County	William	Atchison	217 Grove Blvd	Paris	TN	38242-4178	A	ED	M	W	MS+45	
58	Hickman County	Wayne	Qualls	103 College Ave.	Centerville	TN	37033-1430	A	ED	M	W	MA+45	
59	Hollow Rock/Bruceston	Buddy	McMarline	PO Box 135	Bruceston	TN	38317-0135	I	ED	M	W	MA+45	
60	Houston County	Nina	Finley	P.O. Box 209	Etter	TN	37061-0209	A	ED	F	W	MA+45	
61	Humboldt City	Larry	Sanders	1421 Osborne St	Humboldt	TN	38343-2885	I	ED	M	W	MS+45	
62	Humphreys County	James L.	Long	103 S. Church St.	Warrenton	TN	37185-2188	A	ED	M	W	MS+45	
63	Huntingdon Special	Danny	Truett	PO Box 648	Huntingdon	TN	38344-0848	I	ED	M	W	MS	
64	Jackson County	John	Fox	205 W. Gibson Ave.	Gainesboro	TN	38562-0000	A	ED	M	W	EGD	
65	Jackson-Madison County	Dr. Lester	Beason	P.O. Box 1624	Jackson	TN	38302-1624	I	ED	M	W	ME+45	
66	Jefferson County	William J.	Taylor	P.O. Box 180	Dandridge	TN	37725-0180	A	ED	M	W	MS+45	
67	Johnson City	Dr. Mike	Simmons	P.O. Box 1517	Johnson City	TN	37605-1517	I	ED	M	W	EGD	
68	Johnson County	John D.	Payne	211 N. Church St.	Mountain City	TN	37683-1325	A	ED	M	W	MA+45	
69	Kingsport City	Dr. Charles	Tellell	1701 E. Center St.	Kingsport	TN	37684-2697	I	ED	M	W	PhD	
70	Knox County	Earl	Hollmeister	City-Chy Bldg PO Box 2188	Knoxville	TN	37901-2188	A	ED	M	W	MS	
71	Lake County	Roland	Pope	P.O. Box 397	Tiptonville	TN	38079-0937	F	ED	M	W	MS	
72	Laurens County	Bobby	Webb	P.O. Box 350	Ripley	TN	38083-0350	A	ED	M	W	MS	
73	Lawrence County	J. P.	Umberger	410 W. Gaines St.	Lawrenceburg	TN	38464-3199	A	ED	M	W	MS+45	
74	Lebanon Special	Andy E.	Brummell	507 Coles Ferry Pl.	Lebanon	TN	37087-3265	I	ED	M	W	MEJ	
75	Lenoir City	Harold B.	Duff	104 A St. P.O. Box 369	Lenoir City	TN	37771-0369	I	ED	M	W	EGS	
76	Lewis County	Dennis	Whittenbar	206 S. Court St.	Hohenwald	TN	38462-1738	A	ED	M	W	EGS	

SUPERINTENDENT INFORMATION

	System	F. Name	L. Name	Address	City	State	Zip	Math. of Sal.	Occup.	Sex	Race	Edu.	Retire
77	Lexington City	Wallie	Medaris	162 Monroe St.	Lexington	TN	38351-2199	I	ED	M	W	MA+45	
78	Lincoln County	Jenny L.	Buchanan	208 E. Davidson Dr.	Fayetteville	TN	37334-3502	A	ED	M	W	ES	
79	Loudon County	A. Edward	Headlee	P.O. Drawer D	Loudon	TN	37774-0000	A		M	W	MS+45	
80	Madison County	Jimmy	Wheeler	501 College St.	LaFayette	TN	37083-1797	A		M	W	MS	
81	Manchester City	Gary	Dyer	215 E. Fort St.	Manchester	TN	37355-1557	I		M	W	ED	
82	Marion County	Rick	Lawson	908 Ridley Ave.	Jasper	TN	37347-3011	A	ED	M	W	MS	
83	Marshall County	Fred	Shelton	700 Jones Circle	Lewisburg	TN	37091-2446	A	ED	M	W	MS+45	
84	Maryville City	Dr. Mike	Dallon	833 Lawrence Avenue	Maryville	TN	37801-4898	I	ED	M	W	ED	
85	Maudy County	Dr. Jerry L.	Baillies	500 W. 8th St.	Columbia	TN	38401-3191	F	ED	M	W	ES	
86	McKenzie Special	Joe F.	Williams	203 W. Ball Ave.	McKenzie	TN	38201-1502	I	ED	M	W	MS	
87	McKinn County	James A.	Hoyal	Courthouse	Athens	TN	37303-0000	I	ED	M	W	MS	
88	McIntosh County	Billy Joe	Glover	Courthouse Box 289	Selmer	TN	38375-0000	A	ED	M	W	MS	
89	Meigs County	Robert W.	Greene	P.O. Box 68 River Rd.	Orcutt	TN	37322-0068	A	ED	M	W	ES	
90	Memphis City	Ray	Holl	2597 Avey Ave.	Memphis	TN	38112-4892	I	ED	M	B	PD	
91	Meigs/Nashville-Davidson City	Charles Q.	Frazier	2601 Brandford Ave.	Nashville	TN	37204-2811	I	ED	M	W	MA+30	
92	Meigs Special	Janice	Nowell	P. O. Box 528	Milan	TN	38356-0528	I	ED	F	W	MS	
93	Moore County	Bob	Levingood	103 College St.	Madisonville	TN	37354-1451	A	ED	M	W	MS	
94	Moore County	Wayne	Stewart	P.O. Box 219	Lynchburg	TN	37352-0219	A	ED	M	W	MS	
95	Morgan County	Allan	Nance	P.O. Box 348	Warburg	TN	37887-0348	A	ED	M	W	MS+45	
96	Murfreesboro City	Dr. John H.	Jones	P.O. Box 279-400 N. Maple	Murfreesboro	TN	37130-2887	I	ED	M	W	PD	
97	Newport City	James	Gaddis	202 College St.	Newport	TN	37821-3699	I	ED	M	W	MA 45	
98	Oak Ridge City	Dr. Robert	Smallridge	P.O. Box 6588	Oak Ridge	TN	37831-6588	I		M	W	PD	
99	Obion County	Vinson	Thompson	316 S. 3rd St.	Union City	TN	38261-3724	F	ED	M	W	ED	
100	Onida Special	Mayfield	Brown	P.O. Box 1002-110 Bank St.	Onida	TN	37841-1002	I	ED	M	W	ED	
101	Ovation County	Edwin	Garrell	112 Busell St.	Livingston	TN	38570-1502	A	ED	M	W	MS	
102	Paris Special	Dr. Larry D.	Vick	402 Lee St.	Paris	TN	38242-3484	I	ED	M	W	ED	
103	Perry County	David	Rhodes	Rt. 19 Box 3-B	Linden	TN	37098-9108	A	ED	M	W	MA	
104	Pickell County	Sam	Gibson	420 Woodlawn Dr.	Bridlestown	TN	38548-2315	A	ED	M	W	ES	
105	Polk County	Quincy	Rogers	P.O. Drawer A	Benton	TN	37307-0000	A	ED	M	W	MA	
106	Pulnam County	Robert H.	Hargis	1400 E. Spring St.	Cookeville	TN	38501-4313	A	ED	M	W	MA	
107	Rhea County	Jerry	Young	Montague St.	Dayton	TN	37321-0000	A	ED	M	W	MA	
108	Richard City Special	Anita	Raulston	1620 Hamilton Ave.	B. Pittsburg	TN	37380-1699	I		F	W	MA	
109	Roane County	Jess H.	Plemons	100 Bufl Rd.	Kingsport	TN	37763-0000	A	ED	M	W	MA+57	
110	Robertson County	Jerome P.	Ellis	P.O. Box 130	Springfield	TN	37112-0130	F	ED	M	W	MA	
111	Rogersville City	Dr. Gary	Pevely	116 Broadway	Rogersville	TN	37857	I	ED	M	W	ED	
112	Rutherford County	Elam	Carlton	502 Memorial Blvd.	Murfreesboro	TN	37130	A	ED	M	W	ES	
113	Scott County	Amon	Lay	Box 37-208 Court St.	Huntsville	TN	37789	A	ED	M	W	MS+45	
114	Sequatchie County	Dr. Winston	Pickell	P.O. Box 488-24 Spring St.	Dunlap	TN	37327	A	ED	M	W	ED	

SUPERINTENDENT INFORMATION

	System	F Name	L Name	Address	City	State	Zip	Meth. of Sel.	Discp.	Sex	Race	Edu.	Background
115	Savner County	Jackie	Parton	226 Cedar St.	Savertville	TN	37862	A	ED	M	W	MA+45	
116	Shelby County	James G.	Anderson	160 S. Hollywood	Memphis	TN	38112	F	ED	M	W	MA	
117	Smith County	Wayne G.	Lankford	P.O. Box 155	Clarksburg	TN	37030	A	ED	M	W	MS+45	
119	South Carroll Special	Charlotte	Tucker	P.O. Box 15	Clarksburg	TN	38324	I	ED	F	W	MA+45	
118	Stewart County	Phillip	Wallace	P.O. Box 433	Dover	TN	37058	A	ED	M	W	EdS	
120	Sullivan County	Wallace	Keiron	P.O. Box 306	Blountville	TN	37617	A	ED	M	W	EdS	
121	Sumner County	Marrol	Hyde	P.O. Box 1199-225 E. Main St.	Gallatin	TN	37056	A	ED	M	W	MS+45	
122	Sweetwater City	Joe H.	Sherlin	P.O. Box 87	Sweetwater	TN	37874-0087	I	ED	M	W	MS	
123	Tipton County	Hyatt	Williams	P.O. Box 486	Covington	TN	38010	A	ED	M	W	U	
124	Trenton Special	Larry J.	Ridings	201 W. 10th St.	Trenton	TN	38382	I	ED	M	W	MA+45	
125	Trousdale County	Jim B.	Satterfield	214 Broadway St.	Hartsville	TN	37074	A	ED	M	W	EdS	
126	Tulahoma City	Dr. Donald	Emby	510 S. Jackson St. Admin. Bldg.	Tulahoma	TN	37388	I	ED	M	W	EdD	
127	Union County	Ronald	Wilson	600 N. Elm Ave.	Erwin City	TN	37650-0000	A	ED	M	W	MS-90	
128	Union City	Baxter	Wheatley	P.O. Box 749	Union City	TN	38281	I	ED	M	W	MS+45	
129	Union County	David F.	Coppock	P.O. Box 10	Maynardville	TN	37867	A	ED	M	W	MS+45	
130	Van Buren County	Larry	Yates	P.O. Box 88	Spencer	TN	38585	A	ED	M	W	MA	
131	Warren County	Ron	Marlin	P.O. Box 817	McMinnville	TN	37110	A	ED	M	W	MEB	
132	Washington County	Grant	Rowland	405 W. College St.	Jonesborough	TN	37659	A	ED	M	W	MS+45	
133	Wayne County	Ernest	Holl	PO Box 658	Waynesboro	TN	38485	A	ED	M	W	MS+45	
134	Weakley County	Richard	Barber	Courthouse Rm. 309	Dresden	TN	38225	A	ED	M	W	MS+45	
135	West Carroll Special	Fred S.	Marlin	P.O. Box 279-College St.	Trezevant	TN	38258-0279	I	ED	M	W	MS	
136	White County	Donny	Haley	138 Baker St.	Sparta	TN	38583-0000	A	ED	M	W	MA	
137	Williamson County	Rebecca	Schwab	1320 W. Main St. Suite 202	Franklin	TN	37054-3706	A	ED	F	W	MA	
138	Wilson County	Kip	Purveyar	415 E. Mantel St.	Lebanon	TN	37037	A	ED	M	W	MS+30	

APPENDIX B

**LISTING OF TENNESSEE SCHOOL
BOARD CHAIRPERSONS FROM
THE TENNESSEE SCHOOL BOARD ASSOCIATION (TSBA)**

Bobby Kall
Alamo City
612 E Main
Alamo TN 38001-1412

Mickey McClurg
Alcoa City
429 Link Dr
Alcoa TN 37701-1736

Howard Henegar
Anderson County
102 Westland Street
Clinton TN 37716-2108

Susan B. Buttram
Athens City
115 Highland Ave
Athens TN 37303-3223

Robert E. Landis
Bedford County
803 Cowan Ave
Shelbyville TN 37160-4410

Bob Pigue
Belts City
PO Box 99
Belts TN 38006-0000

William McDaniel
Benton County
RR 1
Camden TN 38320-9801

Linda R. Case
Bledsoe County
PO Box 263
Pikeville TN 37367-0263

Sandra McCarter
Blount County
208 Woodcrest Dr
Maryville TN 37601-2555

Lary Patterson
Bradford Special
140 Milan Hwy
Bradford TN 38316-9780

Ralph Mason
Bradley County
5074 Spring Place Rd. NW
Cleveland TN 37323-0000

Herbert Trinkle
Bristol City
1623 Carolina Ave.
Bristol TN 37620-0000

J. L. Davis
Campbell County
RR 1 Box 445
Jellico TN 37762-9734

Mike Sellers
Cannon County
905 McMinville Hwy.
Woodbury TN 37190-1244

Harold McLain, Jr.
Carroll County
RR 3 Box 75
Huntingdon TN 38344-9511

Edward W. Pierce
Carier County
RR 10 Box 2220
Elizabethton TN 37643-9327

Dr. James L. Philpott
Chattanooga City
2563 Avalon Circle
Chattanooga TN 37415-6312

Frank Downs
Cheatham County
2508 Bearwallow Rd.
Ashland City TN 37015-1003

Dwain Seaton
Chester County
RR 1
Beech Bluff TN 38313-9801

Bobby D. Williams
Clabome County
RR 3 Box 211 W3
New Tazewell TN 37825-9230

David B. Downey
Clarksville/Montgomery Co.
1361 Dover Rd.
Clarksville TN 37042-6824

John Donaldson
Clay County
Donaldson Ave.
Celina TN 38551

Lois Taylor
Cleveland City
610 Hunt Cliff Dr. NW
Cleveland TN 37311-1643

Dr. P. A. Wenk
Clinton City
113 Dogwood Ln.
Clinton TN 37716-3301

Mack E. Holdway
Cocke County
3366 Glendale Road
Bybee TN 37713-0000

Ted Frisby
Coffee County
810 Keyton St.
Manchester TN 37355-2414

A. F. Whitley
Covington City
505 W. Pleasant
Covington TN 38019-2432

Richard Freeman
Crockett County
501 College St.
Belts TN 38006-0000

Herman Sweeney
Cumberland County
P.O. Box 221
Crossville TN 38557-0221

Sam Swafford
Dayton City
448 Pine Hill Dr.
Dayton TN 37321-1553

Robert Bibbs
Decatur County
Route 1
Parsons TN 38363-9801

Waniford Cantrell
DeKalb County
610 West Broad St.
Smithville TN 37166-1114

Donald Redden
Dickson County
115 Poplar St.
Dickson TN 37055-1345

Dr. Carol Feather
Dyer County
1817 Davy Crockett Cove
Dyersburg TN 38024-2507

Dr. Bobby O. Cook
Dyersburg City
1009 Moody Dr.
Dyersburg TN 38024-3309

Danny Smith
Elizabethton City
539 Division St.
Elizabethton TN 37643-3935

William Collins
Etowah City
616 9th Street
Etowah TN 37331-1114

Edward Johnson
Fayette County
RR 4 Box 48
Somerville TN 38068-0000

William C. Askew
Fayetteville City
114 Brookmeade Circle
Fayetteville TN 37334-0000

Mary Ann Padget
Fentress County
Allard TN 38504

J. D. Jackson
Franklin County
P.O. Box 58
Cowan TN 37318-0058

Wayne Inman
Franklin Special
Blue Grass Drive
Franklin TN 37064-0000

Gal Valentine
Gatlinburg City
135 Pine Drive
Gatlinburg TN 37738-9813

Deland Richardson
Gibson County Special
969 Dyersburg Hwy.
Trenton TN 38362-9545

William Britton
Giles County
5690 Beech Hill Rd.
Pulaski TN 38478-7010

Dr. Lynn Gilmore
Grainger County
Rt. 1 Box 2840
Bean Station TN 37708-9732

Harold Smith
Greene County
Rt. 11 Box 259A
Greeneville TN 37743-8555

Kay Leonard
Greeneville City
701 Big Valley Trail
Greeneville TN 37743

Gary Childers
Grundy County
Hwy 50
Altamont TN 37301-0000

Ernie Horner
Hamblen County
3308 Landmark Dr.
Morristown TN 37814-2529

Phil Smart
Hamilton County
8703 Hurricane Manor Trail
Chattanooga TN 37421-4574

Otis Goode
Hancock County
Route 4 Box 112
Sneedville TN 37869-0000

John P. Shelly
Hardeman County
126 Kentucky
Middleton TN 38052-0000

Randy Carter
Hardin County
Rt. 1 Box 124
Saville TN 38370-0124

Franklin Mee
Harriman City
Rt. 6 Box 271
Harriman TN 37748

Dr. John E. Henard
Hawkins County
P. O. Box 306
Church Hill TN 37642-0306

Patricia Gruenewald
Haywood County
324 Washington
Brownsville TN 38012-0000

Jim Grant
Henderson County
Route 1
Yuma TN 38390-9801

Gerald Young
Henry County
Rt. 2 Box 36
Springville TN 38256-0000

Hillard Armstrong
Hickman County
Route 2
Centerville TN 37033-0000

Gerald Patterson
Hollow Rock/Bruceston
Hollow Rock TN 38342-0000

Tim Clerghern
Houston County
P.O. Box 347
Erin TN 37061-0347

Judy Graning
Humboldt City
2585 Beau Beth
Humboldt TN 38343-0000

Richard Flowers
Humphreys County
Woodland Dr.
North Johnsonville TN 37134-0000

James G. Neely
Huntingdon Special
1901 Lindell
Nashville TN 37203-0000

Fred Dixon
Jackson County
Rt. 4 Box 192
Gainesboro TN 38562-9437

Bill Page
Jackson-Madison County
224 Chickering Rd.
Jackson TN 38305-1742

Wayne Roberts
Jefferson County
P.O. Box 366
Talbot TN 37877-0366

Thomas B. Hager
Johnson City
1200 Plantation Dr.
Johnson City TN 37801-6311

Wiley Roark
Johnson County
504 Cedar St.
Mountain City TN 37683-1058

Elizabeth Dudney
Kingsport City
1514 Waverly Rd. Apt. #1
Kingsport TN 37664-2558

A. L. Lotts
Knox County
849 Chateaugay Rd.
Knoxville TN 37923-2017

Dr. John F. Fields
Lake County
420 Church St. Box 37
Tiptonville TN 38079-1140

Garde Thomas
Lauderdale County
Box 341
Ripley TN 38063-0375

Henry Ford Chance
Lawrence County
Route 1
Leoma TN 38468-9801

Wendell R. Kopp
Lebanon Special
1719 Cherokee Dr.
Lebanon TN 37067-3011

Earl Fox
Lenoir City
439 Church Dr.
Lenoir City TN 37771-0000

Michael Spitzer
Lewis County
100 Woodmere
Hohenwald TN 38462-1224

Dr. Wayne Hinson
Lexington City
78 S. Main St.
Lexington TN 38351-2112

Aubrey W. Smith
Lincoln County
Rt. 8 Box 307-A
Fayetteville TN 37334-8612

Chester W. Watts
Loudon County
11851 Steeke Road
Loudon TN 37774-9804

Mark Brockett
Macon County
Route 4
Red Boiling Springs TN 37150-9804

John Mayberry
Manchester City
700 Riverside Dr.
Manchester TN 37355-1620

Jerry W. Phillips
Marion County
Rt. 2 Box 581
Jasper TN 37347-0000

Claude McMillion
Marshall County
1275 White Dr
Lewisburg TN 37091-3655

Dr. Kenneth Bell
Maryville City
1121 N. Heritage Dr.
Maryville TN 37801-6411

Houston Parks
Maury County
P.O. Box 1004
Columbia TN 38401-1004

Dr. Charles B. Smith
McKenzie Special
PO Box 242
McKenzie TN 38201-0242

Clarence Sirestman
McMinn County
1318 Ridgeway Circle
Athens TN 37303-4462

Johnny Blakely
McNairy County
Box 273
Ramer TN 38367-0273

Lary D. Mason
Meigs County
Rt. 4 Box 258
Decatur TN 37322-9024

Madine Smith
Memphis City
1208 E. Parkway S.
Memphis TN 38114-6727

June Lambert
Metro/Nashville-Davidson County
P.O. Box 17075
Nashville TN 37217-0075

Kenneth Ramsey
Milan Special
208 Bradford Hwy.
Milan TN 38358-0000

Butch D. Jenkins
Monroe County
906 Hudson St.
Sweetwater TN 37874-3110

Bill Martin
Moore County
Rt. 1 Box 281
Fayetteville TN 37334-9801

John Rucker
Murfreesboro City
14 Public Square
Murfreesboro TN 37133-0000

William Agee
Newport City
111 College St.
Newport TN 37821-3622

Robert Eby
Oak Ridge City
101 Winston Lane
Oak Ridge TN 37830-0000

Phillip Gasmore
Obion County
P.O. Box 73
Woodland Mills TN 38271-0073

James B. Cecil
Oneida Special
P.O. Box 150
Oneida TN 37841-0150

Perry H. Windle
Overton County
113 Calvin St.
Livingston TN 38570-1801

Jack Nichols
Paris Special
234 Tyson Ave.
Paris TN 38242-4537

Martha Sharp
Perry County
Rt. 2 Box 97
Linden TN 37096-9818

Jimmy Storie
Pickett County
Route 2
Byrdstown TN 38549-9802

Harry Rymer
Polk County
PO Box 36
Old Fort TN 37362-0036

Dr. Sam Winfree
Putnam County
849 Old Qualls Road
Cookeville TN 38501-9813

Bobby Burton
Rhea County
Rt. 2 Box 657
Dayton TN 37321-9686

Betty Sue Kligore
Richard City Special
1636 Elm Ave.
S. Pittsburg TN 37380-1634

Michael L. Miller
Roane County
P.O. Box 522
Rockwood TN 37854-0522

Mac H. Felts
Robertson County
3575 Mac Felts Rd.
Springfield TN 37172-5607

Mary Kipatrick
Rogersville City
740 Outer Dr.
Rogersville TN 37857-0000

Tom Delbridge
Rutherford County
127 West Clearview Dr.
Murfreesboro TN 37129

Lillard Miller
Scott County
Route 3
Oneida TN 37841

Fletcher L. Lewis
Sequatchie County
P.O. Box 574
Dunlap TN 37327

Richard Montgomery
Sevier County
229 Cherokee Trail
Seymour TN 37865

Ruby S. Dobbins
Shelby County
7411 Pleasant Ridge Rd.
Arlington TN 38002

Bob Woodard
Smith County
Rt. 2 Box 121
Carthage TN 37030-0000

Richard Cross
South Carroll Special
Rt. 1 Box 11
Westport TN 38387

Delano Grasty
Stewart County
Indian Mound TN 37079-0000

Dana H. Carter
Sullivan County
Box 395
Bluff City TN 37618

Dr. Charles Moffatt
Sumner County
1018 Nancy Ave.
Galatin TN 37068

Lary Anderson
Sweetwater City
205 Young Ave.
Sweetwater TN 37874

Rodney Eubank
Tipton County
Rt. 1 Box 232
Brighton TN 38011

Wayne Morris
Trenton Special
14 Petty Lane
Trenton TN 38382

Fint Webb
Trousdale County
305 White Oak
Hartsville TN 37074

Clyde Smith
Tulahoma City
209 Stone Blvd.
Tulahoma TN 37388

W. A. Wilson
Unicoi County
PO Box 38
Erwin TN 37650-0038

Phillip White
Union City
910 Whimardier
Union City TN 38261

John D. Wallace
Union County
Rt. 3 Box 11
Maynardville TN 37807-0000

Rep. Shelby A. Rhinehart
Van Buren County
P. O. Box 128
Spencer TN 38585-0000

Jimmy Davenport
Warren County
Rt. 2 Box 2582
Morrison TN 37357

Nathan S. Hale
Washington County
196 Bayless Rd
Jonesborough TN 37659

Alice Houff
Weakley County
Route 1
Martin TN 38237

Ben Cockrill
West Carroll Special
Rt. 3 Box 155
Huntingdon TN 38344-0000

Dr. William W. Jenkins
White County
8 W. College St.
Sparta TN 38583

Lille Beard
Williamson County
7895 Lempley Rd.
Primm Springs TN 38478

Randy Wright
Wilson County
411 Green Harbor Ct.
Old Hickory TN 37138

APPENDIX C

**LEADERSHIP ORIENTATIONS (SELF)
INSTRUMENT**

LEADERSHIP ORIENTATIONS (SELF)

Copyright 1990, Leadership Frameworks, 440 Boylston Street, Brookline, MA

For information, contact Jessie Shields Strickland
Route 4, Box 531, Johnson City, Tennessee 37601

PART I. LEADERSHIP ORIENTATION

Part I. of the questionnaire asks you to describe a leadership and management style. Please indicate how often each of the items below is true of you.

Please use the following scale in answering each item.				
1	2	3	4	5
Never	Occasionally	Sometimes	Often	Always

For example, you would answer "1" for an item never true of you, "2" for one occasionally true, "3" for one sometimes true, "4" if often true, and "5" if always true.

- _____ 1. Think very clearly and logically.
- _____ 2. Show high levels of support and concern for others.
- _____ 3. Exceptional to mobilize people and resources to get things done.
- _____ 4. Inspire others to do their best.
- _____ 5. Strongly emphasize careful planning and clear time lines.
- _____ 6. Build trust through open and collaborative relationships.
- _____ 7. Am a very skillful and shrewd negotiator.
- _____ 8. Use celebrations and symbols to shape values and build morale.

- | 1 | 2 | 3 | 4 | 5 |
|-------|--------------|-----------|-------|--------|
| Never | Occasionally | Sometimes | Often | Always |
-
- _____ 9. Approach problems through logical analysis and careful thinking.
 - _____ 10. Show high sensitivity and concern for others' needs and feelings.
 - _____ 11. Am unusually persuasive and influential.
 - _____ 12. Able to be an inspiration to others.
 - _____ 13. Develop and implement clear, logical policies and procedures.
 - _____ 14. Foster high levels of participation and involvement in decisions.
 - _____ 15. Anticipate and deal adroitly with organizational conflict.
 - _____ 16. Highly imaginative and creative.
 - _____ 17. Approach problems with facts and logic.
 - _____ 18. Consistently helpful and responsive to others.
 - _____ 19. Very effective in getting support from people with influence and power.
 - _____ 20. Communicate a strong and challenging vision and sense of mission.
 - _____ 21. Set specific, measurable goals and hold people accountable for results.
 - _____ 22. Listen well and unusually receptive to other people's ideas and input.
 - _____ 23. Politically very sensitive and skillful.
 - _____ 24. See beyond current realities to create exciting new opportunities.
 - _____ 25. Pay extraordinary attention to detail.
 - _____ 26. Give personal recognition for work well done.
 - _____ 27. Develop alliances to build a strong base of support.
 - _____ 28. Generate loyalty and enthusiasm.

APPENDIX D
LEADERSHIP ORIENTATIONS (OTHER)
INSTRUMENT

Code _____

LEADERSHIP ORIENTATIONS (OTHER)

Copyright 1990, Leadership Frameworks, 440 Boylston Street, Brookline, MA All rights reserved.
For information, contact Jessie Shields Strickland, Route 2, Box 531, Johnson City, Tennessee 37601

PART I. LEADERSHIP ORIENTATION

Part I. of the questionnaire asks you to describe a leadership and management style. Please indicate how often each of the items is true of the superintendent who gave you this survey.

Please use the following scale in answering each item.				
1	2	3	4	5
Never	Occasionally	Sometimes	Often	Always

For example, you would answer "1" for an item never true of the person, "2" for one occasionally true, "3" for one sometimes true, "4" if often true, and "5" if always true.

- _____ 1. Thinks very clearly and logically.
- _____ 2. Shows high levels of support and concern for others.
- _____ 3. Exceptional to mobilize people and resources to get things done.
- _____ 4. Inspires others to do their best.
- _____ 5. Strongly emphasizes careful planning and clear time lines.
- _____ 6. Builds trust through open and collaborative relationships.
- _____ 7. A very skillful and shrewd negotiator.
- _____ 8. Uses celebrations and symbols to shape values and build morale.

- | 1 | 2 | 3 | 4 | 5 |
|-------|--------------|----------------------------------------------------------------------------|-------|--------|
| Never | Occasionally | Sometimes | Often | Always |
| _____ | 9. | Approaches problems through logical analysis and careful thinking. | | |
| _____ | 10. | Shows high sensitivity and concern for others' needs and feelings. | | |
| _____ | 11. | Unusually persuasive and influential. | | |
| _____ | 12. | Able to be an inspiration to others. | | |
| _____ | 13. | Develops and implements clear, logical policies and procedures. | | |
| _____ | 14. | Fosters high levels of participation and involvement in decisions. | | |
| _____ | 15. | Anticipates and deal directly with organizational conflict. | | |
| _____ | 16. | Highly imaginative and creative. | | |
| _____ | 17. | Approaches problems with facts and logic. | | |
| _____ | 18. | Consistently helpful and responsive to others. | | |
| _____ | 19. | Very effective in getting support from people with influence and power. | | |
| _____ | 20. | Communicates a strong and challenging vision and sense of mission. | | |
| _____ | 21. | Sets specific, measurable goals and holds people accountable for results. | | |
| _____ | 22. | Listens well and is unusually receptive to other people's ideas and input. | | |
| _____ | 23. | Politically very sensitive and skillful. | | |
| _____ | 24. | Sees beyond current realities to create exciting new opportunities. | | |
| _____ | 25. | Pays extraordinary attention to detail. | | |
| _____ | 26. | Gives personal recognition for work well done. | | |
| _____ | 27. | Develops alliances to build a strong base of support. | | |

- | | | | | |
|-------|--------------|-----------|-------|--------|
| 1 | 2 | 3 | 4 | 5 |
| Never | Occasionally | Sometimes | Often | Always |
- ____28. Generates loyalty and enthusiasm.
 ____29. Strongly believes in clear structure and a chain of command.
 ____30. Is a highly participative manager.
 ____31. Succeeds in the face of conflict and opposition.
 ____32. Serves as an influential model of organizational aspirations and values.

Part II. OVERALL RATING

Compared to other individuals you have known with comparable levels of experience and responsibility, how would you rate this person on:

1. Overall effectiveness as a manager? (Circle one number.)

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a leader? (Circle one number.)

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

PART III. PROFILE INFORMATION

1. What is your gender? Check. (1) _____ Female
(2) _____ Male
2. What is your age? _____
3. What is your geographical location in the state of Tennessee? Check.
 (1) _____ East
 (2) _____ Middle
 (3) _____ West

Thank you for your assistance. Place in the pre-stamped/pre-addressed envelope, and return by January 17, 1992.

APPENDIX E
LETTER OF CONSENT TO USE
INSTRUMENT



Elizabethton City Schools

David E. Wetzel, Superintendent

804 S. Watanga Avenue

Elizabethton, TN 37643

(615) 542-4631

June 24, 1991

*Rec'd 7/1/91
J. Jones*

Dr. Terrence Deal
Office of the Vice Chancellor
for University Relations and
General Counsel
305 Kirkland Hall
Nashville, Tennessee 37240

Dear Dr. Deal:

This letter serves as a follow-up to my recent conversations with Ms. Homa Shahsavari in your office regarding your Leadership Orientations Instrument. I have asked permission to use it. The instrument will be an integral part of my research study, Leadership Perspectives of Tennessee School Leaders, at East Tennessee State University; Dr. Donn Gresso serves as my faculty advisor.

Please endorse the consent request below, and return in the self addressed envelope. I need this documentation to include in my study. Thank you for the verbal permission through Homa (She is a lovely professional with whom I have enjoyed getting to know via the telephone.).

Do you have any information you could share with me about the instrument's validity/reliability? If so, I would be truly grateful.

no

Sincerely,

Jessie Shields Strickland
JESSIE SHIELDS STRICKLAND
Director of Curriculum 6-12

JSS/Jch

=====

CONSENT FORM

Permission is granted for Jessie Shields Strickland to use the Bolman/Deal Leadership Orientations Instrument. _____ will receive a copy of the research findings.

7/2/91
Date

Jessie Shields Strickland
Signature

Will H. Andrews, Director of Special Education
Larry E. Bowers, Director of Curriculum K-5/Transportation

Jessie S. Strickland, Director of Curriculum 6-12
Diane R. Rogers, Director of Finance/Child Nutrition

APPENDIX F
LETTER TO SUPERINTENDENT

Route 2, Box 531
Johnson City, Tennessee 37601
(615) 543-3104
January 3, 1992

Dear Superintendent:

This letter regards a request of you, your school board chairperson, and three certified staff in your central office who work in the closest hierarchical position with you, i.e., assistant superintendent, instructional supervisor, etc., to participate in a research study. Should your school system not have three central office administrative/supervisory staff, please disseminate the enclosed instruments to principals and/or assistant principals. I am the secondary instructional supervisor in the Elizabethton City School System and am presently completing the requirements for an Ed.D degree at East Tennessee State University. The completion of the enclosed surveys by you and the other previously identified professionals is necessary for the research I am conducting. Feedback from my data analysis will be sent to TOSS, TASL, and TSBA for your perusal.

This brief survey will take only a few minutes to complete. By completing this form, you will be expressing a willingness to participate in this research project. The researcher will hold your answers in the strictest confidence. Your participation is voluntary.


The purpose of the study is to identify the relationship existing between the perceptions of Tennessee superintendents, school board chairpersons, and subordinates regarding leadership orientation. No comparisons will be made between school systems. Individual responses to the instrument will be kept confidential.

Please disseminate the five enclosed packets to the appropriately designated persons. The white form is for you to complete. Please distribute the blue form to your school board chairperson and the pink form to three subordinates in your central office who work in the closest hierarchical relationship with you, i.e., assistant superintendent, instructional supervisor, etc., for their confidential assessment of your leadership and management style. Remember to tell them

Superintendent
January 3, 1992
Page 2

the survey is anonymous and confidential. Names are not needed. I have provided self-addressed, stamped envelopes for individual returns by January 17, 1992. Your cooperation and assistance will be greatly appreciated.

Sincerely,


JESSIE SHIELDS STRICKLAND
Secondary Education Supervisor
Elizabethton City Schools
ETSU Doctoral Student

JSS/Joh

Enclosures

cc: Dr. Donn Gresso, Chairperson
Doctoral Program

APPENDIX G
FOLLOW-UP LETTER TO SUPERINTENDENT



Elizabethton City Schools
David E. Wezral, Superintendent

804 S. Watauga Avenue
Elizabethton, TN 37643
(615) 542-4631

January 21, 1992
Box 531, Route 2
Johnson City, Tennessee 37601

Dear Superintendent

I have received responses from your central office staff and school board chairperson's surveys I mailed to you in December. Thank you for assisting me with this request; however, I have not received yours. Should I have failed to enclose one for you, I have enclosed one now with a self-addressed, stamped envelop.

Since my data analysis time draws near, I must have your completed survey in order to include your school system in my research project. If you would complete and mail it by January 25, I would be truly appreciative. Should you have a question about it, please call me at (615) 543-2233 from 8:00 a.m. - 4:00 p.m.

Sincerely,

JESSIE SHIELDS STRICKLAND
ETSU Doctoral Student
Director of Curriculum 6-12
Elizabethton City Schools

JSS/Joh

Enclosure

Will H. Andrews, Director of Special Education

Jessie S. Strickland, Director of Curriculum 6-12

Larry E. Bowers, Director of Curriculum K-5/Transportation

Dr. Diana R. Rogers, Director of Finance/Food Service

APPENDIX H
LETTER TO SCHOOL BOARD
CHAIRPERSONS

Route 2, Box 531
Johnson City, Tennessee 37601
(615) 543-3104
January 3, 1992

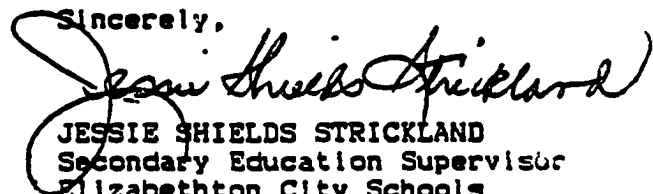
Dear School Board Chairperson:

The information your superintendent has given you is part of a research study at East Tennessee State University which I am conducting in the Tennessee public school systems. The purpose of the study is to identify the relationship existing between the perceptions of Tennessee superintendents, school board chairpersons, and subordinates regarding leadership orientations. The procedure for you to use with the information is as follows:

1. Complete the three parts of the Leadership Orientations Other survey. This brief survey will take only a few minutes to complete. By completing this form, you will be expressing a willingness to participate in this research project. The researcher will hold your answers in the strictest confidence. Your participation is voluntary.
2. Return the completed survey in the self-addressed, stamped envelope to me by January 17, 1992.

No comparisons will be made between school systems. Individual responses will be kept confidential. Your cooperation and assistance will be greatly appreciated.

Sincerely,



JESSIE SHIELDS STRICKLAND
Secondary Education Supervisor
Elizabethton City Schools
ETSU Doctoral Student

JSS/Joh

Enclosure

cc: Dr. Donn Gresso, Chairperson
Doctoral Program

APPENDIX I
FOLLOW-UP LETTER TO SCHOOL
BOARD CHAIRPERSONS



123

Elizabethton City Schools

David E. Wetzel, Superintendent

804 S. Watauga Avenue
Elizabethton, TN 37643
(615) 542-4631

January 21, 1992
Box 531, Route 2
Johnson City, Tennessee 37601

Dear Superintendent

During the third week of December, I mailed to you a packet of five surveys. The surveys were part of a research project I am completing at ETSU. To finish my project, I need your assistance.

You and your central office staff have already returned your surveys for which I am truly grateful; however, I have not received your school board chairperson's (the survey printed on blue paper).

Enclosed is another one and a self-addressed, stamped envelop.

Since my data analysis time is drawing near, I must have the chairperson's survey to include your school system in my project.

Again, I would truly appreciate your giving the board chairperson his/her survey. Any encouragement you would give to his/her completing it and returning it as soon as possible, hopefully no later than January 25, would be truly appreciated. Should you have a question about it, please call me at 615-543-2233 from 8:00 a.m. - 4:00 p.m.

Appreciatively,

JESSIE SHIELDS STRICKLAND
ETSU Doctoral Student
Director of Curriculum 6-12
Elizabethton City Schools

JSS/Joh

Enclosure

Will H. Andrews, Director of Special Education

Jessie S. Strickland, Director of Curriculum 6-12

Larry E. Bowers, Director of Curriculum K-5/Transportation

Dr. Diana R. Rogers, Director of Finance/Food Service

APPENDIX J

**LETTER TO CENTRAL OFFICE
ADMINISTRATOR/SUPERVISOR**

Route 2, Box 531
Johnson City, Tennessee 37601
(615) 543-3104
January 3, 1992

Dear Central Office Administrator:

The information your superintendent has given you is part of a research study at East Tennessee State University which I am conducting in the Tennessee public school systems. The purpose of the study is to identify the relationship existing between the perceptions of Tennessee superintendents, school board chairpersons, and subordinates regarding leadership orientations. The procedure for you to use with the information is as follows:

1. Complete the three parts of the Leadership Orientations Other survey. This brief survey will take only a few minutes to complete. By completing this form, you will be expressing a willingness to participate in this research project. The researcher will hold your answers in the strictest confidence. Your participation is voluntary.
2. Return the completed survey in the self-addressed, stamped envelope to me by January 17, 1992.

No comparisons will be made between school systems. Individual responses will be kept confidential. Your cooperation and assistance will be greatly appreciated.

Sincerely,



JESSIE SHIELDS STRICKLAND
Secondary Education Supervisor
Elizabethton City Schools
ETSU Doctoral Student

JSS/Joh

Enclosure

cc: Dr. Donn Gresso, Chairperson
Doctoral Program

APPENDIX K
FOLLOW-UP LETTER TO
CENTRAL OFFICE
ADMINISTRATOR/SUPERVISOR



Elizabethton City Schools
David E. Wotzal, Superintendent

804 S. Watauga Avenue
Elizabethton, TN 37643
(615) 542-4631

January 21, 1992
Box 531, Route 2
Johnson City, Tennessee 37601

Dear Superintendent :

During the third week of December, I mailed to you a packet of five surveys. The surveys were part of a research project I am completing at ETSU. To finish my project, I need your assistance.

You and your school board chairperson have already returned your surveys for which I am truly grateful; however, I have not received your subordinates' (the survey printed on pink paper).

Enclosed is another one and a self-addressed, stamped envelope.

Since my data analysis time is drawing near, I must have the subordinates' surveys to include your school system in my project.

Again, I would truly appreciate your giving three subordinates surveys. Any encouragement you would give to his/her completing it and returning it as soon as possible, hopefully no later than January 25, would be truly appreciated. Should you have a question about it, please call me at 615-543-2233 from 8:00 a.m. 4:00 p.m.

Appreciatively,

JESSIE SHIELDS STRICKLAND
ETSU Doctoral Student
Director of Curriculum 6-12
Elizabethton City Schools

JSS/Joh

Enclosure

Will H. Andrews, Director of Special Education

Jessie S. Strickland, Director of Curriculum 6-12

Larry E. Bowers, Director of Curriculum K-5/Transportation

Dr. Diana R. Rogers, Director of Finance/Food Service

VITA

JESSIE SHIELDS STRICKLAND

Personal Data: Date of Birth: November 30, 1948
 Place of Birth: Wytheville, Virginia
 Marital Status: Married

Education: Valley Forge Elementary School
 Hampton High School
 East Tennessee State University,
 Johnson City, Tennessee; English,
 health, B.S., 1969
 East Tennessee State University,
 Johnson City, Tennessee; Reading,
 M.A., 1973
 East Tennessee State University,
 Johnson City, Tennessee;
 administration, Ed.D., 1992

Professional Experience: Teacher, Happy Valley High School;
 Carter County Schools,
 Elizabethton, Tennessee, 1970-1971
 Teacher, Cloudland High School;
 Carter County Schools, Roan
 Mountain, Tennessee, 1971-1973
 Teacher, Elizabethton High School;
 Elizabethton, Tennessee, 1973-1978
 Language Arts Specialist, Tennessee
 State Department of Education;
 1978-1983
 Teacher, Kingsport City Schools;
 Kingsport, Tennessee, 1983
 Curriculum Coordinator, Upper East
 Tennessee Educational Cooperative
 (UETEC), East Tennessee State
 University; Johnson City,
 Tennessee, 1983-1988
 Secondary Curriculum Supervisor
 Elizabethton City Schools;
 Elizabethton, Tennessee, 1983-1992

Professional Memberships: Alpha Delta Kappa
 Alpha Nu Chapter
 Kappa Delta Pi
 Tennessee Association Supervisors'
 Curriculum Development
 Tennessee Supervisors Association

**Honors and
Awards:**

Carter County Woman of the Year, 1976
District, Regional, and State
Finalist, Tennessee Teacher of the
Year, 1978
National Education Association
Distinguished Classroom Teacher,
1978
Author of English for VIP's,
vocational English textbook, 1973
Author of Horizons of Tennessee,
social studies textbook, 1989
Author of Blue Ridge Country,
Elizabethton/Carter County, 1991
National Gallery of Art Institute
Scholar, 1991