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A study of the multiple perspective approach to leadership used by elementary and secondary public school principals in urban Iowa

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A STUDY OF THE MULTIPLE PERSPECTIVE APPROACH TO

LEADERSHIP USED BY ELEMENTARY AND SECONDARY PUBLIC

SCHOOL PRINCIPALS IN URBAN IOWA

A Dissertation

Submitted

in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Approved:

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December 2002

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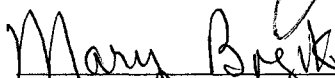
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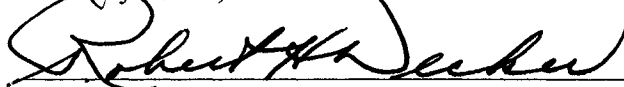of the Requirements for the Degree

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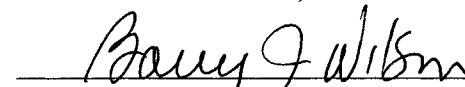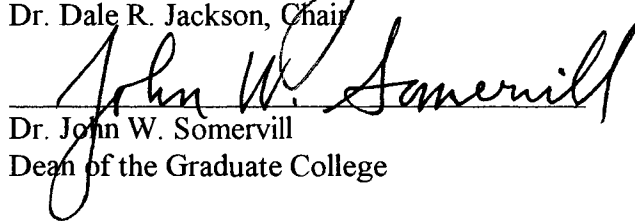
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ABSTRACT

Based on the writings and research of Dr. L. G. Bolman and Dr. T. E. Deal, this study sought to assess the leadership practices, preferences, preparedness, and performance of public school principals in urban Iowa. Specifically, were the principals in Iowa's eight largest districts making use of a multiple perspective approach to leadership? In what areas did they appear to feel most competent? And, in what areas did the principals in this study appear to feel most inadequate?

Bolman and Deal's Leadership Orientations (Self) Survey (1990) was distributed to 240 elementary and secondary principals working within the Urban Education Network of Iowa in April of 2002. With 126 surveys completed and returned, this study proceeded with a 52.5% response rate.

The following conclusions were drawn based on the results of this study: (a) the human resource frame was the frame of choice among the respondents in this study; (b) the structural frame was the second frame of choice among a majority of the respondents in this study; (c) the political frame and the symbolic frame were used less often than the human resource frame and the structural frame; (d) less than one half (40.5%) of the respondents in this study reported themselves to be using a "multiple perspective" approach to leadership; (e) gender, age, experience, and level did not significantly influence frame use among the respondents in this study; (f) although correlations between the score on the leadership effectiveness self-rating, the managerial effectiveness self-rating, and frame use were found to be statistically significant, little or no practical significance could be found within the data; and (g) the respondents in this study

reported themselves to be more effective as managers rather than leaders. Overall, the

findings in this study of Iowa's urban principals were consistent with the research of

Bolman and Deal.

ACKNOWLEDGMENTS

It is with great gratitude that I acknowledge those who have been so wonderfully helpful. First and foremost, I would like to thank my dear family. A thousand thanks to my parents, Jack and Priscilla, my sister, Kim, and my brother, Richard, for their continual support. Their love and encouragement have inspired me to push forward, overcome challenges, and realize the dream.

In addition, I would like to thank some of my closest friends, many of whom are currently working their way through the doctoral process or have recently completed their degree. Penny Weatherly, Irene Tan, Guy Sims, and Jean Schneider have been with me every step of the way. I wish them all the best! I would also like to thank my friend and mentor, Dr. Dana Deines, for his sound advice and for the example that he continues to set. And, to my friend and teaching colleague, Pamela McDowell, I say thank you once again. Her generosity of time, her editing talents, and her input have been nothing short of amazing. I will always be indebted.

Finally, I would like to express my sincere appreciation to the Department of Educational Leadership, Counseling, and Postsecondary Education faculty at the University of Northern Iowa. Specifically, I would like to thank Dr. Mary Bozik, Dr. Robert Decker, Dr. Victoria Robinson, and Dr. Barry Wilson for their contributions and guidance. A very special thank you must also be extended to my advisor and the chair of my committee, Dr. Dale R. Jackson, for his leadership and expertise. His commitment made all the difference, and I will be forever grateful.

Love and God Bless

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CHAPTER I

INTRODUCTION

Overview

The Iowa Department of Education's committee on school leadership has

recognized that a variety of societal changes have placed a strain on the educational

community.

> Without a doubt, the world is changing at an incredible rate. An immigration rate
> of twice that of a century ago has resulted in dramatic demographic shifts. The
> difference in the mean income between the wealthiest and the poorest continues
> to grow. Advances in technology and science are mind boggling; the burgeoning
> Internet has placed a tremendous amount of knowledge literally at our fingertips;
> and huge companies are merging with other huge companies, which will
> undoubtedly have implications for the workplace of the future. Advances in
> knowledge and an increasingly complex society call for an even more educated
> electorate. (Iowa Department of Education, 2000, p. 4)

As described in the above mentioned quote, the role of the educator, particularly

the administrator, has clearly become more complex and therefore challenging. "This is

a pivotal point in the history of public education. The learner has changed, the social

context for schooling is in flux, and today's school leader is in charge of a learning

community in a '24/7' world" (Urban Education Network, 2000, p. xv). Hessel and

Holloway (2002) detailed the ever-changing roles and growing responsibilities of the

public school administrator in their book entitled A Framework for School Leaders:

Linking the ISLLC Standards to Practice (see Figure 1). To meet these challenges,

school administrators must be encouraged to make use of what Bolman and Deal (1991c,

1997) refer to as a multiple perspective approach or one that employs a variety of skills

and strategies. In addition, programs designed to train school administrators must

An Overview of the History of School Leadership: Interaction of Social and Intellectual Movements in American Society

SCHOOL LEADERSHIP	ROLE
1839-1867: First "Principal Teachers" appointed	❖ Clerical ❖ Attendance ❖ School Repair
1870-1880: Principal as "teacher of teachers"	❖ Instructing and monitoring teachers in the art of teaching
1885-1905: Era of Authoritarian Supervision	❖ Dealing with weak and ineffective teachers ❖ Centralization of education ❖ Organizational, orderly focus
1905-1920: Era of Efficiency and Economy	❖ Scientific Management ❖ Business and industrial management view of school leadership ❖ Elaborate rating scales to measure teacher efficiency used
1920-1938: Improvement of Instruction	❖ School leader becomes more democratic and professional ❖ Management is still a focus
1938-1950: Era of Human Relations	❖ Expansion of democratic methods – cooperation with and consideration of teacher
1950-1980: Era of Professionalism	❖ Professionalism of school leaders and curriculum workers ❖ Cold and Hot Wars ❖ Impact of Supreme Court Rulings (education opportunities for all) ❖ Science and Math focus ❖ Inclusion of handicapped ❖ Integration
1980: Age of Reform	❖ Principal serves as: -Financial manager -Negotiator -Manager of human resources -Source of legal knowledge -Human relations expert
1990 to present	❖ Standards movement ❖ Restructuring ❖ Student-centered reform

Figure 1. An Overview of the History of School Leadership.

recognize the unavoidable complexities and subsequent challenges faced by the administrators of today and address them through a comprehensive plan to revamp or amend the ways in which school administrators are prepared and then supported.

<div align="center">Justification for Study</div>

According to the Iowa Department of Education (2000), there are approximately 1,800 school administrators throughout the state. Of those, it has been reported by School Administrators of Iowa (SAI) that slightly more than one-third, or 620, will retire by June of 2003. With this looming administrative shortage and the growing demands that have been placed upon school administrators, the traditional approaches to school administration and administrator preparation have become, in many ways, inadequate. Clearly, the school administrators of today, as well as those in training to serve tomorrow, must be well versed in matters pertaining to financial management, student management, school law, and curriculum, but the preparation and training cannot stop there. School administrators must be trained to do more than manage; the Interstate School Leaders Licensure Consortium (ISLLC) Standards (see Appendix E) indicate that they must also be trained to lead (Hessel & Holloway, 2002). In short, "new administrators will need a preparation program that will teach leadership skills" while "current school administrators will need professional development in order to upgrade their current skills" (Iowa Department of Education, 2000, p. 4). However, before significant changes can be made with respect to the preparation programs or professional development requirements, it would first be helpful to solicit input from those individuals currently in the field.

Purpose of Study

The purpose of this study was to assess, through a self-administered survey, the leadership practices, preferences, preparedness, and performance of public school administrators in Iowa's urban school districts. Are the public school principals in Iowa's eight largest districts making use of a multiple perspective approach to leadership? In what areas do the principals in these urban districts feel most competent? And, in what areas do they feel most inadequate? This study sought to answer these questions in an effort to provide individuals and organizations concerned with the development of educational leadership with useful data and guidance as well as to provide the practicing school principals in the state with some much needed support.

Theoretical Framework

This study was based on the work of Rivers (1996) and on the writings and research of Dr. Lee Bolman and Dr. Terrence Deal. According to Bolman and Deal (1991c, 1997), effective and visionary school leaders must equip themselves with a host of strategies or approaches as they fulfill the roles and responsibilities expected of them. This multiple perspective approach is a necessity as we move into the 21st Century. Each and every individual assuming leadership responsibilities within the schools of today should, to some degree, make use of what Bolman and Deal (1991c, 1997) have termed as the structural frame, the human resource frame, the political frame, and the symbolic frame.

In short, the structural frame provides "a blueprint for the pattern of expectations and exchanges among internal players (executives, managers, employees) and external

constituencies (such as consumers and clients)" (Bolman & Deal, 1997 p. 38). It is

through this defined pattern of roles and relationships that organizational goals and

objectives are pursued and met. In contrast, the human resource frame is focused on the

people of an organization, their skills, their attitudes, and the energy that they bring to the

organization. The people are, according to Bolman and Deal (1997), a "vital resource

capable of either making or breaking an enterprise" (p. 101). A third frame offered by

Bolman and Deal (1997) has been described as the political frame, a perspective that

"views organizations as alive and screaming with political arenas that host a complex

web of individual and group interests" (p. 163). The fourth and final frame of the

Bolman and Deal model is the symbolic frame, a frame that "highlights the tribal aspects

of contemporary organizations" (Bolman & Deal, 1997, p. 234). More specifically, the

symbolic frame addresses both the complexities and the ambiguity surrounding

organizational phenomena as well as the ways in which these happenings or symbols

give meaning to organizational events and activities.

While researchers (Allison, 1971; Berquist, 1992; Birnbaum, 1988; Elmore, 1978;

Morgan, 1986; Perrow, 1986; Quinn, 1988; Quinn, Faerman, Thompson, & McGrath,

1996; Scott, 1981) have consistently indicated the importance and the undeniable

benefits to a multi-framed or multiple perspective approach to leadership, the work of

Bolman and Deal (1992a, 1997) as well as a number of related studies (Davis, 1996;

Miro, 1993; Pavan & Reid, 1991; Redman, 1991) seem to indicate that the leadership

within schools rarely makes use of more than two of the frames described above.

Additionally, the Bolman and Deal research and related studies have found that, in many

cases, elementary and secondary school principals tended to depend more heavily on the human resource frame and the structural frame. That is to say that they made use of the human resource frame and the structural frame most often, but they seldom used the skills associated with the symbolic frame or the political frame.

Research Questions

This study investigated the leadership practices, preferences, preparedness, and performance of Iowa's urban public school principals. Specifically, were public school principals in Iowa's eight largest districts making use of a multiple perspective approach to leadership? This question was addressed through a careful examination of the following questions:

1. Using the Leadership Orientations (Self) Survey (Bolman & Deal, 1990), how many of the four frames and which ones did principals use at the elementary level, the secondary level, and collectively?

2. Using the Leadership Orientations (Self) Survey (Bolman & Deal, 1990), was there a significant relationship between frame use and gender, age, experience, or level?

3. Using the Leadership Orientations (Self) Survey (Bolman & Deal, 1990), was there a significant relationship between scores on the leadership effectiveness self-rating and frame use?

4. Using the Leadership Orientations (Self) Survey (Bolman & Deal, 1990), was there a significant relationship between scores on the managerial effectiveness self-rating and frame use?

5. Using the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990) did participating principals rate themselves higher as effective leaders or managers?

6. Using the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990), in what areas do the public school principals in urban Iowa feel most competent? Most inadequate?

<center><u>Significance of Study</u></center>

The results of this study could be significant on several levels. First, the participants in this study could use the information gathered through the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990) to better understand their own behaviors in leadership as they relate to practices, preferences, and performance. Second, data collected with the Bolman and Deal (1990) survey and the overall results of the study could be used by the educational leadership organizations in Iowa to make informed decisions concerning the appropriateness and effectiveness of administrative/leadership preparation. In addition, the input given by the participants in this study could also be used as organizations implement professional development initiatives in an effort to support, and in some cases retool, practicing school principals. The fourth and final point that should be made is that, although the study itself was conducted within the State of Iowa and practicing principals from Iowa's urban school districts made up 100% of the respondents, the results of this study could be generalized to other practicing public school principals in states throughout the country with similar demographics.

<center><u>Limitations</u></center>

There were, of course, several limitations to this study. They include:

1. The respondents in this study were limited to elementary and secondary principals in Iowa's eight largest school districts. Therefore, these findings may be limited in terms of generalizability. Generalizations should be made to school districts with similar demographics.

2. Data was collected from principals practicing during the 2001-2002 school year. This could prove to be problematic as this particular group may share characteristics unlike those of any other group.

3. This survey was completed on a voluntary basis. Those who chose to respond or participate in the study may, in fact, share some common characteristics that are not found to be typical of most principals. Because of this, bias related to the sample must be considered.

4. Bias may result from a self-administered survey. It was assumed that the participants in this study would be willing to accurately assess and then truthfully report on their leadership/managerial behaviors. However, the results in this study may be skewed due to the self-reporting nature of the instrument.

<div align="center">Definitions</div>

For the purpose of this study, the terms below were defined as follows:

Dimensions. Each of the four frames has been divided into two distinct dimensions or sub-scales, a process that yields a total of eight dimensions in all. The structural frame can be divided into the "analytic" dimension and the "organized" dimension while the human resource frame is composed of the "supportive" dimension and the "participative" dimension. In addition, the political frame has been separated to

produce the "powerful" and the "adroit" dimensions, and the symbolic frame is made up

of the "inspirational" and the "charismatic" dimensions.

Elementary school. This term refers to those public elementary schools serving

students pre-kindergarten through fifth or sixth grade (Pk-5/6).

Frames. The four perspectives or lenses through which an organization and the

leadership within that organization can be characterized. The four frames as described

by Bolman and Deal (1997) include the structural frame, the human resource frame, the

political frame, and the symbolic frame.

Frame "use." A frame is found to be in "use" when a respondent's average is at

or above the 4.0 level (Rivers, 1996). This average is calculated with Likert Scale

responses (1-5) to the eight items in Section One of the Bolman and Deal (1990)

Leadership Orientations (Self) Survey representing each of the four frames.

Human resource frame. The human resource frame is concerned with the people

of the organization. It addresses the needs, skills, and relationships that may exist within

organizations (Bolman & Deal, 1997).

Leadership. As suggested by Gardner (1989), "leaders think long term, look

outside as well as inside, and influence constituents beyond their immediate and formal

jurisdictions. They also emphasize vision and renewal and they have the political skills

to cope with the challenging requirements of multiple constituencies" (Bolman & Deal,

1997, p. 295).

Leadership Orientations Survey. This is the instrument that has been developed

and tested by Bolman and Deal (1990). The survey is available in two forms, the

Leadership Orientations (Self) Survey and the Leadership Orientations (Other) Survey. The Leadership Orientations (Self) Survey was used in this particular study as it provides the respondents with the opportunity to rate their own behaviors. The Leadership Orientations (Other) Survey, an instrument that was designed to be used by the colleagues of the individual to be rated, was not used in this particular study.

Leadership style. The leadership behaviors that are exhibited by individuals as they perform their duties within an organization.

Management. Managers are focused on the here and now. They emphasize the short term objectives within organizations as well as planning, organizing, and controlling.

Multiple frame/perspective approach. The consistent and collaborative use of the four frames. This term generally implies the use of more than two frames.

Political frame. The political frame is concerned with power and the conflict and competition that occur within organizations. This frame also emphasizes the importance and complexities of organizational policy (Bolman & Deal, 1997).

Secondary school. This term refers to those public schools serving students in middle school (6-8), junior high (7-9), or high school (9/10-12).

Structural frame. The structural frame is concerned with the rules, policies, and roles within organizations. This frame also addresses organizational goals as well as the environment (Bolman & Deal, 1997).

Symbolic frame. The symbolic frame is concerned with the culture of an organization. It highlights the importance of rituals, ceremonies, and story-telling (Bolman & Deal, 1997).

Organization of the Study

Chapter I was entitled "Introduction." Chapter I provided a brief overview and related background information, the justifications for this study, the purpose of this study, and the theoretical framework that was used to conduct this study. Research questions, information related to the significance of this study, limitations of this study, and the definitions of terminology used in this study have also been provided in Chapter I.

Chapter II was entitled "Review of Literature." Chapter II provided a review/history of leadership theory, a detailed description of the leadership framework of Bolman and Deal, a review of the research that has been conducted based on the writings and research of Bolman and Deal, and a review of the contemporary perspective as it pertains to organizational leadership.

Chapter III was entitled "Methodology," and it clarified the methodology used in this study. Chapter III outlined the population to be studied, the instrument used to survey the participants, and the methods used to analyze the data. Information pertaining to a pilot study was also detailed in Chapter III.

Chapter IV was entitled "Analysis of Data." Chapter IV detailed the data and results related to each of the six research questions. The data and results were also compared to the information collected through other studies of a similar nature.

Chapter V was entitled "Summary, Conclusions, Implications, and Recommendations." Chapter V provided a brief summary and discussion of findings, the conclusions drawn based on the results of this study, the implications of this study, and the recommendations that have been made with respect to future practice and further study.

CHAPTER II

REVIEW OF LITERATURE

Little research could be found related to the leadership practices, preferences, preparedness, or performance of public school principals in the State of Iowa. However, a great deal of research and work has been done in regard to leadership styles in general. In an effort to prepare the reader and provide an appropriate knowledge base, this chapter first begins with a brief review of leadership theory dating back to the 1950s. Specifically, theories discussed include those offered by Getzels and Guba (1957), Fiedler (1967), Hersey and Blanchard (1977), as well as the Leadership Orientations Theory that has been detailed by Bolman and Deal (1991c, 1997) in their book entitled Reframing Organizations: Artistry, Choice, and Leadership. This chapter then moves into a detailed description of the Bolman and Deal framework as well as an overview of the related research. Frame use, the multiple frame perspective, the influence of variables (age, gender, experience, level), and leadership/managerial effectiveness as they relate to frame preference have also been discussed at length throughout the research. Finally, this review of the literature closes with a brief description of the contemporary perspective or those ideas and/or theories that have been introduced within the last decade.

Theories Related to Leadership Styles

Getzels-Guba

"Effective leaders appear to be those who are able to blend task and people orientations and decide in which instances an emphasis on one or the other should

predominate" (Kowalski & Reitzug, 1993, p. 227). Jacob W. Getzels and Egon G. Guba

(1957) developed a model of the well-balanced organization as a social system, a model

that incorporated what they described as a "nomothetical" dimension as well as an

"idiographic" dimension. According to this Social Systems Theory, the nomothetical

dimension of an organization is that dimension or behavior within an organization that is

concerned with efficiency. People are viewed as machines, and organizational structure

and task completion are prioritized. In contrast, the idiographic dimension described by

Getzels and Guba (1957) addresses the human component of organizations. This

particular dimension views a person as a set of emotions, and focus moves from structure

and task to the individual and group satisfaction.

In synthesizing or bringing these two dimensions together, Getzels and Guba

stated that:

> We conceive of the social system as involving two major classes of phenomena,
> which are at once conceptually independent and phenomenally interactive. There
> are, first, the *institutions* with certain *roles* and *expectations* that will fulfill the
> goals of the system. Second, inhabiting the system are the *individuals* with
> certain *personalities* and *need-dispositions,* whose interactions comprise what
> we generally call "social behavior." (Owens, 1991, p. 52)

Clearly, this early model provided a new and innovative perspective regarding

organizational behavior. It highlighted the importance of balance within organizations,

and it encouraged the leadership within organizations to consider a multi-dimensional

approach.

Fiedler

A second researcher that presented this type of two-dimensional approach to

leadership as it relates to education and school administration was Fiedler (1967). In this

particular model, leadership style orientations were said to be contingent upon three variables that were directly related to the situation. First, the position power of the leader must be taken into account. Then, the relative structure of the task must be considered. Finally, the leader-member relations must be examined. Based on the strength and/or weakness found within each variable as well as the overall combination across variables, the leader was prompted to choose a style of leadership that emphasized one dimension rather than the other.

Hersey-Blanchard

Some years later, Hersey and Blanchard (1977) developed a similar yet more complex theory of leadership styles. This theory of situational leadership "bases the choice of people versus task orientation on the maturity level of the followers with regard to the specific task to be accomplished" (Kowalski & Reitzug, 1993, p. 227). Like many others, Hersey (1984, p. 31) defined the task related behaviors of leaders as "the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group." The people component or relationship behavior was then defined as "the extent to which a leader engages in two-way or multi-way communication." Hersey (1984) went on to say that this might include "listening, encouraging, facilitating, providing clarification, or giving socioemotional support" (p. 32). These task and people approaches were then placed into a two-by-two grid yielding four distinct styles of leadership. These include telling, selling, participating, and delegating. Given these four options, an individual chooses the most appropriate style depending upon the "readiness" of the subordinates, or the extent to which they are both willing and able to do what

needs to be done (Hersey, 1984). Although this model appears to be plausible, Bolman and Deal (1997) point out that research has questioned the validity of this particular approach. The Hersey-Blanchard Model of Situational Leadership (1977) suggests that, when working with subordinates that can be categorized as "low" readiness, a leader should emphasize the telling style because the subordinates are both unwilling and unable to do the job without a great deal of direction. As a result of this telling style and the intense direction and supervision that it requires, many researchers believe that subordinates will remain static or unmotivated with very little desire to improve.

<div align="center">The Bolman and Deal Framework</div>

As previously mentioned, a number of theories have been introduced in past years in regard to effective leadership and leadership styles (Bolman & Deal, 1997; Fiedler, 1967; Getzels & Guba, 1957; Hersey & Blanchard, 1977). Of those mentioned above, the multi-dimensional or multi-frame approach to leadership offered by Bolman and Deal (1991c, 1997) has continued to stand the test of time. Countless studies have been conducted by the authors of this approach as well as by other professionals and researchers in the field over the course of the last ten years, and the reliability and validity of the leadership orientations framework and the related instrumentation have remained intact. Before reviewing these studies, however, the Bolman and Deal approach and the four frames within it have been more clearly defined.

Structural Frame

The structural frame as described by Bolman and Deal (1997) is rooted in the early work of Frederick W. Taylor, a man who has been called the "Father of Time and

Motion Studies" and the individual most responsible for the approach within the realm of organizational leadership known as "scientific management." This approach, which was developed by Taylor during the early 1900s, was designed in an attempt to provide industrial organizations the opportunity to achieve and then maintain maximum efficiency. Taylor's approach of scientific management advocated for the breakdown of each and every task to be completed within the organization. Once the breakdown was completed and sub tasks were identified, the sub tasks were assigned a specific number of minutes and/or seconds in which they were to be completed and workers were retrained to work within the specified time constraints. According to Taylor (1911), this breakdown and subsequent retraining would enable the workers and the organization to gain the greatest amount of payoff with each motion and second spent. Although Taylor's influence on the structural frame is evident, the ideas expressed within the structural frame can also be traced back to a German economist and sociologist by the name of Max Weber. Weber (1947) developed an organizational theory that focused on a fixed division of labor, a hierarchy of offices, a set of rules governing performance, a separation of personal and professional property and rights, technical qualifications for selecting personnel, and the concept of employment as a primary occupation and long term career. Although Weber's bureaucratic model of organizational leadership faded within years of its conception, the model gained new life following World War II with the work of Blau and Scott (1962), Hall (1963), and Perrow (1986). Additionally, it should be noted that it was the work of theorists like Taylor and Weber that eventually

began to influence principals and other educational leadership, a group of individuals

who to date had had little or no formal leadership training.

As described by Bolman and Deal (1997), "structure is a blueprint for the pattern

of expectations and exchanges among internal player (executives, managers, employees)

and external constituencies (such as consumers and clients)" (p. 38). It is a pattern that

pinpoints roles and relationships in an effort to accomplish group and organizational

goals. Bolman and Deal (1997) created their structural perspective based on these ideas

as well as on the following assumptions as they relate to the organizational process:

1. Organizations exist to achieve established goals and objectives.

2. Organizations work best when rationality prevails over personal preferences and external pressures.

3. Structures must be designed to fit an organization's circumstances (including its goals, technology, and environment).

4. Organizations increase efficiency and enhance performance through specialization and division of labor.

5. Appropriate forms of coordination and control are essential to ensuring that individuals and units work together in the service of organizational goals.

6. Problems and performance gaps arise from structural deficiencies and can be remediated through restructuring. (p. 40)

<u>Human Resource Frame</u>

As with the structural frame, the human resource frame discussed by Bolman and

Deal (1997) is deeply rooted in industry as well as in the work of Douglas McGregor.

McGregor, a professor at MIT, recognized the need for a new perspective. The workers

in this country were beginning to unite in their expression of dissatisfaction with

management. The organizational work force was feeling overworked, underpaid, and

unappreciated. Morale was low and productivity was declining. According to Bolman and Deal (1997), McGregor was "one of few Americans in the 1950s who believed that workers actually wanted to be productive" (p. 101). And, this desire on the part of workers was dependent upon the degree to which management could or would align the work to be done with the needs of the workers. McGregor (1960), author of the book entitled The Human Side of Enterprise and creator of the Theory X/Theory Y model, developed a two dimensional perspective on leadership based on the assumptions that a leader or manager may have about the work force and the ways in which those assumptions affect efficiency, productivity, and overall performance within the organization. As described by Owens (1991), McGregor's "Theory X" rests on four assumptions that an administrator may hold:

1. The average person inherently dislikes work and will avoid it whenever possible.

2. Because people dislike work, they must be supervised closely, directed, coerced, or threatened with punishment in order for them to put forth adequate effort toward the achievement of organizational objectives.

3. The average worker will shirk responsibility and seek formal direction from those in charge.

4. Most workers value job security above all other job-related factors and have little ambition. (p. 35)

In contrast, McGregor's "Theory Y" approach embraces some very different assumptions as they relate to the general work force. These include:

1. If it is satisfying to them, employees will view work as natural and as acceptable as play.

2. People at work will exercise initiative, self-direction, and self-control on the job if they are committed to the objectives of the organization.

3. The average person, under proper conditions, learns not only to accept responsibility on the job but seek it.

4. The average employee values creativity--that is, the ability to make good decisions--and seeks opportunities to be creative at work. (Owens, 1991, p. 36)

McGregor's theory, particularly the Theory Y assumptions mentioned above, was put to the test shortly thereafter when he was retained as a consultant by Proctor and Gamble, an American consumer products giant. Proctor and Gamble sought out McGregor to assist as they opened a new plant in Augusta, Georgia. This new plant was radically different than most as it implemented an "open system" of management, or one in which both good news and bad news was communicated, self-managing teams were developed, and peer-controlled pay systems were put into place. In the end, this new approach was a complete success. "By the mid 1960s, . . . Augusta was 30% more productive than any other P & G plant" (Waterman, 1994, p. 41).

As described by Bolman and Deal (1997), the human resources frame is a perspective that is focused on people, their skills, their attitudes, and the energy and commitment that they bring to an organization. The people of an organization are viewed as a "vital resource capable of either making or breaking an enterprise" (Bolman & Deal, 1997, p. 101). The core assumptions related to the human resource frame as detailed by Bolman and Deal (1997) include:

1. Organizations exist to serve human needs rather than the reverse.

2. People and organizations need each other: organizations need ideas, energy, and talent; people need careers, salaries, and opportunities.

3. When the fit between individual and system is poor, both suffer: individuals will be exploited or will exploit the organization--or both will become victims.

4. A good fit benefits both: individuals find meaningful and satisfying work, and organizations get the talent and energy that they need to succeed. (pp. 102-103)

Political Frame

While the structural frame emphasizes the need for organizational guidance through a top-down system of goals and objectives and the human resources frame emphasizes the importance of interpersonal and group dynamics, the political frame "views organizations as alive and screaming with political arenas that host a complex web of individual and group interests" (Bolman & Deal, 1997, p. 163). Bolman and Deal (1991c) also wrote that:

> Politics can be and often are sordid and destructive. But politics can also be the vehicle for achieving noble purposes, and managers can be benevolent politicians. Organizational change and effectiveness depends on such managers. The constructive politician recognizes political realities in organizations and knows how to fashion an agenda, build a network of support, and negotiate effectively both with those who might advance and with those who might oppose the agenda. (p. 224)

Bolman and Deal (1997) summarized the political perspective with the following propositions:

1. Organizations are *coalitions* of various individuals and interest groups.

2. There are *enduring differences* among coalition members in values, beliefs, information, interests, and perceptions of reality.

3. Most important decisions involve the allocation of *scarce* resources--who gets what.

4. Scarce resources and enduring differences give *conflict* a central role in organizational dynamics and make *power* the most important resource.

5. Goals and decisions emerge from *bargaining, negotiation,* and *jockeying for position* among different stakeholders. (p. 163)

Carlson (1996) contributed to this discussion in his book entitled <u>Reframing and</u> <u>Reform: Perspectives on Organization, Leadership, and School Climate</u>. He contends that organizational politics are inevitable, and that the political behaviors within most organizations (schools included) can be attributed to a number of underlying causes. First, Carlson (1996) points out that most organizational resources (e.g., money, space, expertise, and competence) are limited and must be shared. And, this type of "zero-sum" environment encourages individuals within the organization to join forces with people of similar need in an effort to get their share. In addition, many organizations are relatively flat. That is, "proportionately there are a limited number of positions in the hierarchy to which persons may aspire for promotion and higher status" (Carlson, 1996, p. 52). A third cause or influence as they relate to the political conditions within organizations is a direct result of culture. Carlson (1996) states that "because of the presence of multiple value systems, reasonable people can disagree over both ends and means. These disagreements over goals and ways of attaining them can take many forms" (p. 52).

<u>Symbolic Frame</u>

"In contrast to the traditional views emphasizing rationality and objectivity, the symbolic frame highlights the tribal aspects of contemporary organizations" (Bolman & Deal, 1997, p. 234). It addresses the complexity and ambiguity surrounding organizational phenomena as well as the ways in which these happenings or symbols give meaning to organizational events and activities. Meaning, belief, and faith are key components of this particular perspective (Bolman & Deal, 1997). The myths and stories circulating within an organization are also important as they provide cohesiveness,

clarity, and direction in the presence of confusion and mystery. Bolman and Deal (1997)

go on to say that in the face of such confusion, unpredictability, and possible threat,

organizations placing a heavy emphasis on the symbolic frame can then turn to specific

rituals and ceremonies in an effort to cope. In addition,

> metaphors, humor, and play provide ways for individuals and organizations to escape from the tyranny of facts and logic, to view organizations and their own participation in them as if they were new and different from what they seem, and to find creative alternatives to old choices. (Bolman & Deal, 1997, p. 234)

In an effort to synthesize these ideas and summarize the key concepts, Bolman and Deal

(1997) detailed a number of core assumptions that can be used to describe the symbolic

frame and/or perspective. These include:

1. What is most important about any event is not what happened but what it means.

2. Activity and meaning are loosely coupled: events have multiple meanings because people interpret experience differently.

3. Most of life is ambiguous or uncertain--what happened, why it happened, or what will happen are all puzzles.

4. High levels of ambiguity and uncertainty undercut rational analysis, problem solving, and decision making.

5. In the face of uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, provide direction, and anchor hope and faith.

6. Many events or processes are more important for what is expressed than what is produced. They form a cultural tapestry of secular myths, rituals, ceremonies, and stories that help people find meaning, purpose, and passion. (pp. 216-217)

Although the writings and research of Bolman and Deal clearly indicate that

symbolism is critical within the organizational framework, there is some benefit in

reviewing the thoughts and perspectives of other authors regarding this particular topic. In his book entitled <u>Organizational Culture and Leadership</u>, Schein (1985) recognized the importance of symbolism as it relates to organizational leadership and culture when he wrote that "the only thing of importance that leaders do is create and manage culture" (p. 2). Kotter (1992) added to this when he suggested that organizations with strong and well defined cultures and symbolically minded leadership were much more successful than those that did not maintain similar environments. Kouzes and Posner (1995) also highlighted the importance of symbolism and its connection to organizational culture in their book entitled <u>The Leadership Challenge</u>. They proclaimed culture as being value driven, and that it is the responsibility of leadership to inspire and motivate the work force through the creation of heroes and heroines in recognition of their commitment and contribution to the entire organization. Finally, as mentioned by Bolman and Deal (1997), Cox (1969) summarized the importance of symbolism in modern life in his book entitled <u>The Feast of Fools</u>. According to Cox (1969), "our links to yesterday and tomorrow depend also on the aesthetic, emotional, and symbolic aspects of human life-- on saga, play, and celebration. Without festival and fantasy, man would not really be a historical being at all" (p. 13).

<div align="center">Related Research</div>

<u>Multiple Frame Approach</u>

As described and as supported by a number of other management scholars (Allison, 1971; Berquist, 1992; Birnbaum, 1988; Elmore, 1978; Morgan, 1986; Perrow, 1986; Quinn, 1988; Quinn, Faerman, Thompson, & McGrath, 1996; Scott, 1981), a

multiple frame approach to leadership within any organization is critical to the success of that organization. According to Bolman and Deal (1997), frames become the "tools" of leadership, and each of the tools has its strengths as well as its limitations. Bolman and Deal (1997) also point out that the wrong tool may cause problems or simply get in the way while an appropriate choice of tool(s) can make a job easier. Additionally, it was noted that while one or two tools may be adequate for the simple jobs, the more complex undertakings will no doubt require a host of tools or approaches. This type of multiple tool or multiple frame approach can provide leadership with opportunities to expand their capacity in terms of decision making. This, in turn, increases the likelihood that they will then take appropriate and effective action (Bolman & Deal, 1992a).

With this in mind, Bensimon (1987) consulted the leadership orientation framework of Bolman and Deal to investigate the leadership style preferences of 32 college and university presidents. Specifically, Bensimon's study targeted frame preference as well as the number of frames that should be used or at least considered when describing an effective leader. Participants were categorized as "new," "in office for three years or less," or "in office for five years or more," and each of the three groups was represented equally. Through interviews, Bensimon (1987) noted that of the 32 presidents, nearly one-half (13 of 32) espoused a single frame preference. Of the remaining participants, 11 espoused a preference involving two of the four frames, 7 espoused a preference for three of the four frames, and only 1 reported a preference for all four of the frames. In addition, this study also found that a majority of the single frame presidents favored the structural or the human resource frames as compared to the

political or symbolic frames. Finally, of those espousing a two frame perspective, nearly half (5 of 11) favored the human resource frame in combination with the symbolic frame. Based on these findings, Bensimon made the following observations. First, there is a relationship between the administrative experience of the presidents and their preference for a multiple frame approach. And second, Bensimon suggested that perhaps an alternative approach involving leadership teams be considered. Rather than expecting one individual to put all four frames to use, leadership teams combining complimentary styles could provide an effective form of leadership.

To further investigate this matter, Bolman and Deal (1991a) made use of both qualitative methods as well as quantitative methods of research. With a respondent group involving 75 higher education administrators and 15 central office school administrators, Bolman and Deal collected information through detailed narratives that were provided by each of the participants. This narrative was then used to determine the number of frames used as well as the specific frames that the respondents relied upon. Then, the researchers administered their Leadership Orientations Survey (Bolman & Deal, 1990) to further explore the leadership orientations and effectiveness of each of the respondents. In short, the results of this study found that less than 25% of all respondents used a two frame approach. And, only 1% of the respondents were found to be consistently using all four frames. Additionally, the survey results indicated that 59% of the higher education administrators preferred the structural frame while 55% made use of the human resource frame, 53% utilized the political frame, and 11% utilized to some degree the symbolic frame. In comparison, a frame analysis indicated that 70% of the

central office school administrators surveyed preferred the political frame while 50%

made use of the structural frame, 40% utilized the human resource frame, and 5% of the

15 respondents in this group made use of the symbolic frame. Bolman and Deal (1991a)

then compared the data collected in this study to that of Bensimon (1987). They found

that the 32 college presidents studied by Bensimon were similar to their 75 higher

education administrators in terms of percentages and overall frame usage. However,

their frame preference was in fact quite different. The college presidents were most

likely to use the human resource frame and least likely to use the structural frame while

the higher education administrators were most likely to make use of the structural frame

and least likely to make use of the symbolic frame.

Pavan and Reid (1991) conducted a study that involved five elementary school

principals in Philadelphia, Pennsylvania. They found that the only male principal in the

study favored the structural frame more than any other while three of the female

principals surveyed favored the human resource frame. The one remaining principal was

female, a recent doctoral graduate, and the only principal to report use of all four frames.

This study also noted that the one principal found to be using all four frames preferred

the symbolic frame most of all and that the political frame was preferred least by all

respondents.

In a similar study involving 106 American and Japanese school administrators,

Redman (1991) used the Leadership Orientations Survey (Bolman & Deal, 1990) to

analyze framework preferences. Both the Americans and the Japanese reported that they

preferred the human resource frame over any other, and both groups reported the

structural frame as being their second preference. The symbolic frame and the political frame were reported by both groups as third and fourth respectively. Differences between the respondent groups were, however, reported with respect to frequency or the mean score within each frame, and the American means were found to be higher than those of the Japanese in each of the four frame categories.

Miro (1993) used the Leadership Orientations Survey (Bolman & Deal, 1990) to examine the frame orientations of 178 public high school principals in California. Like many of the other groups studied, this particular group favored the human resource and the structural frames rather than the symbolic or the political orientations. Likewise, Suzuki (1994) studied the leadership orientations of 124 Asian-American principals. Of the 92 elementary school principals and the 32 secondary school principals participating, 31% (38 of 124) consistently made use of only one frame. The researcher also noted that a majority of the single frame users (34 of 38) preferred the human resource approach. A second group of 18 principals was identified as using two of the four frames with a preference for the human resource-structural frame combination. And, in contrast to the findings of Bensimon (1987) and Bolman and Deal (1991a), Suzuki's findings indicated that nearly half (49%) of the respondents surveyed reported the consistent use of multiple frames. That is to say that of the 124 participating principals, 61 reported the use of more than two frames while only 7 participants within this group of 61 indicated a consistent use of all four frames.

Another study that contradicted the findings of researchers like Bensimon (1987) and Bolman and Deal (1991a) was conducted by Durocher (1995). It involved a

respondent group of 100 nationally recognized public school administrators in the United States. With data collected through the Leadership Orientations Survey (Bolman & Deal, 1990), Durocher reported that of the 100 administrators, 70 appeared to favor the human resource frame. Interestingly, the structural frame was identified as being preferred least by the respondents, and 45% (45 of 100) of the public school administrators surveyed reported the consistent use of multiple frames.

Other Variables

One recent study related to the Bolman and Deal leadership framework was completed and published by Bastoni Cote (1999), a graduate student at the University of Florida. This study, "Leadership Orientation Frames of Florida Elementary Principals in Relationship to School Context and Principal Characteristics," was described by the author as a study that was conducted to "determine the leadership orientation frames of Florida elementary school principals and the relationship of their school context and personal characteristics to their leadership orientation frames" (Bastoni Cote, 1999, p. xi). A stratified sample of elementary school principals based on school socio-economic status and school enrollment was used, and a total of 382 surveys were distributed. Of those, 231 surveys were completed and returned, yielding a response rate of 60.5%. Specifically, this study examined the following research questions:

1. Is there a relationship between principals' leadership orientation frame categorization based on self-reported responses to the Leadership Orientations (Self) Survey and principals' school enrollment?

2. Is there a relationship between principals' leadership orientation frame categorization based on self-reported responses to the Leadership Orientations (Self) Survey and the schools reported socio-economic status (SES), defined as the proportion of students receiving free and reduced school lunch?

3. Is there a relationship between principals' leadership orientation categorization based on self-reported responses to the Leadership Orientations (Self) Survey and principals' gender?

4. Is there a relationship between a principal's score on the structural frame and a weighted linear combination of school and principal demographic characteristics?

5. Is there a relationship between a principal's score on the human resource frame and a weighted linear combination of school and principal demographic characteristics?

6. Is there a relationship between a principal's score on the political frame and a weighted linear combination of school and principal demographic characteristics?

7. Is there a relationship between a principal's score on the symbolic frame and a weighted linear combination of school and principal demographic characteristics?

8. Is there a relationship between a principal's self-reported managerial effectiveness and a weighted linear combination of frame scores from the Leadership Orientations (Self) Survey?

9. Is there a relationship between a principal's self-reported leadership effectiveness and a weighted linear combination of frame scores from the Leadership Orientations (Self) Survey? (Bastoni Cote, 1999, pp. 5-6)

The study found that a significant relationship did in fact exist between building enrollment and frame categorization. In addition, Bastoni Cote (1999) found that there was no significance in terms of the relationship between leadership orientations and socio-economic status (SES) of students. Finally, the remaining results of this study were summarized by the author in the following manner:

Results of a chi-square analysis indicated that group membership based on self-reported frame categorization was significantly related to gender. Results of a regression analysis indicated the use of the structural frame was stronger for those with less education. A significant relationship was indicated between human resource frame use, and tenure with gender. There were no significant relationships between the political frame and a weighted linear combination of

school and principal demographic characteristics. Results of a regression analysis using the symbolic frame as the dependent variable indicated the main effect of experience exhibited a significant interaction. A significant relationship was found between managerial effectiveness and use of the structural and political frames. Use of the symbolic frame and structural frame were significantly related to leadership effectiveness. (Bastoni Cote, 1999, p. xii)

A second study related to the research mentioned above was published by a graduate student at Temple University in May of 1996. Author Thelma I. Davis entitled the study "The Ways Administrators Work: A Study of the Theoretical Frames of Leadership Used By Female and Male Secondary School Principals in Pennsylvania," and she described the study in the following manner:

> The purpose of this study was to identify the leadership orientations of secondary school principals in Pennsylvania. This exploratory study used the Leadership Orientations Instrument (LOI) developed by Bolman and Deal (1990) to identify the principals' perceptions of their use of the Structural, Human resource, Political, and Symbolic managerial frames. Interviews were conducted with five of the most frequent users of frames and five of the most infrequent users of frames. The total population of female secondary school principals (63) and a randomly selected sample of male secondary school principals (63) were surveyed with a 78% response rate. (Davis, 1996, p. iv)

To complete the study, the author began with the following research questions:

1. Which managerial frames do the secondary school principals in Pennsylvania report using?

2. Does the reported use of managerial frames by secondary school principals vary by differences in the following:
   a. school size
   b. years of administrative experience
   c. years as educator
   d. education level
   e. age
   f. marital status
   g. birth order

3. Are there significant gender-related differences in the reported use of managerial frames by secondary school principals?

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4. Are there significant gender-related differences in the types of managerial frames used by secondary school principals?

5. Are there significant gender-related differences in the numbers of managerial frames used by secondary school principals?

6. Are there gender-related differences in the structure or composition of responses to the dimension items of the managerial frames?

7. Are there differences in the profiles of those secondary principals who rate themselves as frequent users of frames and those who rate themselves as infrequent users of frames as determined by interviews? (Davis, 1996, pp. 7-8)

In response to the first of these research questions, the study confirmed that the principals surveyed did in fact use identifiable managerial frames (Davis, 1996). Overall, the respondents reported that they made use of the human resource frame more often than any other. The structural frame was ranked second in terms of frequency of use, and the symbolic and political frames ranked third and fourth respectively. With a mean score of 4.28 (when 5 = always true of the individual) reported within the human resource frame, the Pennsylvania principals described themselves as being concerned about the feelings of others, as individuals that encouraged participation and involvement, as supportive and responsive, and as individuals that listened to and were open to new ideas (Davis, 1996). Those respondents who reported themselves as using the structural frame most often, a frame that yielded a mean of 4.09, identified themselves as well-organized problem solvers who paid a great deal of attention to details. They also depended heavily on logic and factual data. "Frequently using the symbolic frame indicated that principals believed that they managed with a strong emphasis on culture and values and inspired others to do their best" (Davis, 1996, p. 60).

With a mean score of 3.87, this group of principals also "communicated a strong and challenging sense of vision and mission and generated new opportunities and possibilities" (Davis, 1996, p. 60). Finally, those Pennsylvania principals that chose the political frame as the frame that they used most often (with a mean of 3.83) described themselves as being able to effectively mobilize people and resources, as being able to skillfully negotiate and respond to organizational conflict, and as being persuasive and effective in their efforts to obtain support.

In addition to these findings, Davis (1996) also found that variables such as gender, age, and school level did not affect the use of frames or the overall leadership orientations. However, the study did show a correlation between the years of administrative experience and the frames most frequently used.

A second paper published in 1996 discussed the study sponsored by the University of Central Florida (Rivers, 1996). This study, "A Frame Analysis of Principals' Leadership Orientations," examined the leadership orientations of elementary, middle, and high school principals in Florida. The author described the study in the following manner:

> Based on Bolman and Deal's multiple perspective framework, this study sought to identify the leadership orientation frames of elementary, middle, and high school principals, and to determine if a relationship between a principals' frame use and gender, age, experience and school level existed. Use of the structural, human resource, political, and symbolic frames was also examined to determine if there was any relationship to effectiveness as a leader and as a manager. (Rivers, 1996, p. iii)

The author began by generating the following questions:

1. How many and which of the four frames did principals use at the elementary school level, middle school level, high school level and collectively?

2. Was there a significant relationship between frame use and gender, age, experience or school level?

3. Was there a significant relationship between scores on the leadership effectiveness self-rating and frame use?

4. Was there a significant relationship between scores on the manager self-rating and frame use?

5. Was leadership effectiveness rated higher than managerial effectiveness by principals at the elementary school level, middle school level, high school level and collectively? (Rivers, 1996, p. 11)

To answer these questions, Rivers (1996) used the Leadership Orientations Survey (Bolman & Deal, 1990) to survey 123 principals working within a single but very large district in Florida. With a return rate of 91.8% and 113 of the 123 surveys completed, the author found that more than half (53.1%) of the respondents made use of multiple frames. In addition, "the most dominant leadership orientation frame indicated by each group of school administrators was the human resource frame" (Rivers, 1996, p. iii). The second frame of choice as indicated by this study was the structural frame, and the symbolic frame and political frame were found to be the third and fourth choices respectively. Finally, the 113 respondents in this study rated themselves as effective leaders (58.4%) more often than they rated themselves as effective managers (43.4%).

Leadership and Managerial Effectiveness

Although "leadership" and "management" have been defined in Chapter I, a number of other definitions related to these terms have been included here to reinforce those offered by Bolman and Deal (1991c, 1997). As noted by Kowalski and Reitzug (1993), the term "leadership" can be defined in any one of a number of ways. For instance, leadership has been described as "influencing people to follow in the

achievement of a common goal" (Koontz & O'Donnell, 1959, p. 435). Similarly, Terry

(1972) described leadership as "the activity of influencing people to strive willingly for

group objectives" (p. 493). And, Yukl (1989) wrote that "leadership can be defined

broadly to include influence processes involving determination of the group's or

organization's objectives, motivating task behavior in pursuit of these objectives, and

influencing group maintenance and culture" (p. 5).

Smith and Andrew (1989) then took the definitions mentioned above and others

like them one step further as they made efforts to describe the actions of school principals

displaying "strong instructional leadership." According to their research, strong

instructional leaders placed priority on curriculum and instruction while dedicating

themselves to the goals of the school and district. Principals displaying strong

instructional leadership also had the ability to effectively rally and mobilize resources,

create climates targeting high expectations and mutual respect, and placed a heavy

emphasis on participation and the empowerment of faculty and other groups in the school

decision-making processes.

In contrast to this, the term "management" can be defined as "the process of

implementing strategies and controlling resources in an effort to achieve organizational

objectives" (Kowalski & Reitzug, 1993, p. 5). This definition implies that managerial

tasks might include worker supervision, the supervision of resources, and the

responsibility to address any conflicts that may arise within the organization. In short,

management appears to be focused on the here and now with very little concern for long

range planning or success. Perhaps Kotter's (1988) comparison of management versus

leadership is most accurate as he believes that management is primarily concerned with the structural nuts and bolts as they relate to planning, organizing, and controlling while leadership is a change-oriented process of envisioning, networking, and building relationships. Bennis and Nanus (1985) added that "managers do things right, and leaders do the right thing" (p. 21). Finally, it should be noted that one may be a leader without being a manager, and many managers cannot necessarily lead (Bolman & Deal, 1997).

The Bolman and Deal (1990) Leadership Orientations Survey can and has been used to assess the number of and the degree to which the four frames are put to use. Variables related to age, gender, experience, etc. have also been studied using this particular survey. However, through a framework analysis, the Leadership Orientations Survey has also been used to predict both the leadership and the managerial effectiveness of an individual. One of the first studies that investigated this predictability was conducted by Bolman and Deal (1991a). The researchers gathered data using the Leadership Orientations (Self) Survey and the Leadership Orientations (Other) Survey from 680 colleagues regarding the performance of 24 school administrators, 187 higher education administrators, and 190 corporate managers. The results indicated that of the four frames, the structural frame was the best predictor of managerial effectiveness among the school administrators. It was, however, the worst predictor of leadership effectiveness in all three of the respondent groups. This study also indicated that the best predictor of managerial effectiveness among the corporate managers was the degree to which they favored the political frame. While the symbolic frame was identified as being

the worst predictor of managerial effectiveness among corporate managers, it was found to be the best predictor of leadership effectiveness among the higher education administrators and the corporate managers, and it was the second best predictor of leadership effectiveness among school administrators. Finally, the results of this study found that the political frame and the human resource frame were also significant in terms of predictability as it relates to leadership effectiveness.

In a similar study, Bolman and Deal (1992b) collected and compared data pertaining to the frames utilized by principals and other school administrators from both the United States as well as Singapore. Again, the structural frame was found to be the best predictor of managerial effectiveness. However, in contrast to previous findings, the symbolic frame was found to be the second best predictor of managerial effectiveness among both groups. The symbolic frame was also associated with leadership effectiveness in the Singapore respondents while leadership effectiveness among the American respondents was predicted best by utilization of the political frame. Overall, the human resource frame and the political frame appeared to be the best predictors of an individual's leadership and managerial effectiveness. Clearly, the results of this study emphasized the importance of the symbolic and political frames and the influence that these skills have on leadership effectiveness. Unfortunately, Bolman and Deal (1992b) have also found that a majority of the preparation programs designed to train school administrators consistently overlook these two perspectives. In addition, Bolman and Deal (1994) stated that "in times of crisis or rapid change, we look to leaders, not managers, for hope, inspiration, and a pathway to somewhere more desirable" (p. 77).

Bolman and Deal (1994) go on to suggest that with the growing demands and responsibilities that have been placed upon the school administrators in this country and with the emphasis that has been placed upon the school improvement process, it appears as though we are in need of effective leaders and leadership skills now more than ever. As described by Rivers (1996), Deal and Peterson (1994) echoed this need for a well balanced approach to leadership within the public schools of today. They stated that principals and other school administrators must:

> be both supporters of change and defenders of the status quo. Principals can find a balance point between being traditional or innovative, tight or loose, inflexible or creative. Principals can embrace paradoxes and puzzles of their work as the fulcrum for creating new approaches to leadership. (p. 40)

The Contemporaries

Sergiovanni

Following the early research of Bolman and Deal (1991c, 1997), Thomas J. Sergiovanni (1992) authored a book in which he identified a set of five leadership practices or what he termed as "the sources of authority for leadership" (p. 36). Although these five sources are clearly different from the four frames offered by Bolman and Deal (1991c, 1997), some similarities can be found as the work of Sergiovanni includes what he describes as bureaucratic authority, psychological authority, technical-rational authority, professional authority, and moral authority.

According to Sergiovanni (1992), bureaucratic authority is leadership that stresses the importance of the organizational hierarchy, rules and regulations, mandates, and role expectations. In short, "teachers comply or face consequences" (Sergiovanni, 1992, p. 36). Other assumptions that can be made when using this particular approach include:

1. Teachers are subordinates in a hierarchically arranged system.

2. Supervisors are trustworthy, but subordinates are not.

3. Goals and interests of teachers and supervisors are not the same, and supervisors must be watchful.

4. Hierarchy equals expertise, and so supervisors know more than teachers do.

5. External accountability works best. (Sergiovanni, 1992, p. 36)

The second source of authority described by Sergiovanni (1992) is that of psychological authority, a source that places a heavy emphasis on motivation technology, interpersonal skills, human relations, and true leadership. With this particular approach, "teachers will want to comply because of the congenial climate and the rewards" (Sergiovanni, 1992, p. 36). Other assumptions related to psychological authority include:

1. The goals and interests of teachers and supervisors are not the same but can be bartered so that each side gets what it wants.

2. Teachers have needs, and if they are met at work, the work gets done as required.

3. Congenial relationships and a harmonious interpersonal climate make teachers content, easier to work with, and more apt to cooperate.

4. Supervisors must be experts in reading needs and in other people-handling skills, to barter successfully for compliance and increases in performance. (Sergiovanni, 1992, pp. 36-37)

Technical-rational authority, a third source of authority for leadership described by Sergiovanni (1992), is focused on evidence and the importance of scientific research. In other words, "teachers are required to comply in light of what is considered to be the truth" (Sergiovanni, 1992, p. 37). Sergiovanni (1992) also detailed a number of assumptions that can be made in regard to this particular approach, and they include:

1. Supervision and teaching are applied sciences.

2. Knowledge of research is privileged.

3. Scientific knowledge is superordinate to practice.

4. Teachers are skilled technicians.

5. Values, preferences, and beliefs do not count, but facts and objective evidence do. (p. 37)

Professional authority is the fourth source offered by Sergiovanni (1992), and it targets the importance of informed craft knowledge and personal expertise. "Teachers respond in light of common socialization, professional values, accepted tenets of practice, and internalized expertise" (Sergiovanni, 1992, p. 38). Other assumptions pertaining to professional authority include:

1. Situations of practice are idiosyncratic, and no one best way exists.

2. Scientific knowledge and professional knowledge are different, with professional knowledge created in use as teachers practice.

3. The purpose of scientific knowledge is to inform, not prescribe, practice.

4. Authority cannot be external but comes from the context itself and from within the teacher.

5. Authority from context comes from training and experience.

6. Authority from within comes from socialization and internal values. (Sergiovanni, 1992, p. 38)

Sergiovanni's (1992) fifth and final source of authority for leadership is that of moral authority, a source that relies on felt obligation and duties derived from widely shared community values, ideas, and ideals. According to the author, "teachers respond

to shared commitments and felt interdependence" (Sergiovanni, 1992, p. 39). Other

assumptions offered by Sergiovanni (1992) with respect to moral authority include:

1. Schools are professional learning communities.

2. Communities are defined by their centers of shared values, beliefs,
   and commitments.

3. In communities, what is considered right and good is as important as
   what works and what is effective; people are motivated as much by emotion
   and beliefs as by self-interest; and collegiality is a professional virtue. (p. 39)

Kouzes and Posner

"As we've looked deeper into the dynamic process of leadership, through case

analyses and survey questionnaires, we uncovered five fundamental practices that enable

leaders to get extraordinary things done" (Kouzes & Posner, 1995, pp. 8-9). Exemplary

leaders make every effort to "challenge the process," to "inspire a shared vision," to

"enable others to act," to "model the way," and to "encourage the heart" (Kouzes &

Posner, 1995). And, like many other theories related to leadership, this particular model

supports a well-balanced approach.

The first of these fundamental practices, "challenge the process," refers to the

challenge of initiative and involvement. Effective leaders "venture out," and they "seek

and accept challenge" (Kouzes & Posner, 1995, p. 9). They do not sit "idly by waiting

for fate to smile upon them" (Kouzes & Posner, 1995, p. 9). A second fundamental

practice outlined by Kouzes and Posner (1995) describes effective leaders as those who

inspire a shared vision. "Every organization, every social movement, begins with a

dream. The dream or vision is the force that invents the future" (Kouzes & Posner, 1995,

p. 10). Effective leaders imagine or envision what could be, and they plan for that day.

Thirdly, leadership must enable others to act. Kouzes and Posner (1995) point out that "leadership is a team effort," and "exemplary leaders enlist the support and assistance of all those who must make the project work" (Kouzes & Posner, 1995, pp. 11-12). The fourth fundamental practice described by Kouzes and Posner (1995) is that of modeling the way. "Titles are granted, but it's your behavior that grants you respect" (Kouzes & Posner, 1995, p. 12). In addition, Kouzes and Posner (1995) point out that leaders should "set an example of commitment through simple, daily acts that create progress and momentum" (p. 13). In short, "leaders model the way through personal example and dedicated execution" (Kouzes & Posner, 1995, p. 13). The fifth and final fundamental practice of an exemplary leader involves encouragement. Leaders may be tempted to give up, but they do not. Instead, they "encourage the heart of their constituents to carry on" (Kouzes & Posner, 1995, p. 14). Encouragement is a critical component, and it is one way for the leadership of an organization to "visibly and behaviorally link rewards with performance" (Kouzes & Posner, 1995, p. 14). To assist an individual in the assessment of their performance as it relates to these five fundamental practices, Kouzes and Posner (1995) have developed the Leadership Practices Inventory (LPI), a tool that can incorporate a self-administered survey as well as a peer or colleague survey.

Fennell

As noted in her Journal of Educational Administration article entitled "Power in the Principalship: Four Women's Experiences," author Hope Arlene Fennell (1999) also acknowledged that principals continually access different types of authority or power when leading. According to Fennell (1999), "the concept of power is an important

component to consider when studying the principalship" (p. 23). She goes on to describe the differences that exist between those principals that depend on "power over" approach as opposed to those individuals who rely on the "power through" or "power with" perspective.

Fennel (1999) cites Oliver and Gershman (1989) and Kreisberg (1992) who noted that the "power over" model permeates modern educational practice. Like other approaches, the "power over" model can be useful at times, but Fennell (1999) points out that this particular view is grounded in theories related to domination. Because of this, the "power over" approach to the principalship can be somewhat limiting as it restricts creativity and a host of possibilities. In contrast, the "power through" approach to school leadership is "based on more facilitative forms of leadership, involves motivating individuals to accomplish group goals by developing a sense of ownership in the goals" (Fennell, 1999, p. 26). In addition to this, the "power with" approach is yet another challenge to the traditional and hierarchical approaches to power as it encourages principals to develop closer relationships with teachers and support staff. The "power with" model also empowers subordinates and other stakeholders to expect democratic participation as a right, rather than to view it as a privilege at the discretion of administrators.

<u>Lambert</u>

A great many leadership theories have targeted the individual and the traits that he or she should possess. However, there are those who believe that in addition to the specific traits or behaviors of the individual, leadership theories should also call attention

to what author and educator Linda Lambert (1998) refers to as "leadership capacity." She

claims, "we generally consider leadership to be synonymous with a person in a position of

formal autonomy" (p. 5). Lambert goes on to say that:

> When we equate the powerful concept of leadership with the behaviors of one
> person, we are linking the achievement of broad-based participation by a
> community or a society. School leadership needs to be a broad concept that is
> separated from person, role, and a discrete set of individual behaviors. It needs
> to be embedded in the school community as a whole. Such a broadening of
> leadership suggests shared responsibility for a shared purpose of community.
> (p. 5)

Instead of a narrow focus that targets the behaviors of the individual, Lambert (1998)

describes leadership as being:

> about learning together, and constructing meaning and knowledge collectively and
> collaboratively. It involves opportunities to surface and mediate perceptions,
> values, beliefs, and assumptions through continuing conversations; to inquire about
> and generate ideas together; to seek to reflect upon and make sense of work in the
> light of shared beliefs and new information; and to create actions that grow out of
> these new understandings. Such is the core of leadership. (p. 6)

To support these definitions, Lambert (1998) detailed five core assumptions that

form the conceptual framework for building leadership capacity. First and foremost,

leadership should not be limited to trait theory. "Leadership and leader are not the same

thing" (Lambert, 1998, p. 8). "*Leadership* can mean (and does mean in this context) the

reciprocal learning processes that enable participants to construct and negotiate meaning

leading to a shared purpose of schooling (Lambert, 1998, p. 9). A second core

assumption suggests that "leadership is about learning that leads to constructive change"

(Lambert, 1998, p. 9). A third assumption offered by Lambert (1998) in regard to

building leadership capacity states that "everyone has the potential and the right to work

as a leader" (p. 9). The act of leading is complicated work, and it takes a great deal of

skill. However, this assumption speaks to the belief that every member of a school

community can learn to lead. A fourth assumption highlights the author's belief that

leading is a shared endeavor, and one that can foster and encourage a collaborative

learning process. "The learning journey must be shared; otherwise, shared purpose and

action are never achieved" (Lambert, 1998, p. 9). The fifth and final core assumption

detailed by Lambert (1998) states that "leadership requires the redistribution of power and

authority. Shared learning, purpose, action, and responsibility demand the realignment of

power and authority" (Lambert, 1998, p. 9). In short, school districts and building

principals must recognize the need to release authority while staff members learn to

enhance personal power and accept informal authority (Lambert, Kent, Richert, Collay, &

Dietz, 1997).

Summary

The purpose of this chapter was to review the literature, both past and present,

pertaining to leadership styles, particularly as it relates to the leadership practices of school

principals and other administrators. This information is critical as it sets the stage for this

study, a study that has been designed to assess the leadership practices and performance of

public school principals in urban Iowa.

In the first section of this review, a brief history related to leadership theory in

general has been provided. This section began with the early ideas of Getzels and Guba

(1957) and worked its way through the 60s, 70s, and 80s to the theory put forth by Dr.

Lee Bolman and Dr. Terrence Deal in the early 1990s. Section two of the review detailed

the work of Bolman and Deal with respect to their leadership orientations and the four

frames or approaches. Each frame, including the structural frame, the human resource

frame, the political frame, and the symbolic frame, were then discussed. Then, the chapter

moved into a review of the related research. Because this particular study made use of the

Leadership Orientations (Self) Survey developed by Bolman and Deal (1990), the research

reviewed in this section targeted those studies that involved this survey. Studies regarding

the number of frames used as well as the degree to which each of the frames was used

have been included. Research exploring a variety of variables such as age, gender, and

experience has also been highlighted, as well as those studies that focused on the

relationship between frame usage and leadership and/or managerial effectiveness. Finally,

this review of literature concluded with a brief description of the theories put forth by

Sergiovanni (1992), Kouzes and Posner (1995), Fennell (1999), and Lambert (1998),

contemporary theorists that have shared ideas that appear to be both similar and in support

of the Bolman and Deal perspective. Methodology will be detailed in Chapter III.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to investigate the leadership practices, preferences, preparedness, and performance of elementary and secondary public school principals in Iowa's urban school districts. This investigation was conducted within the contextual framework of the Bolman and Deal research, and it is a modified replication of the study conducted by Rivers (1996). The number of frames used by the participants, as well as the degree to which they were used, was examined through a quantitative process involving the Leadership Orientations (Self) Survey (Bolman & Deal, 1990). The gender, age, experience, and education level were taken into consideration when frame use was examined. Information concerning the principals' perceived effectiveness with respect to leadership and management was also investigated.

Research Questions

Based on the review of the literature and on a similar study that was conducted by Rivers (1996), this study sought to assess whether or not and to what degree Iowa's urban public school principals make use of a multiple perspective approach to leadership. To do this, this study focused on the following questions:

1. Using the Leadership Orientations (Self) Survey (Bolman & Deal, 1990), how many of the four frames and which ones did principals use at the elementary level, the secondary level, and collectively?

2. Using the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990), was there a significant relationship between frame use and gender, age, experience, or level?

3. Using the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990), was there a significant relationship between scores on the leadership effectiveness self-rating and frame use?

4. Using the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990), was there a significant relationship between scores on the managerial effectiveness self-rating and frame use?

5. Using the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990) did participating principals rate themselves higher as effective leaders or managers?

6. Using the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990), in what areas do the public school principals in urban Iowa feel most competent? Most inadequate?

Population

The population in this study was made up of the 240 elementary and secondary public school principals in the eight largest school districts in the State of Iowa. These eight districts, a coalition that is known as the Urban Education Network of Iowa, include Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Iowa City, Sioux City, and Waterloo. Created to serve as a support and information system for its members, the Urban Education Network (UEN) provides a forum for sharing mutual concerns and priorities that impact children. According to the UEN (2000) and the Iowa Department of Education, the Network's districts:

- Enroll approximately 24.6 percent of Iowa's 496,215 K-12 students.

- Administer 42.8 percent (2,243) of Iowa's 5,241 College Board Advanced Placement (AP) examinations.

- Enrolled 92 percent of Iowa's AP Scholars with Distinction from 1995-1999.

- Graduate more than 62 percent of Iowa's AP Scholars with Distinction.

- Enroll 75 percent of Iowa's K-12 students of color.

- Enroll 1,973 preschool students, nearly 26.7 percent of Iowa's total preschool enrollment.

- Employ nearly 25 percent of Iowa's K-12 certified staff.

- Enroll 56 percent of Iowa's limited-English-speaking students.

- Enroll 28.1 percent of Iowa's special needs students.

- Serve 35.69 percent of Iowa's K-12 students receiving free or reduced price lunches. (p. 4)

This research surveyed the entire population of elementary and secondary school principals currently working in the Urban Education Network districts.

Data Collection

The data for this study were collected using the Bolman and Deal (1990) Leadership Orientations (Self) Survey (see Appendix A). Surveys were distributed to the participants through the Director of Elementary Education and the Director of Secondary Education in each district via the United States Postal Service during April of 2002. Participants were asked to respond within one month. When necessary, a reminder by telephone and a second mailing to those individuals not yet responding was used to reestablish contact during the month of May. It should also be noted that a cover letter

(see Appendix B) was distributed with each of the surveys in an effort to introduce the researcher, explain the study, and underscore the importance of their participation. This cover letter was slightly altered for the second mailing.

Instrumentation

The instrument used in this study was the Leadership Orientations (Self) Survey (Bolman & Deal, 1990), an instrument that was developed and then field tested at great length by Dr. L. G. Bolman and Dr. T. E. Deal. According to the authors, the concept of the multiple perspective or multiple frame approach was developed out of their need to "survive" (Bolman & Deal, 1991b). The two men had been educated in different disciplines, at different institutions, and on opposite coasts, and they were assigned to team-teach a course at Harvard University. They disagreed on what should be taught and how it should be taught. Eventually, and with necessity the mother of invention, Bolman and Deal developed the frames inductively "in an effort to capture the differences in our own world views and in different strands in the organizational literature" (Bolman & Deal, 1991b). Bolman and Deal then developed a survey to measure frame use, and "the items for each scale were selected from a larger pool generated by the authors and their colleagues" (Bolman & Deal, 1991b, p. 518). Permission to use this particular survey was granted by Dr. Bolman through electronic mail correspondence (personal correspondence, December 5, 2000; see Appendix C).

The survey itself was composed of four sections. Section One had a total of 32 items, and each of these items was to be completed on a Likert Scale (1–5). On this particular scale, the respondents rated themselves based on specific behaviors that were

detailed within each item. Respondents assigned a "1" to those items or behaviors that they "never" displayed, a "2" to those behaviors that were "occasionally" displayed, a "3" to those behaviors that were "sometimes" displayed, a "4" to those behaviors that were "often" displayed, and a "5" to those behaviors that were "always" displayed. Each of the four frames was represented by 8 of the 32 items. For instance, the structural frame was represented by items 1, 5, 9, 13, 17, 21, 25, 29, the human resource frame by items 2, 6, 10, 14, 18, 22, 26, 30, the political frame by items 3, 7, 11, 15, 19, 23, 27, 31, and the symbolic frame by questions 4, 8, 12, 16, 20, 24, 28, and 32. With responses to each of the 32 items in this section of the survey, a researcher could then calculate the mean score yielded by each of the frames for each of the participants. Participants that yielded a mean score at or above the 4.0 level were said to be "using" that particular frame (Rivers, 1996). In addition, each of the four frames was broken down into two different dimensions, creating eight dimensions in all. Authors Bolman and Deal (1992c) described the eight dimensions in the following manner:

1. Human Resource Dimensions
   a. Supportive--concerned about the feelings of others: supportive and responsive.
   b. Participative-- fosters participation and involvement; listens and is open to new ideas.

2. Structural Dimensions
   a. Analytic--thinks clearly and logically; approaches problems with facts and attends to detail.
   b. Organized--develops clear goals and policies; holds people accountable for results.

3. Political Dimensions
   a. Powerful--persuasive, high level of ability to mobilize people and resources; effective at building alliances and support.
   b. adroit--politically sensitive and skillful; a skillful negotiator in the face of conflict and opposition.

4. Symbolic Dimensions
   a. Inspirational--inspires others to loyalty and enthusiasm; communicates a strong sense of vision.
   b. Charismatic--imaginative, emphasizes culture and values; is highly charismatic. (p. 274)

Section Two of the Leadership Orientations (Self) Survey (1990) was made up of

six forced-choice items. Each of the items required four responses. The four required

responses within each of the six items were representative of the four frames. Therefore,

the response required in "a" was representative of the structural frame, the response

required in "b" was representative of the human resource frame, the response required in

"c" was representative of the political frame, and the response required in "d" was

representative of the symbolic frame. The respondents then rank ordered the four

descriptors (a-d) provided within each item using a 1, 2, 3, or 4 (1 was placed by the

phrase that was least like the respondents through 4 which was placed by the phrase that

best described the respondents). In an effort to explain the rationale behind the use of

both a rating scale as well as a system of forced-choice, Bolman and Deal (1992b) stated

that:

> The rating scale and the forced choice measure each have different advantages
> and liabilities. The rating scale has the advantage of measuring effectiveness in
> using each frame, but it is also subject to a "halo effect." The correlations
> among the frames tend to be high, producing a collinearity problem in regression
> analysis. The forced-choice, or ipsative, measure produces sharper differentiation
> among the frames because it does not permit rating someone high on everything.
> (p. 320)

Section Three, then, was made up of only two items. These items asked the

respondent to rate themselves in terms of their effectiveness as a leader and their

effectiveness as a manager. When completing these two items, respondents were asked

to rate themselves in comparison to other administrators with similar experience and responsibilities. Again, a Likert Scale was used. It required respondents to measure themselves along a continuum that was marked with a "1" which was representative of the bottom 20%, a "3" which was representative of the middle 20%, and a "5" which was representative of the top 20%.

Lastly, Section Four of the Leadership Orientations (Self) Survey (1990) was included for the purpose of collecting demographic information. This section was made up of seven items, each of which required the respondents to place an "X" in the appropriate blank. Items #1 and #2 addressed gender and age respectively while Item #3 requested information related to grade level (elementary school, middle school, junior high school, or high school). Then, Item #4 of the survey requested information related to the number of students in the respondents' building. These numbers reflected information pertaining to the positions currently held by the respondents. Item #5 required the respondents to disclose the number of years that they had been in their current positions. Item #6 was similar to Item #5, but it requested information related to the total number of years that the individuals had been a principal. Finally, the last item in the fourth section of the survey (Item #7) asked for information regarding the highest degree earned by the respondents. Options included a Bachelor of Arts degree, a Master of Arts degree, and a Doctoral degree.

Data Analysis

The computer software package that was used to analyze the survey data within this study was the Statistical Package for Social Sciences (SPSS) Graduate Pack for

Windows (2000). To find answers relevant to Research Question 1: "How many of the four frames and which ones did principals use at the elementary level, the secondary level, and collectively?" data from Section One and Section Two of the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990) were entered into the SPSS program. The program was then commanded to compute a mean score, a standard deviation of the mean, a range, a percent, and a frequency for each of the 32 items in Section One and for each of the 6 items in Section Two. Data within these two sections were then analyzed by frame rather than by item. In addition, data collected in Section One of the survey were analyzed to determine the number of frames used by respondents. Finally, an analysis of variance (ANOVA) was performed to compare the data when categorized by level (elementary/secondary).

In analyzing the data pertaining to Research Question 2: "Was there a significant relationship between frame use and gender, age, experience, or school level?" each of the variables (gender, age, experience, level) and the categories within them were analyzed to determine frame means as well as the total number of frames used by the respondents. An analysis of variance was also computed to determine if significant relationships existed between frame use and the variables.

Research Question 3: "Was there a significant relationship between scores on the leadership effectiveness self-rating and frame use?" was examined through a correlation coefficient analysis. A similar test was used to address Research Question 4: "Was there a significant relationship between scores on the manager effectiveness self-rating and frame use?" It should also be noted that the data needed to answer Research Questions 3 and 4 was taken directly from the two items in Section Three of the survey.

The data needed to uncover findings related to Research Question 5: "Did participating principals rate themselves higher as effective leaders or managers?" were also taken from the two items in Section Three of the Bolman and Deal <u>Leadership Orientations (Self) Survey</u> (1990). Again, a comparison of the mean scores was used to determine if differences existed among ratings.

Finally, the sixth and final research question posed in this study: "In what areas do the public school principals in urban Iowa feel most competent? Most inadequate?" was simply answered through the interpretation of data pertaining to Research Questions 1-5.

<div align="center"><u>Pilot Study</u></div>

To insure that the Bolman and Deal (1990) instrument and the data analysis procedures described above were appropriate for this particular study, a pilot study was conducted with a group of 43 participants. These participants, all of whom were graduate students at the University of Northern Iowa during February of 2002, were in the final semester of a three-year-principalship certification program. Of the 43 respondents, 41 surveys were used in the pilot while 2 of the surveys were incorrectly completed and therefore discarded. The data collected through this pilot study was then analyzed in an effort to answer the six questions posed in both Chapter I and Chapter III of this project. The highlights have been discussed below.

Frame usage was analyzed, and it was quickly determined that the participants of the pilot reported themselves as using the human resource frame most often. The human resource frame, which produced a mean of 4.04, was followed by the structural frame

with a mean of 3.90. The symbolic frame and the political frame were the third and fourth choices, and they reported means of 3.75 and 3.63 respectively. These data were presented in Table 1. In addition, the results indicated that 26 of the 41 participants (63%) reported a consistent use of the human resource frame. Again, it should be noted that a frame was considered "used" by a participant when the self-rating scale yielded a mean score at or above the 4.00 level. Given this, structural frame usage was reported by 20 of the 41 participants (49%) while 15 of the 41 participants (37%) reported themselves as using the symbolic frame. Finally, just 12 of the 41 participants or 29% of the pilot study participants reported a consistent use of the political frame. In total, a multiple perspective or multiple frame approach was reported by 14 of the 41 participants (34%). Of the remaining participants, 5 (12%) reported a two frame approach, 16 (39%) reported a consistent use of only one frame, and 6 reported themselves as below the 4.00 mark in all four frame categories. See Table 2.

While a majority of the pilot study findings appeared to fall in line with the Rivers (1996) results, the pilot yielded some results that were unexpected. For instance, one-way ANOVA was computed to assess whether or not significant differences existed among frame use of male and female respondents. The ANOVA determined that while there were no significant difference with respect to the structural frame, the political frame, or the symbolic frame, a differences between frame use among males and females with respect to the human resource frame was in fact found to be statistically significant at the $p < .05$ level. In addition, a significant difference was also found when an ANOVA was calculated based on frame use and age. In this particular case, the

Table 1

Frame Use as Calculated by Mean Scores--Section 1: Items 1-32

Frame	N Value	Mean	Std. Dev.
Human Resources	41	4.04	.45
Structural	41	3.90	.48
Symbolic	41	3.75	.59
Political	41	3.63	.56

Table 2

Number of Frames Used by Respondents--Section 1: Items 1-32 (N = 41)

Number of Frames Used*	Number of Respondents	Percentage of Respondents
Zero	6	14.6%
One	16	39.0%
Two	5	12.2%
Three or Four**	14	34.1%

Note. *A frame is considered to be "in use" when a respondent's mean score is at or above the 4.0 level.

**Respondents using a three or four frame approach are described as using a multi-frame or multiple perspective approach.

statistically significant difference was found in the political frame. Although statistically significant differences were noted when the ANOVA was computed, the practical significance of this information was questionable given the relatively small N values. See Appendix D for additional data pertaining to the pilot study.

The pilot also proved to be helpful in that it presented a few issues related to the actual administration of the survey. First, it was noted above that two of the pilot surveys were discarded because they had been incorrectly completed by the participants. In both cases, the participants misunderstood the directions presented with the six forced-choice items in Section Two of the instrument. A statement directing the participants to use each of the four choices (1, 2, 3, 4) only once per item was added to alleviate this problem. Also, the word "adroitly" as it appeared in Item #15 of Section One was changed to "cleverly." This had been done in the past with permission from Bolman and Deal, and it eliminated a good deal of confusion. Lastly, it was originally thought that the survey itself would take 20 to 30 minutes to complete. Instead, the participants in this pilot study appeared to take just 10 minutes on average to complete the entire instrument.

Summary

As discussed throughout the first, second, and third chapters of this paper, this study was designed to explore the leadership practices, preferences, preparedness, and performance of public school principals in urban Iowa. To do this, the study made use of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990), a survey that highlighted four distinct leadership frames (structural, human resource, political,

symbolic) and one that was field tested with more than 1,300 respondents in an effort to

establish reliability. The survey was distributed via the United States Postal Service and

the district Directors of Elementary and Secondary Education to 240 public school

principals representing eight of the largest school districts in the state. Once this

information had been returned, the data was then analyzed using SPSS Version 10.0 For

Windows (2000) to answer all research questions. Results from this analysis will be

discussed at length in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to present and analyze the data that has been

collected as a part of this study. Once again, this data was collected using the <u>Leadership</u>

<u>Orientations (Self) Survey</u> (Bolman & Deal, 1990), a survey that was specifically

designed by the authors to measure leadership practices, preferences, preparedness, and

performance. Throughout the first section of this chapter, information pertaining to the

respondents will be detailed. This information will include data related to the overall

return rate as well as respondent demographics. Then, in the second section of this

chapter, each of the six research questions posed in Chapter One will be addressed. The

third and final section will then compare the results of this study to similar studies that

have been conducted by other researchers.

<u>Return Rate and Respondent Demographics</u>

The population in this study was made up of the 240 elementary and

secondary public school principals currently working within the eight largest school

districts in Iowa. These eight districts, a coalition that is known as the Urban Education

Network of Iowa, include Cedar Rapids, Council Bluffs, Davenport, Des Moines,

Dubuque, Iowa City, Sioux City, and Waterloo. Of the 240 potential respondents, 126

completed and returned the instrument. This yielded a return rate of 52.5%. Please refer

to Table 3 for data pertaining to district participation.

Section Four of the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990)

also collected demographic information pertaining to the respondents' gender, age, the

Table 3

District Participation (N = 126)

District	Potential # of Respondents	Actual # of Respondents	Percentage (Within District)	Percentage (Within Study)
Cedar Rapids	33	17	51.5	13.5
Council Bluffs	21	14	66.7	11.1
Davenport	31	17	54.8	13.5
Des Moines	63	16	25.4	12.7
Dubuque	18	11	61.1	8.7
Iowa City	22	16	72.7	12.7
Sioux City	31	16	51.6	12.7
Waterloo	21	19	90.5	15.1

level at which they were currently working (elementary/secondary), the student

population within their buildings, the number of years that the respondents had been

working in their current positions, the number of years spent in administration, and the

highest degree earned. Of the 126 surveys that were completed and returned, 59 (46.8%)

were completed by males while 67 (53.2%) were completed by females. And, a majority

of the respondents (57.1%) fell within the "55-64 years of age" category.

When completing the item pertaining to "level," the respondents were asked to

mark one of four options. They were to identify themselves as a principal working at the

"elementary school" level, the "middle school" level, the "junior high school" level, or the "high school" level. Of the 126 respondents, 85 (67.4%) identified themselves as elementary school principals while 21 (16.7%) and 2 (1.6%) of the respondents identified themselves as working at the middle school level and at the junior high school level respectively. Of the remaining 18 participants, 16 (12.7%) were high school principals and 2 (1.6%) identified themselves as working K-12. It should be noted that while the "K-12" option was not a part of the survey item, two of the respondents added it to the options and it was therefore included.

When analyzing the data pertaining to student population, a majority of the respondents were working in buildings serving "501-1,000 students" (82/126 or 65.1%) and "1,001-1,500 students" (31/126 or 24.6%). Of the remaining 11, 6 (4.7%) were responsible for a student population of "1,501-2,000," 5 (4.0%) were responsible for a student population of "more than 2,000," and just 2 of the 126 (1.6%) respondents were responsible for a student population of "101-500" students. Clearly, the large student populations were directly related to the urban settings in which this survey was administered.

Section Four of the survey also requested information related to the number of years that the respondents had been working in their current positions as well as the total number of years that they had been in administration. When reviewing the data concerning "years in current position," very few of the respondents reported themselves as having worked in their current position for "16-20 years" (5/126 or 4.0%) or "21 or more years" (4/126 or 3.2%). However, nearly one-half (49.2%) of the respondents

reported that they had worked in their current positions for "1-5 years." Data pertaining

to the "years in administration" were very different in that five of the six categories

described on the survey were well represented with at least 15.9%. The only exception

was the first option. Only 5 of the 126 respondents (3.9%) reported themselves as having

worked in administration for "less than 1 year."

Finally, the respondents were asked to provide information concerning their

education. When asked about the highest degree earned, 98 (77.8%) of the 126

respondents identified themselves as having earned a "Masters Degree" while 22 (17.5%)

of the respondents identified themselves as having earned a "Doctoral Degree." The

remaining 6 (4.7%) respondents reported that they had earned a "Specialist Degree."

Again, this was not an option that was provided to them on the survey, but it has been

included as part of this analysis. See Table 4 for information concerning respondent

demographics.

<div align="center">Research Questions 1-6</div>

Research Question 1

To answer Research Question 1: "How many of the frames and which ones did

principals use at the elementary level, the secondary level, and collectively?" the

respondents' perceptions of their own leadership behaviors were recorded in Section One

(Items 1-32) of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990). This

information was then analyzed (mean, standard deviation, range) by item as well as

by frame. Table 5 details the collective responses to each of the items in Section One of

the instrument.

Table 4

Respondent Demographic Information (N = 126)

Demographic Categories	Frequency	Percentage
Gender		
Male	59	46.8
Female	67	53.2
Age		
25-34 years old	3	2.4
35-44 years old	16	12.7
45-54 years old	72	57.1
55-64 years old	34	27.0
More than 64 years old	1	.8
Level		
Elementary School	85	67.4
Middle School	21	16.7
Junior High School	2	1.6
High School	16	12.7
K-12	2	1.6
Number of Students in Building		
101-500 students	2	1.6
501-1,000 students	82	65.1
1,001-1,500 students	31	24.6
1,501-2,000 students	6	4.7
More than 2,000 students	5	4.0
Years in Current Position		
Less than 1 year	18	14.3
1-5 years	62	49.2
6-10 years	24	19.0
11-15 years	13	10.3
16-20 years	5	4.0
21 or more years	4	3.2
Years in Administration		
Less than 1 year	5	3.9
1-5 years	20	15.9
6-10 years	20	15.9
11-15 years	34	27.0
16-20 years	20	15.9
21 or more years	27	21.4
Highest Degree Earned		
Masters Degree	98	77.8
Specialist Degree	6	4.7
Doctorate Degree	22	17.5

Table 5

Analysis of Responses to Questions in Section One (N = 126)

Frame and Item Number	Mean*	S.D.
Structural Frame - Total Mean	3.91	
1. Think very clearly and logically.	4.26	.52
5. Strongly emphasize planning and timeliness.	3.87	.75
9. Logical analysis and careful thinking.	4.06	.73
13. Develop and implement clear, logical policies.	3.91	.67
17. Approach problems with facts and logic.	4.13	.72
21. Set goals and hold people accountable.	3.83	.73
25. Have extraordinary attention to detail.	3.50	.91
29. Believe in structure and chain of command.	3.73	.90
Human Resource Frame - Total Mean	4.29	
2. Show support and concern for others.	4.44	.56
6. Build trust through open relationships.	4.40	.62
10. Show sensitivity and concern for others.	4.42	.65
14. Foster high levels of participation in decisions.	4.15	.73
18. Am consistently helpful to others.	4.37	.55
22. Listen to other people's ideas and input.	4.27	.69
26. Give personal recognition for work well done.	4.02	.73
30. Am a highly participative manager.	4.24	.73
Political Frame - Total Mean	3.74	
3. Have ability to mobilize people and resources.	3.87	.66
7. Am a skillful and shrewd negotiator.	3.39	.82
11. Am unusually persuasive and influential.	3.75	.79
15. Anticipate and deal cleverly with conflict.	3.64	.74
19. Am effective in getting powerful support.	3.74	.76
23. Am politically very sensitive and skillful.	3.68	.79
27. Develop alliances to build support base.	3.95	.68
31. Succeed in the face of conflict and opposition.	3.90	.71
Symbolic Frame - Total Mean	3.82	
4. Inspire others to do their best.	4.05	.66
8. Am highly charismatic.	3.31	.79
12. Am able to inspire others.	3.87	.70
16. Am highly imaginative and creative.	3.61	.79
20. Communicate strong vision and mission.	3.91	.73
24. See beyond realities to new opportunities.	3.85	.71
28. Generate loyalty and enthusiasm.	4.12	.66
32. Serve as a model of organizational values.	3.87	.74

Note. *Mean Scale: 1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

As noted, the 32 items found in Section One of the <u>Leadership Orientations (Self)</u> <u>Survey</u> (Bolman & Deal, 1990) were divided into four groups. Each of these groups represented one of the four frames (structural, human resource, political, symbolic) as they each contain eight items that were designed to measure specific behaviors in leadership. A mean, a standard deviation, and a range were computed for each of the four frames.

Of the 32 items, the three items that yielded the highest means were all found within the eight items representing the human resource frame. Item 2: "Show support and concern for others" had the highest mean (4.44) while Item 10: "Show sensitivity and concern for others" and Item 6: "Build trust through open relationships" recorded means of 4.42 and 4.40 respectively. In contrast, the lowest means were found within the symbolic frame and within the political frame. Item 8: "Am highly charismatic" yielded an overall mean of 3.31 and Item 7: "Am a skillful and shrewd negotiator" yielded a mean of 3.39.

To determine the degree to which each of the four frames was used by the respondents, a total mean was computed for each frame. The frame with the highest total mean was the human resource frame. The human resource frame yielded a total mean of 4.29 with item scores ranging from 4.02 to 4.44. The second highest total mean was recorded within the structural frame, a frame that yielded a total mean of 3.91. The item means within this particular frame ranged from a low of 3.50 to a high of 4.26. The symbolic frame produced the third highest total mean of 3.82 with an item low mean of 3.31 and a high of 4.12. The lowest total mean recorded among the four frames was

found within the political frame, a frame that produced a mean of 3.74. This particular

frame produced a low item mean of 3.39 and a high item mean of 3.95. See Table 6 for

overall frame use.

Table 6

Frame Use and Response Frequencies (N = 126)

Frame	Mean*	Rank	Response	N**	Percentage
Structural	3.91	(2)	Never	0	0
			Occasionally	4	3.2
			Sometimes	59	46.8
			Often	60	47.6
			Always	3	2.4
Human Resource	4.29	(1)	Never	0	0
			Occasionally	0	0
			Sometimes	29	23.1
			Often	88	69.8
			Always	9	7.1
Political	3.74	(4)	Never	0	0
			Occasionally	2	1.6
			Sometimes	80	63.4
			Often	43	34.2
			Always	1	.8
Symbolic	3.82	(3)	Never	0	0
			Occasionally	2	1.6
			Sometimes	73	57.9
			Often	49	38.9
			Always	2	1.6

Note. * An average of responses in Section One (Items 1-32) of the survey. A Likert scale
was used and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and
5 = Always.
     ** Respondents averaging a 4.0 (Often/Always) were identified as users of that
particular frame.

As shown in Table 6, while 63/126 (50.0%) and 97/126 (76.9%) of the respondents averaged 4.0 or better within the structural frame and the human resource frame respectively, just 44/126 (35.0%) of the respondents were using the political frame 51/126 (40.1%) of the respondents were found to be using the symbolic frame.

In an effort to determine if differences in frame use existed based on level (elementary/secondary), the data collected within Section One of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990) from the 126 respondents was divided into five categories or groups. These categories included: (a) elementary school principals, (b) middle school principals, (c) junior high school principals, (d) high school principals, and (e) principals working in a K-12 building. See Table 7 for data pertaining to frame use among the elementary school principals.

In analyzing the data collected from the 85 elementary school principals, it should first be noted that their total means within each of the four frames were similar to those of the entire group. And, as with the entire group of 126 respondents, those principals working at the elementary level reported themselves to be using the structural frame and the human resource frame most often while their use of the political frame and the symbolic frame appeared to be somewhat limited. Finally, of the 85 elementary school principals surveyed, 40 (47.1%) reported that they were in fact using the structural frame while 63 (74.1%) of the elementary school principals surveyed were found to be using the human resource frame. The political frame and the symbolic frame were used by only 34.1% and 42.3% of the elementary respondents respectively.

Table 7

Frame Use Among Elementary School Principals (N = 85)

Frame	Mean*	Rank	Response	N**	Percentage
Structural	3.88	(2)	Never	0	0
			Occasionally	4	4.7
			Sometimes	41	48.2
			Often	37	43.6
			Always	3	3.5
Human Resource	4.25	(1)	Never	0	0
			Occasionally	1	1.2
			Sometimes	21	24.7
			Often	57	67.0
			Always	6	7.1
Political	3.71	(4)	Never	0	0
			Occasionally	2	2.4
			Sometimes	54	63.5
			Often	29	34.1
			Always	0	0
Symbolic	3.82	(3)	Never	0	0
			Occasionally	1	1.2
			Sometimes	48	56.5
			Often	36	42.3
			Always	0	0

Note. * An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always.

** Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

In analyzing the data collected from the 21 middle school principals, the total mean within each frame was again similar to that of the entire population. See Table 8 for data pertaining to the frame use among middle school principals.

Table 8

Frame Use Among Middle School Principals (N = 21)

Frame	Mean*	Rank	Response	N**	Percentage
Structural	4.13	(2)	Never	0	0
			Occasionally	0	0
			Sometimes	7	33.3
			Often	14	66.7
			Always	0	0
Human Resource	4.42	(1)	Never	0	0
			Occasionally	0	0
			Sometimes	3	14.3
			Often	16	76.2
			Always	2	9.5
Political	3.83	(4)	Never	0	0
			Occasionally	0	0
			Sometimes	13	61.9
			Often	7	33.3
			Always	1	4.8
Symbolic	3.90	(3)	Never	0	0
			Occasionally	0	0
			Sometimes	13	61.9
			Often	6	28.6
			Always	2	9.5

Note. * An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always.

　　　** Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

More than one-half of the 21 middle school principals surveyed reported a

consistent use of both the structural frame and the human resource frame. Of the 21

middle school principals in the study, 14 (66.7%) reported that they were in fact using the

structural frame while 18 (85.7) of the 21 reported use of the human resource frame. However, only 8 (38.1%) of the middle school respondents identified themselves as using the political frame and the symbolic frame.

In analyzing the data collected from the 16 high school principals who took part in the study, one small discrepancy was noted when comparisons were made to the frame means of the total group. Like principals at other levels, the high school principals favored the structural frame and the human resource frame. However, unlike the other respondents, the 16 high school principals in this study recorded a higher mean within the political frame as compared to the symbolic frame. While the structural frame mean among high school principals was reported to be 3.82 and the mean within the human resource frame was reported to be 4.28, the political frame ranked third with a mean of 3.79 and the symbolic frame was used least with a mean of 3.73. Refer to Table 9 for data pertaining to frame use among high school principals.

As noted in Table 4, 2 of the 126 respondents identified themselves as junior high school principals and 2 as principals working within a K-12 building. Although it was difficult to detect a trend because of the low N values in these two categories, there did appear to be some minor differences between the respondents in these two categories and those in the total group. When reviewing the data collected from the two junior high school principals, the means were a bit higher than those of the total group. This was particularly true of the political frame, a frame that yielded a mean of 3.94. Like the junior high school principals, the two K-12 principals also reported a relatively high mean in one of the frame areas. Their human resource frame mean was reported as 4.56,

Table 9

Frame Use Among High School Principals (N = 16)

Frame	Mean*	Rank	Response	N**	Percentage
Structural	3.82	(2)	Never	0	0
			Occasionally	0	0
			Sometimes	9	56.3
			Often	7	43.7
			Always	0	0
Human Resource	4.28	(1)	Never	0	0
			Occasionally	0	0
			Sometimes	4	25
			Often	12	75
			Always	0	0
Political	3.79	(3)	Never	0	0
			Occasionally	0	0
			Sometimes	10	62.5
			Often	6	37.5
			Always	0	0
Symbolic	3.73	(4)	Never	0	0
			Occasionally	1	6.3
			Sometimes	10	62.5
			Often	5	31.2
			Always	0	0

Note. * An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always.

   ** Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

and the K-12 principals reported use of the symbolic frame (3.81) more often than the

structural frame (3.69).

Once the data were analyzed by item as well as by frame, the responses were then reviewed to determine the number of frames that were consistently and collaboratively used by the 126 respondents in this study. See Table 10 for data pertaining to the number of frames used by respondents.

According to Table 10, 23 of 126 respondents reported that they were not using any of the four frames in a consistent and collaborative manner. This accounts for 18.3% of the total group. In addition, another 30 (23.8%) of the respondents reported themselves to be using a single frame approach while 17 (22.5%) of the respondents reported themselves to be using a two framed approach to leadership within their schools. Those respondents identifying themselves as using a "multiple perspective" approach to leadership total 51 in all when combining the three frame users and the four frame users. And, while the "Structural/Human/Political" and the "Structural/Human/Symbolic" combinations were favored among the three frame users, the "Human/Political/Symbolic" combination was observed in 5 (3.9%) of the respondents.

The number of frames was also computed within each of the five level categories (elementary school, middle school, junior high, high school, K-12). As shown in Table 11, a majority of the 126 respondents were categorized into one of three levels (elementary school, middle school, high school). Of the 85 elementary principals, 17 (20%) reported themselves to be using "zero" of the four frames. Furthermore, 19/85 (22.4%) elementary principals that participated in this study reported themselves to be using a three framed approach to leadership while 17/85 (20%) reported themselves to be

Table 10

Number of Frames Used by Respondents (N = 126)

Frames Used*	N	Percentage
Zero	23	18.3
One	30	23.8
Structural	5	3.9
Human Resource	22	17.5
Political	1	.8
Symbolic	2	1.6
Two	22	17.5
Structural/Human Resource	13	10.4
Human Resource/Symbolic	7	5.5
Human Resource/Political	2	1.6
Three	24	19.0
Structural/Human/Symbolic	9	7.2
Structural/Human/Political	10	7.9
Human/Political/Symbolic	5	3.9
Four	27	21.4

Note. *a "multiple perspective approach to leadership" makes use of 3 or 4 frames.

using all four of the frames in a consistent and collaborative manner. This means that 36/85 (42.4%) of the elementary principals reported themselves to be using a "multiple perspective" approach to leadership or one that involves a minimum of three frames. Refer to Table 11 for more data pertaining to the number of frames used by middle school, junior high, high school, and K-12 principals.

Table 11

Number of Frames Used Based on Level (N = 126)

# of Frames Used**	Elementary (N = 85)		Middle (N = 21)		Junior (N = 2)		High (N = 16)		K-12 (N = 2)	
	N	%*	N	%*	N	%*	N	%*	N	%*
Zero	17	20	3	14.3	0	0	2	12.5	0	0
One	19	22.4	2	9.5	1	50	6	37.4	1	50
Two	13	15.2	2	9.5	0	0	3	18.8	0	0
Three	19	22.4	6	28.6	0	0	2	12.5	1	50
Four	17	20	8	38.1	1	50	3	18.8	0	0

Note. *Percent within the category/level.
   ** A "multiple perspective" approach to leadership makes use of 3 or 4 frames.

Participating principals were also asked to reflect upon their individual approach to leadership through a series of forced-choice items in Section Two of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990). This particular section was composed of six items, each of which contained four descriptors. These four descriptors were representative of the four frames. Respondents were then asked to rank order the descriptors within each item using a Likert Scale. In this scale, a "4" was to be assigned to the descriptor that best described the respondent while a "3" was to be assigned to the descriptor that appeared to be the next best option. The ranking was to continue until the respondent reached the "1," a figure that was placed next to the descriptor that was least like the respondent. Table 12 details the collective responses to each of the items in Section Two of the instrument.

Table 12

Analysis of Responses to Questions in Section Two (N = 126)

Frame and Item Number	Mean*	S.D.	Range
1. My strongest skills are:			
a. Analytic skills	2.44	1.05	3
b. Interpersonal skills	3.49	.85	3
c. Political skills	1.71	.91	3
d. Ability to excite and motivate	2.36	.86	3
2. The best way to describe me is:			
a. Technical expert	1.79	1.03	3
b. Good listener	3.21	.94	3
c. Skilled negotiator	2.17	.89	3
d. Inspirational leader	2.83	1.03	3
3. What has helped me the most to be successful is my ability to:			
a. Make good decisions	2.77	1.09	3
b. Coach and develop people	2.82	.94	3
c. Build strong alliances and a power base	1.93	.89	3
d. Energize and inspire others	2.48	1.05	3
4. What people are most likely to notice about me is my:			
a. Attention to detail	2.01	.96	3
b. Concern for people	3.36	.97	3
c. Ability to succeed in the face of conflict	2.58	.93	3
d. Charisma	2.06	1.06	3
5. My most important leadership trait is:			
a. Clear, logical thinking	2.87	.81	3
b. Caring and support for others	3.37	.88	3
c. Toughness and aggressiveness	1.56	.96	3
d. Imagination and creativity	2.20	.90	3
6. I am best described as:			
a. An analyst	2.38	.94	3
b. A humanist	3.36	.99	3
c. A politician	1.64	.93	3
d. A visionary	2.62	.89	3

Note. *Mean Scale: 1 = Descriptor that is least like the respondent - 4 = Descriptor that best describes the respondent.

When analyzing the items in Section Two of the survey, those descriptors representing the human resource frame (items 1b, 2b, 3b, 4b, 5b, 6b) had the highest means. They ranged from a low of 2.82 to a high of 3.49. The second frame of choice when comparing the means was the symbolic frame, a result that was different from the results reported from the items in Section One of the survey. The symbolic descriptors were those items designated by a "d" and included 1d, 2d, 3d, 4d, 5d, and 6d. These six items ranged from a mean of 2.08 to 2.83. The third highest set of means was reported in the structural frame. These items were designated by an "a" (1a, 2a, 3a, 4a, 5a, 6a), and they were represented by a low mean of 1.79 and a high of 2.87. The last frame to be discussed and the frame that ranked the lowest among the four was the political frame. The items representing this frame were designated with a "c" (1c, 2c, 3c, 4c, 5c, 6c), and the lowest of these means was reported to be a 1.56 while the highest of the means in this frame produced a 2.58.

Although some minor differences were noted when comparisons were made between the Section One data and the Section Two data with respect to frame preference, there were also a number of similarities. For example, the means representing the human resource frame were the highest when the responses in both Section One and Section Two were reviewed. Additionally, the political frame means were the lowest in both Section One of the survey as well as in Section Two. See Table 13 for a comparison of the means in Section One and Section Two of the survey.

Research Question 2

To answer Research Question 2: "Was there a significant relationship between frame use and gender, age, experience, or level?" the respondents' responses to the 32

Table 13

Comparison of Means in Section One and Section Two

Frame	Section One Mean*	Rank	Section Two Mean*	Rank
Structural	3.91	(2)	2.38	(3)
Human Resources	4.29	(1)	3.27	(1)
Symbolic	3.74	(4)	1.93	(4)
Political	3.82	(3)	2.42	(2)

Note. *These means were computed on two different scales. The means from Section One were computed on a Likert Scale from 1-5. In this scale, 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always.
The mean scale for items in Section Two ranged from a 1 = Descriptor that is least like the respondent to a 4 = Descriptor that best describes the respondent.

items in Section One of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990) were used once again. See Table 14 for data pertaining to frame use based on gender.

In both cases, the male and female groups within this study indicated an overall preference for the human resource frame. While the 59 male principals reported a mean (4.32) that was slightly higher than that of the total group, the 67 female principals yielded a mean (4.26) that was just under that of the total group. The second highest mean among the male principals was reported within the structural frame. It yielded a mean of 3.94. The symbolic frame was third with a mean of 3.83, and the fourth and

Table 14

Frame Use Based on Gender (Mean Scores)

Frame	Male Mean* ($\underline{N}$ = 59)	Female Mean* ($\underline{N}$ = 67)
Structural	3.94	3.89
Human Resource	4.32	4.26
Political	3.77	3.72
Symbolic	3.83	3.82

Note. *An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used, and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always. Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

final preference among the male respondents was the political frame. It reported a mean of 3.77. The female principals also reported results that paralleled those of the total group. Their second preference was the structural frame with the symbolic frame and the political frame ranking third and fourth respectively.

When analyzing the number of frames used by the male and female groups within this study, it was determined that 36 (61.0%) of the 59 male principals were using something less than a three or four framed approach. This means that 23 (39.9%) indicated that they were consistently and collaboratively making use of a multiple perspective approach to leadership. The female principals reported similar results with respect to the number of frames used in a consistent and collaborative manner. Of the 67

female principals surveyed, 41 (61.1%) reported something less than a three framed or four framed approach while just 26 (38.9%) indicated that they were using a multiple perspective approach involving three or four of the frames. See Table 15 for more data pertaining to the number of frames used based on gender.

An analysis of variance was also computed to determine if there was a significant relationship between gender and frame use. A review of the One-Way ANOVA data indicated that there were no statistically significant differences at the $p < .05$ or the $p < .01$ levels.

When analyzing the responses based on age, the 126 principals were divided into five categories. The first of these categories was the "25-34" group, and it consisted of 3 principals. The next category was the "35-44" group, and it was made up of 16 principals. The third and fourth categories of "45-54" and "55-64" were the largest of the five categories, and they were represented by 72 and 34 principals respectively. The fifth and final category based on respondent age was the "more than 64" group, a category that was represented by just 1 of the 126 respondents.

As detailed in Table 16, the frame reporting the highest overall mean in each of the five "age" categories was the human resource frame. These means ranged from a 4.11 among the "35-44" to a 4.38 among the "55-64" principals. Additionally, the principals identifying themselves as "35-44," "45-54," and "55-64" all chose the structural frame as their second preference. However, the "25-34" principals and the "more than 64" principals ranked the symbolic frame as their second choice. The political frame reported the lowest means in each category with the exception of the first (25-34).

Table 15

Number of Frames Used Based on Gender (N = 126)

Frames Used*	Males (N = 59)		Female (N = 67)	
	N	%age	N	%age
Zero	12	20.3	11	16.4
One	11	18.7	20	29.9
Two	13	22.0	10	14.9
Three	13	22.0	10	14.9
Four	10	17.0	16	23.9

Note. *A "multiple perspective approach to leadership" makes use of 3 or 4 frames.

Table 16

Frame Use Based on Age (Mean Scores)

Frame	25-34 Mean* (N = 3)	35-44 Mean* (N = 16)	45-54 Mean* (N = 72)	55-64 Mean* (N = 34)	More than 64 Mean* (N = 1)
Structural	3.46	3.80	3.96	3.90	3.88
Human Resource	4.33	4.11	4.32	4.30	4.38
Political	3.67	3.59	3.77	3.76	3.38
Symbolic	3.75	3.74	3.85	3.81	4.00

Note. *An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used, and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always. Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

Data pertaining to age were also analyzed to determine the number of frames that were used by respondents. Of the four categories containing more than one respondent, the "34-44" principals reported the highest percent (43.8%) of three and four frame users. The lowest percentage of three and four frame users was found within the "25-34" principal group, a category that was made up of just three respondents. See Table 17 for data pertaining to the number of frames used by respondents based on age.

Table 17

Number of Frames Used Based on Age (Mean Scores)

Frames Used*	25-34 ($N = 3$)	35-44 ($N = 16$)	45-54 ($N = 72$)	55-64 ($N = 34$)	More than 64 ($N = 1$)
Zero	0	3	12	8	0
One	2	6	14	8	0
Two	0	0	16	4	1
Three	1	3	14	6	0
Four	0	4	16	8	0

Note. *A "multiple perspective approach to leadership" makes use of 3 or 4 frames.

An analysis of variance was also computed to determine if there was a significant relationship between age and frame use. A review of the One-Way ANOVA data indicated that there were no significant differences at the $p < .05$ or the $p < .01$ levels.

When analyzing the responses based on years of experience in administration, the 126 principals were divided into six categories. The categories included (a) Less than 1 year, (b) 1-5 years, (c) 6-10 years, (d) 11-15 years, (e) 16-20 years, and (f) 21 or more years. See Table 18 for data pertaining to frame use based on years of administrative experience.

Table 18

Frame Use Based on Years of Administrative Experience (Mean Scores)

Frame*	Less than 1 ($N = 5$)	1-5 ($N = 20$)	6-10 ($N = 20$)	11-15 ($N = 34$)	16-20 ($N = 20$)	21 + ($N = 27$)
Structural	3.60	3.68	3.94	3.98	3.83	4.08
Human	4.15	4.18	4.33	4.31	4.26	4.36
Political	3.40	3.69	3.55	3.72	3.88	3.91
Symbolic	3.55	3.69	3.78	3.85	3.83	3.98

Note. *An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used, and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always. Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

As detailed in Table 18, the frame that reported the highest mean in each of the six experience categories was the human resource frame. These means ranged from 4.15 among those with "less than 1 year" of experience to a 4.36 among those with "21 or more years" of experience. The frame reporting the second highest mean in four of the

six categories was the structural frame. The two exceptions occurred within the "5-10 years" group as well as in the "16-21 years" group. And as expected, the political frame reported the lowest means in four of the six categories. These means ranged from a 3.40 among the principals with "less than 1 year" of experience to a 3.91 among the principals with "21 or more years" of administrative experience.

Data pertaining to experience were also analyzed to determine the number of frames that were used by respondents in each of the six categories. Of the six categories, the highest percentage of three and four frame users was reported in the "16-20 years" of experience principals. Exactly one-half of the 20 principals in that particular category reported themselves to be using a "multiple perspective" approach to leadership. The lowest percentage when analyzing the categories based on years of administrative experience was found in the "1-5 year" group. Only 3 of the 20 (15.0%) principals in that category used a three or four framed approach while the other 17 favored a one frame or two framed approach. See Table 19 for data pertaining to the number of frames used based on years of administrative experience.

An analysis of variance was also computed to determine if there was a significant relationship between experience and frame use. A review of the One-Way ANOVA data indicated that there were no statistically significant differences at the $p < .05$ or $p < .01$ levels.

Finally, an analysis of variance was also computed to determine if there was a significant relationship between the level (elementary, middle, junior, high, K-12) at which the principals were working and their frame use. A review of the One-Way

Table 19

Number of Frames Used Based on Years of Administrative Experience (N = 126)

Frame*	Less than 1 (N = 5)	1-5 (N = 20)	6-10 (N = 20)	11-15 (N = 34)	16-20 (N = 20)	21 + (N = 27)
Zero	0	4	4	7	4	4
One	3	9	5	6	5	5
Two	1	4	4	7	1	5
Three	0	2	5	7	6	5
Four	1	1	2	7	4	8

Note. *A "multiple perspective approach to leadership" makes use of 3 or 4 frames.

ANOVA data indicated that there were no statistically significant differences at the $p < .05$ or the $p < .01$ levels.

Research Questions 3 and 4

To answer Research Question 3: "Was there a significant relationship between scores on the leadership effectiveness self-rating and frame use?" and Research Question 4: "Was there a significant relationship between scores on the managerial effectiveness self-rating and frame use?" data were collected from Section Three of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990). More specifically, the 126 respondents in this study were asked to rate their overall effectiveness as managers/leaders in Items 1 and 2 of Section Three. These items provided the

respondents with a Likert Scale of responses ranging from a "1" which ranked them in

the "bottom 20%" to a "5" which ranked them in the "top 20%" as compared to other

individuals with similar experience and responsibilities.

As shown in Table 20, significance figures/correlation coefficients were

computed to determine if there were significant relationships between the scores on the

leadership self-rating, the managerial self-rating, and frame use as well as to determine

the strength of the relationships.

The significance figures related to leadership effectiveness indicated that a

statistically significant relationship did in fact exist at the .01 level within each of the

frames. The data also detailed a low correlation coefficient of .229 (structural frame) and

a high of .369 (political frame). Additionally, statistically significant relationships were

also found when analyzing the data related to the respondents' effectiveness as managers.

The correlations were statistically significant at the .01 level within the structural frame

and the political frame, but they were found to be statistically significant at the .05 level

within the human resource frame and the symbolic frame. The managerial effectiveness

correlation coefficients ranged from a .160 (symbolic frame) to a high of .292 (political

frame). Although there appears to be some degree of statistical significance when

correlating the self-ratings on these two items and frame use, the practical significance of

these figures is questionable at best.

Research Question 5

To answer Research Question 5: "Did participating principals rate themselves

higher as effective leaders or managers?" the data collected in Section Three of the

Leadership Orientations (Self) Survey (Bolman & Deal, 1990) was reviewed for a second time. See Table 21 for additional data pertaining to leadership and managerial effectiveness.

Table 20

Leadership/Managerial Effectiveness and Frame Use (Correlation)

Frame	Leadership Correlation		Managerial	
	Correlation	Sig.	Correlation	Sig.
Structural	.229**	.002	.250**	.001
Human Resource	.304**	.000	.169*	.021
Political	.369**	.000	.292**	.000
Symbolic	.332**	.000	.160*	.029

Note. *Correlation is significant at the .05 level (two-tailed)
   **Correlation is significant at the .01 level (two-tailed)

Table 21

Leadership/Managerial Effectiveness (Mean, Standard Deviation, and Range

Effectiveness*	Mean	S.D.	Range
Leadership Effectiveness	4.33	.63	3-5
Managerial Effectiveness	4.37	.67	3-5

Note. *These ratings were based on a Likert scale that included: 1 = Bottom 20%, 2 = Nondescript, 3 = Middle 20%, 4 = Nondescript, and 5 = Top 20%.

According to the data presented in Table 22, the 126 principals who participated in this study rated themselves higher as effective managers by a slight margin. The item in Section Three that addressed managerial effectiveness yielded a total mean of 4.37. This particular item also reported a standard deviation of .67 and a range of responses from 3 to 5. The total mean with respect to leadership effectiveness was a 4.33 with a standard deviation of .63. The item addressing leadership effectiveness also reported a range of responses from 3 to 5.

<u>Research Question 6</u>

To answer Research Question 6: "In what areas do the public school principals in urban Iowa feel most competent? Most inadequate?" all of the data collected through this study were carefully reviewed. The data pertaining to frame use were then translated into specific behaviors.

Clearly, the 126 principals in this study felt most competent with an approach to leadership that favored the human resource frame. This was apparent across all variables including gender, age, experience, and level. These statistics were detailed in Tables 5, 7, 8, 9, 14, 16, and 18. According to the Bolman and Deal materials, high scores in the human resource frame indicate high levels of competency in areas related to interpersonal skills. In short, the principals in urban Iowa reported themselves to be most competent in showing concern for the needs and the feelings of others, building relationships founded on trust and mutual respect, and fostering high levels of collaboration and participation in the decision making process.

The frame receiving the lowest scores throughout this study was the political frame. The 126 urban principals in this study reported themselves to be somewhat inadequate within the political arena. In short, they appeared to struggle with negotiations, building strong alliances, and using an aggressive approach to leadership. Principals consistently rated themselves low in these areas as well as in their abilities to mobilize people and resources, persuade and influence people, and to address organizational conflict in a clever or charismatic manner.

A Comparison of Results

The third and final section of this chapter has been included so that the results from this particular study could be compared to the results of previous studies. As these comparisons are made, it should be noted that only those studies making use of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990) have been used in these comparisons. The comparisons begin with Table 22, a table that details the mean scores by frame as researched by Rivers (1996), Durocher (1995), Harlow (1994), Suzuki (1994), Miro (1993), Pavan and Reid (1991), and Redman (1991).

The human resource frame was the frame of choice in all nine studies described in Table 22. Of the nine mean scores reported within the human resource frame, the highest of the means (4.43) was reported by Pavan and Reid (1991) in a study involving just five elementary principals in Pennsylvania. The low number of respondents might explain the relatively high means in the Pennsylvania study. In contrast, the lowest of the human resource means (3.32) was reported by Miro (1993) in a study that surveyed 178 principals in California. The mean score in this particular study (4.29) ranked fourth among the nine studies.

Table 22

Comparison of Frame Use (Mean Scores) From Section One

| Research/Year | Frames* | | | |
	Structure	Human	Political	Symbolic
Johns, 2002 Urban Iowa Principals ($\underline{N}$ = 126)	3.91	4.29	3.74	3.82
Rivers, 1996 Florida Principals ($\underline{N}$ = 113)	4.11	4.36	3.87	3.98
Durocher, 1995 Public School Administrators ($\underline{N}$ = 70)	3.91	4.26	4.00	4.06
Harlow, 1994 Superintendents ($\underline{N}$ = 20)	3.59	4.21	3.78	3.59
Suzuki, 1994 Asian-American Principals ($\underline{N}$ = 124)	4.07	4.42	3.85	3.90
Miro, 1993 California Principals ($\underline{N}$ = 178)	3.00	3.32	2.95	2.93
Pavan and Reid, 1991 Pennsylvania Principals ($\underline{N}$ = 5)	4.18	4.43	4.08	4.10
Redman, 1991 Higher Education Adm.-U.S. ($\underline{N}$ = 32)	3.87	4.07	3.60	3.67
Redman, 1991 Higher Education Adm.-Japan ($\underline{N}$ = 21)	3.46	3.72	3.04	3.30

Note. *An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used, and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always. Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

With the exception of the Durocher (1995) study, the structural frame was the second frame of choice among the respondents in each of the studies detailed in Table 22. The study producing the highest mean within the structural frame was conducted by Pavan and Reid (1991), and it reported a mean of 4.18. The lowest of the means within the structural frame was reported by Miro (1993), and it reported a mean of 3.00. This particular study (3.91) ranked fourth (tied with Durocher) among the nine studies.

The third preference in six of the nine studies was the symbolic frame. Once again, the Pavan and Reid (1991) study reported the highest mean (4.10) while the lowest of the means within the symbolic frame was reported by Miro (1993). The Miro study involved a total of 178 principals working in California, and they reported a symbolic mean of 2.93. This particular study (3.82) ranked fifth among the nine studies detailed in Table 22.

The political frame was the fourth and final choice in six of the nine studies detailed in Table 22. Of the nine means within the political frame, the highest mean was reported by Pavan and Reid (1991) in their study of Pennsylvania principals. It produced a political mean of 4.08. The lowest of the political means was again reported by Miro (1993). It was 2.95. This particular study (3.74) ranked sixth among the nine studies.

Comparisons were also made based on gender. These comparisons were made with the research of Rivers (1996), Durocher (1995), Suzuki (1994), and Redman (1991), and they have been detailed in Table 23.

In the five studies that investigated the gender variable, the human resource frame was identified as the first frame of choice by both male and female respondents. The

Table 23

Comparison of Studies Based on Gender

Research/Year	Structural	Frames* (Mean Score-Male)		Symbolic
		Human	Political	
Johns, 2002 Urban Iowa Principals (N = 59)	3.95	4.32	3.77	3.83
Rivers, 1996 Florida Principals (N = 34)	4.08	4.40	3.94	3.89
Durocher, 1995 Public School Administrator (N = 57)	3.84	4.20	3.95	4.02
Suzuki, 1994 Asian-American Principals (N = 52)	4.00	4.33	3.78	3.83
Redman, 1991 Higher Education Adm.-U.S. (N = 27)	3.89	4.08	3.61	3.64

Research/Year	Structural	Frames* (Mean Score-Female)		Symbolic
		Human	Political	
Johns, 2002 Urban Iowa Principals (N = 67)	3.89	4.26	3.72	3.82
Rivers, 1996 Florida Principals (N = 79)	4.13	4.34	3.84	4.01
Durocher, 1995 Public School Administrator (N = 13)	4.23	4.51	4.21	4.25

(table continues)

Research/Year	Structural	Frames* (Mean Score-Female) Human	Political	Symbolic
Suzuki, 1994 Asian-American Principals (N = 72)	4.11	4.49	3.91	3.95
Redman, 1991 Higher Education Adm.-U.S. (N = 5)	3.77	4.00	3.53	3.84

Note. *An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used, and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always. Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

highest human resource mean (4.40) among the males was reported by Rivers (1996), a study that surveyed 34 male principals in Florida. The lowest of the human resource means (4.08) was reported by Redman (1991) in a study that involved 27 higher education administrators in the United States. This particular study (4.32) ranked third among the five studies as detailed in Table 23.

The male respondents in all but one of the five studies selected the structural frame as their second frame of choice. The Durocher (1995) study was the one exception. The highest of the structural means (4.08) was again reported by Rivers (1996). The lowest mean (3.84) within the structural frame was reported by Durocher (1995). This particular study (3.95) ranked third among the five studies as detailed in Table 23.

The third frame of choice in three of the five studies when reviewing the male respondent responses was the symbolic frame. The highest of the symbolic frame means (4.02) was reported in the study conducted by Durocher (1995). The lowest mean (3.64) among those reported within the symbolic frame was put forth by Redman (1991). This particular study (3.83) ranked third among the five studies as detailed in Table 23.

The final frame choice of the male respondents in three of the five studies highlighted in Table 23 was the political frame. Of the five means, the highest within this frame was reported to be 3.95, and it was reported in the study conducted by Durocher (1995). The lowest mean among the scores in the political frame was reported by Redman (1991). It was a 3.61. This particular study (3.77) ranked fourth among the five studies.

The choice of frames as reported by female respondents in the same five studies was similar to that of the males. The females also chose the human resource frame as the frame most favored. The highest mean (4.51) within the human resource frame was reported by Durocher (1995) in a study that surveyed 13 female public school administrators. The lowest of the means (4.00) within the human resource frame as reported by female respondents was found in the study conducted by Redman (1991). It involved five female respondents who were working within higher education in the United States. This particular study (4.26) ranked fourth among the five studies as detailed in Table 23.

The second frame of choice among female respondents in three of the five studies was the structural frame. The Durocher (1995) study and the Redman (1991) study were

the exceptions. The highest of the five means (4.23) within the structural frame was reported by Durocher (1995) while the lowest mean (3.77) was reported by Redman (1991). This particular study (3.89) ranked fourth among the five studies detailed in Table 23.

The third frame of choice among female respondents in four of the five studies highlighted in Table 23 was the symbolic frame. Once again, the highest mean (4.25) within the symbolic frame was reported by Durocher (1995). Interestingly, the lowest of the five symbolic frame means as reported by the female respondents in five studies was noted in this particular study. It was a 3.82.

Finally, the female respondents in all five studies reported the political frame to be their last choice or preference. The highest mean (4.21) within the political frame was reported in the Durocher (1995) study while the lowest of the political means (3.53) was reported in the study conducted by Redman (1991). This particular study (3.72) ranked fourth among the five studies as detailed in Table 23.

Comparisons were also made to other studies based on level. These data have been detailed in Table 24. The studies by Rivers (1996) and Suzuki (1994) were included in the comparison of data related to principals working at the elementary level. As noted in Table 24, the elementary principals in all three studies ranked their use of the four frames in the same manner. The human resource frame reported the highest means while the structural frame, the symbolic frame, and the political frame were consistently selected to be the second, third, and fourth choices respectively.

Table 24

Comparison of Studies Based on Level

| Researcher/Year | Structural | Frames* (Mean Scores-Elementary) | | |
		Human	Political	Symbolic
Johns, 2002 Urban Iowa Principals ($\underline{N}$ = 85)	3.88	4.25	3.71	3.82
Rivers, 1996 Florida Principals ($\underline{N}$ = 80)	4.07	4.34	3.82	3.96
Suzuki, 1994 Asian-American Principals ($\underline{N}$ = 92)	4.06	4.46	3.87	3.92

| Researcher/Year | Structural | Frames* (Mean Scores-Middle) | | |
		Human	Political	Symbolic
Johns, 2002 Urban Iowa Principals ($\underline{N}$ = 21)	4.13	4.42	3.83	3.90
Rivers, 1996 Florida Principals ($\underline{N}$ = 21)	4.25	4.37	3.96	3.97

| Researcher/Year | Structural | Frames* (Mean Scores-High School) | | |
		Human	Political	Symbolic
Johns, 2002 Urban Iowa Principals ($\underline{N}$ = 16)	3.82	4.28	3.79	3.73

(table continues)

| Researcher/Year | Structural | Frames* (Mean Scores-High School) | | |
		Human	Political	Symbolic
Rivers, 1996 Florida Principals (N = 12)	4.18	4.45	4.06	4.14

Note. *An average of responses in Section One (Items 1-32) of the survey. A Likert scale was used, and it included: 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5 = Always. Respondents averaging a 4.0 (Often/Always) were identified as users of that particular frame.

Because of the limited amount of research that has been conducted with respect to middle school principals and their use of the four frames, the results of this study could only be compared to those reported by Rivers (1996). Again, the results were similar in that both studies reported the middle school principals to be favoring the human resource frame. And, as with the elementary principals, the middle school principals in both studies ranked the structural frame as their second choice followed by the symbolic frame and the political frame. See Table 24 for data pertaining to these comparisons.

The Rivers (1996) study was also compared to the results of this particular study when comparisons were made among high school principals. The high school principals in both studies also preferred the human resource frame and the structural frame as their first and second choices. However, the high school principals that were surveyed by Rivers (1996) ranked the political frame as their third choice by a relatively small margin. See Table 24 for data pertaining to these comparisons.

The final comparison to be made between the results of this particular study and others that have been conducted using the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990) concerns the leadership/managerial effectiveness self-rating scales. The data pertaining to the leadership/managerial effectiveness scores has been detailed in Table 25.

As shown in Table 25, the respondents in three of the five studies rated themselves higher in terms of their leadership effectiveness as opposed to their managerial effectiveness. The study conducted by Gilson (1994) and this particular study were the two exceptions. The highest score in leadership effectiveness was reported by Durocher (1995). With a mean of 4.94, it was nearly a perfect "5" (top 20%). The lowest of the leadership effectiveness means was reported by Gilson (1994). The Gilson study, a study that involved 699 participants, was 2.83. When comparing the scores pertaining to managerial effectiveness, the high mean (4.70) was once again reported by Durocher (1995) and the lowest of the means (2.88) was again reported by Gilson (1994).

<u>Summary</u>

This chapter was composed of three sections. In the first section, the data pertaining to the population in this study and the related demographics were reviewed. The second section of the chapter, then, reported the results pertaining to each of the six research questions that were presented in Chapter I. Finally, Chapter IV concluded with a brief comparison that was designed to measure the results of this particular study to the results reported by other researchers using the Bolman and Deal (1990) materials. Research Question 1: "How many of the frames and which ones did principals use at the

Table 25

Comparison of Studies Based on Leadership/Managerial Scores

Researcher/Year	Leadership	Managerial
Johns, 2002 Urban Iowa Principals ($\underline{N}$ = 126)	4.33	4.37
Rivers, 1996 Florida Principals ($\underline{N}$ = 113)	4.50	4.34
Durocher, 1995 Public School Administrators ($\underline{N}$ = 70)	4.94	4.70
Harlow, 1994 Superintendents ($\underline{N}$ = 20)	4.63	4.38
Gilson, 1994 Higher Education Adm.-Missouri ($\underline{N}$ = 699)	2.83	2.38

Note. *These ratings were based on a Likert scale that included: 1 = Bottom 20%, 2 = Nondescript, 3 = Middle 20%, 4 = Nondescript, and 5 = Top 20%.

elementary level, the secondary level, and collectively?" was addressed with the

information collected in Section One of the Leadership Orientations (Self) Survey

(Bolman & Deal, 1990). Section One was made up of the first 32 items of the survey.

After a complete analysis of the Section One responses, it was determined that a majority

of the respondents in this study preferred the human resource frame. The second choice

of frames was the structural frame followed by the symbolic frame and the political frame. The data from Section One of the survey also determined that of the 126 respondents in this study, 51 (40.5%) reported themselves to be using a "multiple perspective" approach to leadership. The second section of the survey was also analyzed to determine frame preference among respondents. The six forced-choice items were analyzed, and the results supported the findings reported from data collected in Section One of the survey. Again, the respondents identified themselves as using the human resource frame most often followed by the symbolic frame, the structural frame, and the political frame.

Data collected in Section One of the survey were also used to answer Research Question 2: "Was there a significant relationship between frame use and gender, age, experience, or level?" While both men and women appeared to prefer the human resource frame followed by the structural frame, the symbolic frame, and the political frame, data pertaining to age were not as easily defined. Respondents across all five of the age categories preferred the human resource frame, but the second choice varied depending upon the age category. However, the three categories containing the largest number of respondents (35-44, 45-54, 55-64) all reported similar results in that the structural frame, the symbolic frame, and the political frame were still the second, third, and fourth choices respectively. The analysis of frame use based on level was also a bit more complicated. Although the respondents in all five categories preferred the human resource frame, their second, third, and fourth choice of frames varied. For instance, while the elementary school, middle school, and the junior high school principals all

seemed to follow suit with their choice of frames (human resource, structural, symbolic, and political), the high school principals selected the human resource frame as their first choice followed by the structural frame, the political frame, and the symbolic frame. The two K-12 principals also reported results that were different from the norm as they preferred the human resource frame followed by the symbolic frame, the structural frame, and the political frame.

The two items in Section Three of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990) were used to answer Research Question 3: "Was there a significant relationship between scores on the leadership effectiveness self-rating and frame use?" and Research Question 4: "Was there a significant relationship between the scores on the managerial effectiveness self-rating and frame use?" These questions explored the relationships between the respondents' self rating on the leadership/managerial scale and frame use. When the data were analyzed and correlation coefficients were computed, the results indicated that there were significant relationships between the leadership/managerial ratings and frame use. In fact, the leadership coefficients were all statistically significant at the $p < .01$ level. Additionally, statistically significant relationships at the $p < .01$ level were detected as the managerial effectiveness scores were analyzed. This occurred at the $p < .01$ level within the structural frame and the political frame while the human resource frame and the symbolic frame reported a significance at the $p < .05$ level. Although the relationships were found to be statistically significant, the practical significance is questionable at best given the relatively low coefficients.

The third section of the survey was then used to address Research Question 5: "Did participating principals rate themselves higher as effective leaders or managers?" Item 1 in Section Three of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990) asked the respondents to rate their effectiveness as managers on a Likert Scale of 1 (bottom 20%) to 5 (top 20%). The total mean reported for the respondents in this particular study was a 4.37. Item 2 of Section Three asked the respondents to rate their effectiveness as leaders within their schools, and it also used the Likert Scale of 1 to 5. The total mean with respect to leadership effectiveness was a 4.33. Given this, the 126 respondents in this particular study rated themselves to be more effective as managers as opposed to leaders.

Data from all three sections of the Bolman and Deal (1990) survey were used to answer Research Question 6: "In what areas do the public school principals in urban Iowa feel most competent? Most inadequate?" Clearly, the 126 respondents in this study favored the human resource frame, the portion of the framework that targets the interpersonal approach. Related skills might include showing concern and support for others and encouraging a high level of participation in the decision making process. In contrast to this, the skills that urban Iowa's principals appeared to struggle with the most were directly related to the political frame. These might include the skills needed during negotiations, an individual's ability to mobilize people and resources, an individual's ability to put forth a tough and aggressive approach, or even the skills needed to address conflict in a clever or charismatic manner.

Chapter IV then wrapped up with a brief comparison of results involving the data from this particular study and others that have been done in the past. This comparison reviewed the studies of Durocher (1995), Gilson (1994), Harlow (1994), Miro (1993), Pavan and Reid (1991), Redman (1991), Rivers (1996), and Suzuki (1994). A number of similarities were noted when the comparisons were made as well as a few differences. Further discussion related to the findings of this study as well as the implications of these findings will be presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study answered six research questions pertaining to the leadership practices, preferences, preparedness, and performance of public school principals in urban Iowa. Participating principals were surveyed through a self-administered instrument, and the surveys were analyzed in an effort to provide individuals and organizations concerned with the development of educational leadership initiatives in the State of Iowa with accurate data, guidance, and support.

Summary

Were public school principals in urban Iowa making use of a multiple perspective approach to leadership? In what areas did they appear to feel most competent? Most inadequate? Answers to these questions and all other findings in this study have been summarized in the following manner:

Research Question 1

Research Question 1 was designed to investigate frame preference and the number of frames used by the respondents. It was addressed with the information collected in Section One of the Leadership Orientations (Self) Survey (Bolman & Deal, 1990). Section One was made up of the first 32 items of the survey. After a complete analysis of the Section One responses, it was determined that a majority of the respondents in this study preferred the human resource frame. The second choice of frames was the structural frame followed by the symbolic frame and the political frame. The data from Section One of the survey also determined that of the 126 respondents in

this study, 51 (40.5%) reported themselves to be using a "multiple perspective" approach to leadership. The second section of the survey was also analyzed to determine frame preference among respondents. The six forced-choice items were analyzed, and the results supported the findings reported from data collected in Section One of the survey. Again, the respondents identified themselves as using the human resource frame most often followed by the symbolic frame, the structural frame, and the political frame.

Research Question 2

The data collected in Section One of the <u>Leadership Orientations (Self) Survey</u> (Bolman & Deal, 1990) was also used to answer Research Question 2. It explored the effects of gender, age, experience, and level on frame use. While both men and women appeared to prefer the human resource frame followed by the structural frame, the symbolic frame, and the political frame, the data pertaining to age was not as easily defined. Respondents across all five of the age categories preferred the human resource frame, but the second choice varied depending upon the age category. However, the three categories containing the largest number of respondents (35-44, 45-54, 55-64) all reported similar results in that the structural frame, the symbolic frame, and the political frame were still the second, third, and fourth choices respectively. The analysis of frame use based on level was also a bit more complicated. Although the respondents in all five categories preferred the human resource frame, their second, third, and fourth choice of frames varied. For instance, while the elementary school, middle school, and the junior high school principals all seemed to follow suit with their choice of frames (human resource, structural, symbolic, and political), the high school principals selected the

human resource frame as their first choice followed by the structural frame, the political

frame, and the symbolic frame. The two K-12 principals also reported results that were

different from the norm as they preferred the human resource frame followed by the

symbolic frame, the structural frame, and the political frame.

Research Questions 3 and 4

The two items in Section Three of the Leadership Orientations (Self) Survey

(Bolman & Deal, 1990) were used to answer Research Questions 3 and 4. These

questions explored the relationships between the respondents' self rating on the

leadership/managerial scale and frame use. When the data were analyzed and correlation

coefficients were computed, the results indicated that there were significant relationships

between the leadership/managerial ratings and frame use. In fact, the leadership

coefficients were all statistically significant at the $p < .01$ level. Additionally,

statistically significant relationships at the $p < .01$ level were also detected as the

managerial effectiveness scores were analyzed. This occurred at the $p < .01$ level within

the structural frame and the political frame while the human resource frame and the

symbolic frame reported a significance at the $p < .05$ level. Although the relationships

were found to be statistically significant, the practical significance is questionable at best

given the low coefficients.

Research Question 5

The third section of the Leadership Orientations (Self) Survey (Bolman & Deal,

1990) was also used to address Research Question 5. It explored the respondents'

perceptions of their leadership/managerial effectiveness. Item 1 in Section Three asked

the respondents to rate their effectiveness as managers on a Likert Scale of 1 (bottom

20%) to 5 (top 20%). The total mean reported for the respondents in this study was a

4.37. Item 2 of Section Three asked the respondents to rate their effectiveness as leaders

within their schools, and it also used the Likert Scale of 1 to 5. The total mean with

respect to leadership effectiveness was a 4.33. Given this, the 126 respondents in this

particular study rated themselves to be more effective as mangers as opposed to leaders.

Research Question 6

Data from all three sections of the Leadership Orientations (Self) Survey (Bolman

& Deal, 1990) were used to answer Research Question 6. This question was designed to

highlight the areas in which public school principals in urban Iowa feel most competent

as well as the areas in which they appeared to feel most inadequate. Clearly, the 126

respondents in this study favored the human resource frame, the portion of the

framework that targets the interpersonal approach. Related skills might include showing

concern and support for others and encouraging a high levels of participation in the

decision making process. In contrast to this, the skills that urban Iowa's principals

appeared to struggle with the most were directly related to the political frame. These

might include the skills needed during negotiations, an individual's ability to mobilize

people and resources, an individual's ability to put forth a tough and aggressive

approach, or even the skills needed to address conflict in a clever or charismatic manner.

Conclusions

This study sought to assess, through a self-administered survey, the leadership

practices, preferences, preparedness, and performance of public school principals in

urban Iowa. The following conclusions have been drawn based on a review of the relevant literature as well as on the findings of this study.

1. The frame of choice among the respondents in this study was the human resource frame. This frame was preferred by an overwhelming percentage of the respondents, regardless of their gender, age, years of experience, or level. Given this, the respondents in this study appeared to be sensitive to the needs and feelings of others, supportive of a participative approach to problem-solving, and open to and accepting of a variety of perspectives. These findings were consistent with the research results of Bensimon (1987), Bolman and Deal (1991b, 1992b), Durocher (1995), Harlow (1994), Miro (1993), Pavan and Reid (1991), Redman (1991), Rivers (1996), and Suzuki (1994).

2. The structural frame was the second frame of choice among a majority of the respondents. The respondents in this study perceived themselves to be logical thinkers and careful planners as well as focused on the implementation of procedures designed to meet specific goals. These findings support the research results of Bolman and Deal (1991b, 1992b), Miro (1993), Pavan and Reid (1991), Redman (1991), Rivers (1996), and Suzuki (1994). In addition, Bolman and Deal (1991) found that the structural frame was the strongest predictor of managerial effectiveness and the weakest predictor of leadership effectiveness. These findings could then imply that the respondents in this study were more effective in terms of their managerial skills as opposed to their leadership skills, an implication that seems to correlate with the data collected for Research Question 5.

3. The political frame and the symbolic frame were used less often that the human resource frame and the structural frame by the respondents in this study. This indicates that the principals in this study felt somewhat inadequate in terms of their ability to negotiate effectively, mobilize people and resources, and address conflict in a clever or charismatic manner as well as in their ability to inspire others and communicate a strong sense of vision and mission. These findings were supported by the research results of Bolman and Deal (1991b, 1992b), Miro (1993), Pavan and Reid (1991), Redman (1991), Rivers (1996), and Suzuki (1994).

4. Less than one-half (40.5%) of the respondents in this study reported themselves to be using a "multiple perspective" approach. This means that less than one-half of the respondents reported themselves to be using more than two frames in a consistent and collaborative manner. These findings support the research results of Bensimon (1987), Bolman and Deal (1991a, 1991b, 1992b), Pavan and Reid (1991), and Harlow (1994).

5. Gender, age, experience, and level did not significantly influence the frame use among respondents.

6. While the correlation between the score of the leadership effectiveness self-rating, the managerial effectiveness self-rating, and frame use was statistically significant, the practical significance of the coefficients was questionable at best.

7. The respondents in this study reported themselves to be more effective as managers rather than leaders. This was evidenced by the managerial effectiveness mean

of 4.37 and a leadership effectiveness mean of 4.33. However, the practical significance of these means is also questionable given the slight difference between scores.

<div align="center">Implications</div>

With less than one-half (40.5%) of the urban school principals surveyed through this study reporting themselves as using a multiple perspective approach to leadership, the results of this study imply that a gap may in fact exist between the identified standards and actual practice. The Interstate School Leaders Licensure Consortium (ISLLC) identified six standards or components essential to the professional practice of school leaders (see Appendix E). All four of the Bolman and Deal frames have been addressed in one or more of the ISLLC Standards. However, according to the self-reported data that was collected from the principals in this study, skills associated with the political frame (Standard 6) and skills associated with the symbolic frame (Standards 1 and 2) have not yet been mastered or applied to the same degree as the skills associated with the human resource frame (Standards 4 and 5) and the structural frame (Standard 3).

<div align="center">Recommendations</div>

Future Practice

Based on the findings of this study, as well as the research results reported in other studies with a similar focus, two recommendations can be offered. First, given the relatively low percentage of principals using the political frame, the symbolic frame, and a multiple perspective approach in general, it is recommended that the university and college preparation programs that have been designed to train future school

administrators review their curriculum. Bolman and Deal (1994) have suggested that a majority of school administrators rely on the human resource frame and on the structural frame. However, when reviewing the roles, responsibilities, and the daily routines of today's school administrators, the political and symbolic skills appear to be in high demand. Perhaps the preparation programs could be revamped to reflect an emphasis on the skills associated with the political/symbolic frames as well as on the importance of a well-rounded or multiple perspective approach to leadership.

A second recommendation that can be offered targets the individuals and organization in the state concerned with the ongoing professional development of practicing school administrators. With the changes that have taken place within our schools and within our society as a whole, school administrators currently working in the field must be supported and "retooled" if they are to remain effective. This type of retooling could be promoted through a comprehensive program of professional development that reflects an emphasis on the skills associated with the political/symbolic frames as well as on the importance of a well-rounded or multiple perspective approach to leadership.

Further Study

Based on the review of the literature, previous studies, as well as on the findings of this particular study, other areas that could be investigated include:

1. This study made use of the Leadership Orientations (Self) Survey (Bolman and Deal, 1990). However, the Leadership Orientations (Other) Survey could also be used to gain colleagues' perceptions as they relate to respondent frame use.

2. This study could also be replicated and enhanced with the addition of qualitative research techniques. Respondents and their colleagues could be interviewed if more specifics are needed (i.e., Superintendents or the Directors in each district surveyed could be interviewed to gather information related to their professional development efforts, respondents could be interviewed after completing the survey to discuss results, or the respondents could be provided with a series of scenarios that they could then react to using the Bolman and Deal framework).

3. This study could be replicated and enhanced if a larger respondent group could be surveyed. This could include respondents/school districts from rural Iowa.

4. This study could be replicated in 5 to 7 years so that comparisons could be made with respect to frame use and the number of principals making use of a multiple perspective approach. The comparison could be of particular interest if professional development efforts emphasizing the importance of a multiple perspective approach had been put into place.

5. This study could be replicated or enhanced with a careful examination and comparison of the leadership approaches used by public school principals as categorized by preparation programs.

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APPENDIX A

BOLMAN AND DEAL'S
LEADERSHIP ORIENTATION (SELF) SURVEY

LEADERSHIP ORIENTATIONS (SELF)

This questionnaire asks you to describe your leadership and management style.

I.   Behavior
You are asked to 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		Sometimes		Always
	Occasionally		Often	

So, you would answer "1" for an item that is never true of you, "2" for one that is occasionally true, "3" for one that is sometimes true of you, and so on.

Be discriminating! Your results will be more helpful if you think about each item and distinguish the things that you really do all the time from the things that you do seldom or never.

1. _____   Think very clearly and logically.

2. _____   Show high levels of support and concerns for others.

3. _____   Have exceptional ability to mobilize people and resources to get things done.

4. _____   Inspire others to do their best.

5. _____   Strongly emphasize careful planning and clear timelines.

6. _____   Build trust through open and collaborative relationships.

7. _____   Am a very skillful and shrewd negotiator.

8. _____   Am highly charismatic.

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. _____   Am 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 cleverly with organizational conflict.

16. _____ Am highly imaginative and creative.

17. _____ Approach problems with facts and logic.

18. _____ Am consistently helpful and responsive to others.

19. _____ Am very effective in getting support from people with influence and power.

20. _____ Communicate a strong and challenging sense of vision and mission.

21. _____ Set specific, measurable goals and hold people accountable for results.

22. _____ Listen well and am usually receptive to other people's ideas and input.

23. _____ Am politically very sensitive and skillful.

24. _____ See beyond current realities to generate exciting new opportunities.

25. _____ Have 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.

29. _____ Strongly believe in clear structure and a chain of command.

30. _____ Am a highly participative manager.

31. _____ Succeed in the face of conflict and opposition.

32. _____ Serve as an influential model of organizational aspirations and values.

II. Leadership Style

This section asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you. Use each choice (1, 2, 3, 4) only once per item.

1. My strongest skills are:

   _____ a. Analytic skills

   _____ b. Interpersonal skills

   _____ c. Political skills

   _____ d. Ability to excite and motivate

2. The best way to describe me is:

   _____ a. Technical expert

   _____ b. Good listener

   _____ c. Skilled negotiator

   _____ d. Inspirational leader

3. What has helped me the most to be successful is my ability to:

   _____ a. Make good decisions

   _____ b. Coach and develop people

   _____ c. Build strong alliances and a power base

   _____ d. Energize and inspire others

4. What people are most likely to notice about me is my:

   _____ a. Attention to detail

   _____ b. Concern for people

   _____ c. Ability to succeed, in the face of conflict and opposition

   _____ d. Charisma

5.   My most important leadership trait is:

_____ a.   Clear, logical thinking

_____ b.   Caring and support for others

_____ c.   Toughness and aggressiveness

_____ d.   Imagination and creativity

6.   I am best described as:

_____ a.   An analyst

_____ b.   A humanist

_____ c.   A politician

_____ d.   A visionary

3.   Overall Rating

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

1.   Overall effectiveness as a **manager**.

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

2.   Overall effectiveness as a **leader**.

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

IV. Background Information

1.   Are you: _____ Male
                  _____ Female

2. Your age is: _____ 25 – 34
_____ 35 – 44
_____ 45 – 54
_____ 55 – 64
_____ More than 64

3. What level? _____ Elementary School
_____ Middle School
_____ Junior High School
_____ High School

4. How many students are in your building? _____ Less than 100
_____ 101 – 500
_____ 501 – 1,000
_____ 1,001 – 1,500
_____ 1,501 – 2,000
_____ More than 2,000

5. How many years have you been in your current position? _____ Less than 1
_____ 1 – 5
_____ 6 – 10
_____ 11 – 15
_____ 16 – 20
_____ 21 or more

6. How many years have you been in administration? _____ Less than 1
_____ 1 – 5
_____ 6 – 10
_____ 11 – 15
_____ 16 – 20
_____ 21 or more

7. Highest degree earned: _____ Bachelor of Arts Degree
_____ Master of Arts Degree
_____ Doctoral Degree

APPENDIX B

COVER LETTER

Dear Elementary/Secondary Principal:

I am a doctoral student at the University of Northern Iowa. As a part of my studies in the Department of Educational Leadership, I am conducting a survey regarding the leadership styles most commonly displayed by elementary and secondary principals in Iowa. This survey was developed by Dr. Lee Bolman and Dr. Terrence Deal, and it is based on their book entitled Reframing Organizations: Artistry, Choice, and Leadership.

The survey has been designed so that you can complete it very quickly and easily. It will take only a few minutes of your time, and you need only to check off your response or reply by jotting down a number (1–5).

You can be absolutely sure that all of the information that you provide is strictly confidential, and that your responses will be combined with many others and used only for my research on leadership styles. I will also provide feedback related to your specific leadership style(s) as defined by Bolman and Deal at your request.

I genuinely appreciate your time, effort, and assistance with this project. Should you have questions, I can be contacted through e-mail at the address shown below. Again, I thank you for your participation.

Sincerely,

Tracy E. Johns
Doctoral Candidate
University of Northern Iowa
Johnst@cedar-falls.k12.ia.us

APPENDIX C

CORRESPONDENCE

126

Monday, December 04, 2000 12:00:08 PM
Message

From: Tracy Johns

Subject: Leadership Styles Self Survey

To: bolmanl@umkc.edu

Dear Mr. Bolman:

My name is Tracy Johns, and I am a Secondary Special Education Teacher in Cedar Falls, Iowa. I am also working on a doctoral degree in the area of Educational Leadership through the University of Northern Iowa. I am writing you because I am just beginning the dissertation process, and I am very interested in the work that you have done with Mr. Deal in regard to leadership styles. At this point, I would like to do a comparative study involving the leadership styles of secondary principals and those of elementary principals. My study would be limited to practicing administrators within the state of Iowa.

I would like to ask your permission to use the Self Survey that you developed through your work with leadership styles. I am also wondering if this survey has been updated. The one that I found in the literatrue is dated 1990. Finally, I would appreciate any assistance or relevant information that you may be able to provide.

I can be reached through email at any time or by phone at 319 277-3100 (work) or 319 266-2232 (home). Thank you for your time and consideration.

Tracy Johns
johnst@cedar-falls.k12.ia.us

Monday, December 04, 2000 11:55:49 PM

Message

From: bolmanl@umkc.edu

Subject: Re: Leadership Styles Self Survey

To: Tracy Johns

We routinely grant permission to use the Leadership Orientations Instrument in non-commercial research applications at no charge, subject to two conditions: (1) you agree to provide us a copy of any research reports, theses, or publications that result from your use of the instrument, and (2) you agree to provide us a copy of your data file if we request it.

The instruments and information about their use, including data on internal reliability, and a list of research using the Bolman and Deal Four Frames Model, can be found at:

http://bsbpa.umkc.edu/classes/bolman//leadership_research.htm

Let me know if you're not able to get what you need there.

Professor Lee G. Bolman
Marion Bloch/Missouri Chair in Leadership
Bloch School of Business and Public Administration
University of Missouri-Kansas City
5110 Rockhill Road
Kansas City, MO 64113

Tel: (816) 235-5407
Fax: (816) 235-6529

Fax: 816-235-6529
Web site: http://bolman.bsbpa.umkc.edu
----- Original Message -----
From: "Tracy Johns" <johnst@cedar-falls.k12.ia.us>
To: <bolmanl@umkc.edu>
Sent: Monday, December 04, 2000 12:00 PM
Subject: Leadership Styles Self Survey

> Dear Mr. Bolman:
>
> My name is Tracy Johns, and I am a Secondary Special Education Teacher in
> Cedar Falls, Iowa. I am also working on a doctoral degree in the area of
> Educational Leadership through the University of Northern Iowa. I am
> writing you because I am just beginning the dissertation process, and I am
> very interested in the work that you have done with Mr. Deal in regard to
> leadership styles. At this point, I would like to do a comparative study
> involving the leadership styles of secondary principals and those of
> elementary principals. My study would be limited to practicing
> administrators within the state of Iowa.

>
> I would like to ask your permission to use the Self Survey that you
> developed through your work with leadership styles. I am also wondering
> if this survey has been updated. The one that I found in the literatrue
> is dated 1990. Finally, I would appreciate any assistance or relevant
> information that you may be able to provide.
>
> I can be reached through email at any time or by phone at 319 277-3100
> (work) or 319 266-2232 (home). Thank you for your time and consideration.
>
> Tracy Johns
> johnst@cedar-falls.k12.ia.us
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APPENDIX D

PILOT STUDY DATA

Frame Use on Each Item in Section One (Items 1-32)

FRAME/ITEM	MEAN	STD. DEVIATION	RANGE
Structural			
1. Think very clearly and logically.	4.05	.50	2
5. Emphasize planning and time lines.	3.88	.93	3
9. Logical analysis and careful thinking.	3.88	.75	3
13. Implement clear, logical policies.	3.71	.87	4
17. Problem solve with facts and logic.	4.20	.63	2
21. Set goals and hold people accountable.	3.68	.82	4
25. Pay extraordinary attention to detail.	3.83	1.00	4
29. Clear structure and claim of command.	4.00	.74	2
Human Resource			
30. Show support and concern for others.	4.05	.71	3
31. Build trust through open relationships.	4.15	.75	3
32. Sensitivity and concern for others.	3.98	.85	3
33. Foster participation in decisions.	3.76	.70	3
34. Consistently helpful to others.	4.02	.61	2
35. Listen to other peoples' sides.	4.07	.72	3
36. Give recognition for work well done.	4.29	.68	2
37. Highly participative manager.	4.00	.59	2
Political			
38. Able to mobilize people and resources.	3.83	.62	2
39. Skillful and shrewd negotiator.	3.17	1.00	4
40. Unusually persuasive and influential.	3.51	.75	3
41. Deal cleverly with conflict.	3.66	.73	3
42. Effectively get powerful support.	3.61	.83	3
43. Politically sensitive and skillful.	3.59	.89	4
44. Build a strong support base.	3.90	.89	4
45. Succeed in conflict and opposition.	3.76	.80	3
Symbolic			
46. Inspire others to do their best.	4.07	.65	2
47. Highly charismatic.	3.44	1.10	4
48. Able to inspire others.	3.66	.66	2
49. Highly imaginative and creative.	3.59	1.02	3
50. Communicate strong vision and	3.71	.64	3
mission.	3.61	.95	3
51. Create new opportunities.	4.02	.76	2
52. Generate loyalty and enthusiasm.	3.90	.74	3
53. Model organization goals and values.			

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

Frame Use on Each Item in Section Two (Items 1-6)

FRAME/ITEM	MEAN	STD. DEVIATION	RANGE
Structural Frame			
1a. Analytic skills.	2.44	.10	3
2a. Technical expert.	2.07	1.07	3
3a. Make good decisions.	2.93	.93	3
4a. Attention to detail.	2.32	1.17	3
5a. Clear logical thinking.	2.85	1.01	4
6a. An analyst.	2.59	1.18	3
Human Resource Frame			
1b. Interpersonal skills.	3.37	.80	2
2b. Good listener.	3.20	1.03	3
3b. Coach and develop people.	3.07	1.08	3
4b. Concern for people.	3.37	.83	3
5b. Caring and support for others.	3.29	.81	3
6. A humanist.	3.29	.87	3
Political Frame			
1c. Political skills.	1.59	.84	3
2c. Skilled negotiator.	2.17	.95	3
3c. Build strong power base.	1.80	.98	3
4c. Succeed in conflict and opposition.	2.46	.95	3
5c. Toughness and aggressive.	1.78	.85	3
6c. A politician.	1.56	.84	3
Symbolic Frame			
1d. Ability to motivate and excite.	2.63	.99	3
2d. Inspirational leader.	2.59	1.05	3
3d. Energize and inspire others.	2.17	1.02	3
4d. Charisma.	1.90	.97	3
5d. Imagination and creativity.	2.10	1.18	3
6d. A visionary.	2.61	.86	3

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
ST.S1 * GENDER	41	100.0%	0	.0%	41	100.0%
HR.S1 * GENDER	41	100.0%	0	.0%	41	100.0%
PO.S1 * GENDER	41	100.0%	0	.0%	41	100.0%
SY.S1 * GENDER	41	100.0%	0	.0%	41	100.0%

Report

GENDER		ST.S1	HR.S1	PO.S1	SY.S1
1	Mean	3.95	3.94	3.65	3.80
	N	27	27	27	27
	Std. Deviation	.51	.46	.46	.60
	Range	2	2	2	2
2	Mean	3.81	4.23	3.59	3.65
	N	14	14	14	14
	Std. Deviation	.40	.37	.73	.57
	Range	1	1	2	2
Total	Mean	3.90	4.04	3.63	3.75
	N	41	41	41	41
	Std. Deviation	.48	.45	.56	.59
	Range	2	2	3	2

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = Male

2 = Female

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
ST.S2 * GENDER	41	100.0%	0	.0%	41	100.0%
HR.S2 * GENDER	41	100.0%	0	.0%	41	100.0%
PO.S2 * GENDER	41	100.0%	0	.0%	41	100.0%
SY.S2 * GENDER	41	100.0%	0	.0%	41	100.0%

Report

GENDER		ST.S2	HR.S2	PO.S2	SY.S2
1	Mean	2.56	3.12	1.92	2.32
	N	27	27	27	27
	Std. Deviation	.71	.39	.48	.60
	Range	3	2	2	2
2	Mean	2.45	3.19	1.85	2.36
	N	14	14	14	14
	Std. Deviation	.75	.41	.52	.83
	Range	2	2	2	3
Total	Mean	2.52	3.15	1.89	2.33
	N	41	41	41	41
	Std. Deviation	.72	.39	.49	.67
	Range	3	2	2	3

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = Male

2 = Female

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
ST.S1 * AGE	40	100.0%	0	.0%	40	100.0%
HR.S1 * AGE	40	100.0%	0	.0%	40	100.0%
PO.S1 * AGE	40	100.0%	0	.0%	40	100.0%
SY.S1 * AGE	40	100.0%	0	.0%	40	100.0%

Report

AGE		ST.S1	HR.S1	PO.S1	SY.S1
1	Mean	3.99	4.03	3.65	3.73
	N	19	19	19	19
	Std. Deviation	.45	.57	.44	.60
	Range	2	2	2	2
2	Mean	3.98	4.14	3.85	3.90
	N	11	11	11	11
	Std. Deviation	.56	.39	.56	.59
	Range	2	1	2	2
3	Mean	3.66	3.93	3.25	3.56
	N	10	10	10	10
	Std. Deviation	.40	.21	.58	.57
	Range	1	1	2	2
Total	Mean	3.91	4.03	3.61	3.73
	N	40	40	40	40
	Std. Deviation	.48	.45	.55	.59
	Range	2	2	3	2

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = 25-34 years old
2 = 35-44 years old
3 = 45-54 years old

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
ST.S2 * AGE	40	100.0%	0	.0%	40	100.0%
HR.S2 * AGE	40	100.0%	0	.0%	40	100.0%
PO.S2 * AGE	40	100.0%	0	.0%	40	100.0%
SY.S2 * AGE	40	100.0%	0	.0%	40	100.0%

Report

AGE		ST.S2	HR.S2	PO.S2	SY.S2
1	Mean	2.52	3.21	2.00	2.20
	N	19	19	19	19
	Std. Deviation	.70	.45	.55	.70
	Range	3	2	2	2
2	Mean	2.71	2.95	1.83	2.47
	N	11	11	11	11
	Std. Deviation	.92	.34	.53	.82
	Range	3	1	2	3
3	Mean	2.42	3.22	1.75	2.38
	N	10	10	10	10
	Std. Deviation	.45	.30	.31	.47
	Range	1	1	1	1
Total	Mean	2.55	3.14	1.89	2.32
	N	40	40	40	40
	Std. Deviation	.71	.40	.49	.68
	Range	3	2	2	3

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = 25-34 years old
2 = 35-44 years old
3 = 45-54 years old

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
ST.S1 * LEVEL	39	100.0%	0	.0%	39	100.0%
HR.S1 * LEVEL	39	100.0%	0	.0%	39	100.0%
PO.S1 * LEVEL	39	100.0%	0	.0%	39	100.0%
SY.S1 * LEVEL	39	100.0%	0	.0%	39	100.0%

Report

LEVEL		ST.S1	HR.S1	PO.S1	SY.S1
1	Mean	3.74	4.09	3.60	3.61
	N	10	10	10	10
	Std. Deviation	.33	.19	.44	.37
	Range	1	1	2	1
2	Mean	3.94	4.00	3.59	3.75
	N	29	29	29	29
	Std. Deviation	.52	.52	.58	.64
	Range	2	2	3	2
Total	Mean	3.88	4.02	3.59	3.71
	N	39	39	39	39
	Std. Deviation	.48	.45	.54	.58
	Range	2	2	3	2

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = Elementary

2 = Secondary

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
ST.S2 * LEVEL	39	100.0%	0	.0%	39	100.0%
HR.S2 * LEVEL	39	100.0%	0	.0%	39	100.0%
PO.S2 * LEVEL	39	100.0%	0	.0%	39	100.0%
SY.S2 * LEVEL	39	100.0%	0	.0%	39	100.0%

Report

LEVEL		ST.S2	HR.S2	PO.S2	SY.S2
1	Mean	2.57	3.32	1.83	2.10
	N	10	10	10	10
	Std. Deviation	.72	.28	.50	.65
	Range	2	1	2	2
2	Mean	2.52	3.12	1.90	2.38
	N	29	29	29	29
	Std. Deviation	.74	.41	.47	.62
	Range	3	2	2	2
Total	Mean	2.53	3.17	1.88	2.31
	N	39	39	39	39
	Std. Deviation	.73	.39	.47	.63
	Range	3	2	2	2

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = Elementary

2 = Secondary

Frequencies

Statistics

		ST.S1	HR.S1	PO.S1	SY.S1
N	Valid	41	41	41	41
	Missing	0	0	0	0

Section 1 (Items 1-32)

Frequency Table

ST.S1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.75	1	2.4	2.4	2.4
	3.00	1	2.4	2.4	4.9
	3.25	2	4.9	4.9	9.8
	3.38	2	4.9	4.9	14.6
	3.50	2	4.9	4.9	19.5
	3.63	7	17.1	17.1	36.6
	3.75	2	4.9	4.9	41.5
	3.88	4	9.8	9.8	51.2
	4.00	7	17.1	17.1	68.3
	4.13	4	9.8	9.8	78.0
	4.25	1	2.4	2.4	80.5
	4.38	1	2.4	2.4	82.9
	4.50	3	7.3	7.3	90.2
	4.63	2	4.9	4.9	95.1
	4.75	1	2.4	2.4	97.6
	5.00	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Structural
Frame

HR.S1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.88	1	2.4	2.4	2.4
	3.00	2	4.9	4.9	7.3
	3.50	2	4.9	4.9	12.2
	3.75	6	14.6	14.6	26.8
	3.88	4	9.8	9.8	36.6
	4.00	4	9.8	9.8	46.3
	4.13	6	14.6	14.6	61.0
	4.25	7	17.1	17.1	78.0
	4.38	3	7.3	7.3	85.4
	4.50	2	4.9	4.9	90.2
	4.63	1	2.4	2.4	92.7
	4.75	2	4.9	4.9	97.6
	5.00	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Human Resource
Frame

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

PO.S1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.13	1	2.4	2.4	2.4
	2.38	1	2.4	2.4	4.9
	2.88	1	2.4	2.4	7.3
	3.00	2	4.9	4.9	12.2
	3.13	1	2.4	2.4	14.6
	3.25	6	14.6	14.6	29.3
	3.38	4	9.8	9.8	39.0
	3.50	2	4.9	4.9	43.9
	3.63	5	12.2	12.2	56.1
	3.75	3	7.3	7.3	63.4
	3.88	3	7.3	7.3	70.7
	4.00	4	9.8	9.8	80.5
	4.13	1	2.4	2.4	82.9
	4.25	2	4.9	4.9	87.8
	4.38	1	2.4	2.4	90.2
	4.50	3	7.3	7.3	97.6
	4.75	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Political
Frame

SY.S1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.75	1	2.4	2.4	2.4
	2.88	3	7.3	7.3	9.8
	3.00	3	7.3	7.3	17.1
	3.13	1	2.4	2.4	19.5
	3.25	2	4.9	4.9	24.4
	3.38	2	4.9	4.9	29.3
	3.50	5	12.2	12.2	41.5
	3.63	2	4.9	4.9	46.3
	3.75	1	2.4	2.4	48.8
	3.88	6	14.6	14.6	63.4
	4.00	4	9.8	9.8	73.2
	4.13	3	7.3	7.3	80.5
	4.25	2	4.9	4.9	85.4
	4.38	2	4.9	4.9	90.2
	4.75	1	2.4	2.4	92.7
	4.88	1	2.4	2.4	95.1
	5.00	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

Symbolic
Frame

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

Frequencies

Statistics

		ST.S2	HR.S2	PO.S2	SY.S2
N	Valid	41	41	41	41
	Missing	0	0	0	0

Frequency Table

ST.S2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.17	1	2.4	2.4	2.4
	1.50	4	9.8	9.8	12.2
	1.67	1	2.4	2.4	14.6
	1.83	4	9.8	9.8	24.4
	2.00	4	9.8	9.8	34.1
	2.17	1	2.4	2.4	36.6
	2.33	3	7.3	7.3	43.9
	2.50	3	7.3	7.3	51.2
	2.67	5	12.2	12.2	63.4
	2.83	2	4.9	4.9	68.3
	3.00	4	9.8	9.8	78.0
	3.17	3	7.3	7.3	85.4
	3.33	2	4.9	4.9	90.2
	3.67	1	2.4	2.4	92.7
	3.83	2	4.9	4.9	97.6
	4.00	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Structural
Frame

HR.S2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.17	2	4.9	4.9	4.9
	2.50	3	7.3	7.3	12.2
	2.83	5	12.2	12.2	24.4
	3.00	5	12.2	12.2	36.6
	3.17	8	19.5	19.5	56.1
	3.33	8	19.5	19.5	75.6
	3.50	5	12.2	12.2	87.8
	3.67	4	9.8	9.8	97.6
	3.83	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Human Resource
Frame

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

PO.S2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.17	3	7.3	7.3	7.3
	1.33	3	7.3	7.3	14.6
	1.50	5	12.2	12.2	26.8
	1.67	8	19.5	19.5	46.3
	1.83	3	7.3	7.3	53.7
	2.00	9	22.0	22.0	75.6
	2.17	2	4.9	4.9	80.5
	2.33	2	4.9	4.9	85.4
	2.50	1	2.4	2.4	87.8
	2.67	1	2.4	2.4	90.2
	2.83	2	4.9	4.9	95.1
	3.00	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

Political
Frame

SY.S2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.17	2	4.9	4.9	4.9
	1.50	2	4.9	4.9	9.8
	1.67	6	14.6	14.6	24.4
	1.83	3	7.3	7.3	31.7
	2.00	6	14.6	14.6	46.3
	2.17	1	2.4	2.4	48.8
	2.33	3	7.3	7.3	56.1
	2.50	2	4.9	4.9	61.0
	2.67	3	7.3	7.3	68.3
	2.83	4	9.8	9.8	78.0
	3.00	4	9.8	9.8	87.8
	3.17	1	2.4	2.4	90.2
	3.33	2	4.9	4.9	95.1
	3.50	1	2.4	2.4	97.6
	4.00	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Symbolic
Frame

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ST.ANALY	3.99	41	.55	8.64E-02
	ST.ORGAN	3.82	41	.54	8.42E-02
Pair 2	HR.SUPPO	4.09	41	.51	7.89E-02
	HR.PARTI	3.99	41	.53	8.21E-02
Pair 3	PO.ADROI	3.54	41	.63	9.80E-02
	PO.POWER	3.71	41	.55	8.62E-02
Pair 4	SY.INSPI	3.87	41	.51	7.96E-02
	SY.CHARI	3.63	41	.75	.12

Frame/Dimensions

Pair 1:
Structural Frame
Analytic
Organized

Pair 2:
Human Resource Frame
Supportive
Participative

Pair 3:
Political Frame
Powerful
Adroit

Pair 4:
Symbolic Frame
Inspirational
Charismatic

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ST.ANALY & ST.ORGAN	41	.527	.000
Pair 2	HR.SUPPO & HR.PARTI	41	.526	.000
Pair 3	PO.ADROI & PO.POWER	41	.794	.000
Pair 4	SY.INSPI & SY.CHARI	41	.747	.000

Paired Samples Test

		Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t
Pair 1	ST.ANALY - ST.ORGAN	.17	.53	8.30E-02	2.93E-03	.34	2.056
Pair 2	HR.SUPPO - HR.PARTI	9.15E-02	.50	7.85E-02	-6.71E-02	.25	1.166
Pair 3	PO.ADROI - PO.POWER	-.17	.39	6.01E-02	-.29	-4.92E-02	-2.839
Pair 4	SY.INSPI - SY.CHARI	.23	.50	7.83E-02	7.35E-02	.39	2.960

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	ST.ANALY - ST.ORGAN	40	.046
Pair 2	HR.SUPPO - HR.PARTI	40	.251
Pair 3	PO.ADROI - PO.POWER	40	.007
Pair 4	SY.INSPI - SY.CHARI	40	.005

Oneway

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
ST.S1	1	10	3.74	.33	.10	3.50	3.97
	2	29	3.94	.52	9.60E-02	3.74	4.13
	Total	39	3.88	.48	7.68E-02	3.73	4.04
HR.S1	1	10	4.09	.19	5.91E-02	3.95	4.22
	2	29	4.00	.52	9.59E-02	3.80	4.20
	Total	39	4.02	.45	7.27E-02	3.88	4.17
PO.S1	1	10	3.60	.44	.14	3.29	3.91
	2	29	3.59	.58	.11	3.36	3.81
	Total	39	3.59	.54	8.72E-02	3.41	3.77
SY.S1	1	10	3.61	.37	.12	3.35	3.87
	2	29	3.75	.64	.12	3.50	3.99
	Total	39	3.71	.58	9.23E-02	3.52	3.90

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = Elementary

2 = Secondary

Descriptives

		Minimum	Maximum
ST.S1	1	3	4
	2	3	5
	Total	3	5
HR.S1	1	4	4
	2	3	5
	Total	3	5
PO.S1	1	3	5
	2	2	5
	Total	2	5
SY.S1	1	3	4
	2	3	5
	Total	3	5

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ST.S1	Between Groups	.291	1	.291	1.276	.266
	Within Groups	8.440	37	.228		
	Total	8.731	38			
HR.S1	Between Groups	5.693E-02	1	5.693E-02	.271	.606
	Within Groups	7.783	37	.210		
	Total	7.840	38			
PO.S1	Between Groups	1.415E-03	1	1.415E-03	.005	.946
	Within Groups	11.278	37	.305		
	Total	11.280	38			
SY.S1	Between Groups	.132	1	.132	.391	.536
	Within Groups	12.498	37	.338		
	Total	12.630	38			

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = Elementary

2 = Secondary

Oneway

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
ST.S2	1	10	2.57	.72	.23	2.05	3.08
	2	29	2.52	.74	.14	2.24	2.81
	Total	39	2.53	.73	.12	2.30	2.77
HR.S2	1	10	3.32	.28	8.77E-02	3.12	3.51
	2	29	3.12	.41	7.62E-02	2.96	3.28
	Total	39	3.17	.39	6.20E-02	3.05	3.30
PO.S2	1	10	1.83	.50	.16	1.48	2.19
	2	29	1.90	.47	8.77E-02	1.72	2.08
	Total	39	1.88	.47	7.57E-02	1.73	2.03
SY.S2	1	10	2.10	.65	.21	1.64	2.56
	2	29	2.38	.62	.11	2.15	2.61
	Total	39	2.31	.63	.10	2.10	2.51

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = Elementary

2 = Secondary

Descriptives

		Minimum	Maximum
ST.S2	1	2	4
	2	1	4
	Total	1	4
HR.S2	1	3	4
	2	2	4
	Total	2	4
PO.S2	1	1	3
	2	1	3
	Total	1	3
SY.S2	1	1	3
	2	1	4
	Total	1	4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ST.S2	Between Groups	1.419E-02	1	1.419E-02	.026	.873
	Within Groups	20.162	37	.545		
	Total	20.177	38			
HR.S2	Between Groups	.286	1	.286	1.954	.170
	Within Groups	5.408	37	.146		
	Total	5.694	38			
PO.S2	Between Groups	2.972E-02	1	2.972E-02	.130	.721
	Within Groups	8.467	37	.229		
	Total	8.497	38			
SY.S2	Between Groups	.580	1	.580	1.491	.230
	Within Groups	14.394	37	.389		
	Total	14.974	38			

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = Elementary

2 = Secondary

Oneway

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
ST.S1	1	27	3.95	.51	9.86E-02	3.75	4.15
	2	14	3.81	.40	.11	3.58	4.05
	Total	41	3.90	.48	7.45E-02	3.75	4.05
HR.S1	1	27	3.94	.46	8.91E-02	3.76	4.12
	2	14	4.23	.37	9.79E-02	4.02	4.44
	Total	41	4.04	.45	7.03E-02	3.90	4.18
PO.S1	1	27	3.65	.46	8.80E-02	3.47	3.83
	2	14	3.59	.73	.20	3.17	4.01
	Total	41	3.63	.56	8.72E-02	3.45	3.80
SY.S1	1	27	3.80	.60	.12	3.56	4.04
	2	14	3.65	.57	.15	3.32	3.98
	Total	41	3.75	.59	9.22E-02	3.56	3.94

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = Male

2 = Female

Descriptives

		Minimum	Maximum
ST.S1	1	3	5
	2	3	5
	Total	3	5
HR.S1	1	3	5
	2	4	5
	Total	3	5
PO.S1	1	3	5
	2	2	5
	Total	2	5
SY.S1	1	3	5
	2	3	5
	Total	3	5

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ST.S1	Between Groups	.172	1	.172	.750	.392
	Within Groups	8.938	39	.229		
	Total	9.110	40			
HR.S1	Between Groups	.788	1	.788	4.198	.047
	Within Groups	7.320	39	.188		
	Total	8.107	40			
PO.S1	Between Groups	3.194E-02	1	3.194E-02	.100	.753
	Within Groups	12.452	39	.319		
	Total	12.484	40			
SY.S1	Between Groups	.205	1	.205	.582	.450
	Within Groups	13.732	39	.352		
	Total	13.938	40			

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = Male

2 = Female

Oneway

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
ST.S2	1	27	2.56	.71	.14	2.27	2.84
	2	14	2.45	.75	.20	2.02	2.89
	Total	41	2.52	.72	.11	2.29	2.75
HR.S2	1	27	3.12	.39	7.53E-02	2.97	3.28
	2	14	3.19	.41	.11	2.95	3.43
	Total	41	3.15	.39	6.16E-02	3.02	3.27
PO.S2	1	27	1.92	.48	9.22E-02	1.73	2.11
	2	14	1.85	.52	.14	1.54	2.15
	Total	41	1.89	.49	7.63E-02	1.74	2.05
SY.S2	1	27	2.32	.60	.11	2.09	2.56
	2	14	2.36	.83	.22	1.88	2.84
	Total	41	2.33	.67	.11	2.12	2.55

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = Male

2 = Female

Descriptives

		Minimum	Maximum
ST.S2	1	1	4
	2	2	4
	Total	1	4
HR.S2	1	2	4
	2	2	4
	Total	2	4
PO.S2	1	1	3
	2	1	3
	Total	1	3
SY.S2	1	1	3
	2	1	4
	Total	1	4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ST.S2	Between Groups	9.814E-02	1	9.814E-02	.186	.669
	Within Groups	20.579	39	.528		
	Total	20.678	40			
HR.S2	Between Groups	4.141E-02	1	4.141E-02	.261	.612
	Within Groups	6.192	39	.159		
	Total	6.233	40			
PO.S2	Between Groups	5.119E-02	1	5.119E-02	.210	.649
	Within Groups	9.491	39	.243		
	Total	9.542	40			
SY.S2	Between Groups	1.205E-02	1	1.205E-02	.026	.873
	Within Groups	18.210	39	.467		
	Total	18.222	40			

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = Male

2 = Female

Oneway

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
ST.S1	1	19	3.99	.45	.10	3.77	4.21
	2	11	3.98	.56	.17	3.60	4.35
	3	10	3.66	.40	.13	3.37	3.95
	Total	40	3.91	.48	7.63E-02	3.75	4.06
HR.S1	1	19	4.03	.57	.13	3.75	4.30
	2	11	4.14	.39	.12	3.88	4.40
	3	10	3.93	.21	6.51E-02	3.78	4.07
	Total	40	4.03	.45	7.16E-02	3.89	4.18
PO.S1	1	19	3.65	.44	.10	3.44	3.86
	2	11	3.85	.56	.17	3.47	4.23
	3	10	3.25	.58	.18	2.83	3.67
	Total	40	3.61	.55	8.66E-02	3.43	3.78
SY.S1	1	19	3.73	.60	.14	3.44	4.02
	2	11	3.90	.59	.18	3.50	4.29
	3	10	3.56	.57	.18	3.15	3.97
	Total	40	3.73	.59	9.32E-02	3.55	3.92

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = 25-34 years old
2 = 35-44 years old
3 = 45-54 years old

Descriptives

		Minimum	Maximum
ST.S1	1	3	5
	2	3	5
	3	3	4
	Total	3	5
HR.S1	1	3	5
	2	4	5
	3	4	4
	Total	3	5
PO.S1	1	3	4
	2	3	5
	3	2	4
	Total	2	5
SY.S1	1	3	5
	2	3	5
	3	3	4
	Total	3	5

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ST.S1	Between Groups	.794	2	.397	1.771	.184
	Within Groups	8.292	37	.224		
	Total	9.086	39			
HR.S1	Between Groups	.235	2	.117	.560	.576
	Within Groups	7.757	37	.210		
	Total	7.992	39	.		
PO.S1	Between Groups	1.974	2	.987	3.752	.033
	Within Groups	9.731	37	.263		
	Total	11.705	39			
SY.S1	Between Groups	.589	2	.295	.842	.439
	Within Groups	12.948	37	.350		
	Total	13.537	39			

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

1 = 25-34 years old
2 = 35-44 years old
3 = 45-54 years old

Oneway

Descriptives

| | | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | |
						Lower Bound	Upper Bound
ST.S2	1	19	2.52	.70	.16	2.18	2.86
	2	11	2.71	.92	.28	2.09	3.33
	3	10	2.42	.45	.14	2.10	2.74
	Total	40	2.55	.71	.11	2.32	2.77
HR.S2	1	19	3.21	.45	.10	2.99	3.43
	2	11	2.95	.34	.10	2.72	3.18
	3	10	3.22	.30	9.64E-02	3.00	3.43
	Total	40	3.14	.40	6.30E-02	3.01	3.27
PO.S2	1	19	2.00	.55	.13	1.73	2.27
	2	11	1.83	.53	.16	1.48	2.19
	3	10	1.75	.31	9.70E-02	1.53	1.97
	Total	40	1.89	.49	7.82E-02	1.73	2.05
SY.S2	1	19	2.20	.70	.16	1.87	2.54
	2	11	2.47	.82	.25	1.92	3.02
	3	10	2.38	.47	.15	2.05	2.72
	Total	40	2.32	.68	.11	2.10	2.54

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = 25-34 years old
2 = 35-44 years old
3 = 45-54 years old

Descriptives

		Minimum	Maximum
ST.S2	1	2	4
	2	1	4
	3	2	3
	Total	1	4
HR.S2	1	2	4
	2	2	3
	3	3	4
	Total	2	4
PO.S2	1	1	3
	2	1	3
	3	1	2
	Total	1	3
SY.S2	1	1	4
	2	2	4
	3	2	3
	Total	1	4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ST.S2	Between Groups	.486	2	.243	.470	.628
	Within Groups	19.124	37	.517		
	Total	19.610	39			
HR.S2	Between Groups	.531	2	.266	1.735	.190
	Within Groups	5.666	37	.153		
	Total	6.197	39			
PO.S2	Between Groups	.461	2	.231	.941	.400
	Within Groups	9.069	37	.245		
	Total	9.531	39			
SY.S2	Between Groups	.552	2	.276	.587	.561
	Within Groups	17.414	37	.471		
	Total	17.966	39			

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

1 = 25-34 years old
2 = 35-44 years old
3 = 45-54 years old

Correlations

Correlations

		LEADER	MANAGER	ST.S1	HR.S1	PO.S1	SY.S1
LEADER	Pearson Correlation	1.000	.378*	.451**	.208	.452**	.393*
	Sig. (2-tailed)	.	.015	.003	.191	.003	.011
	N	41	41	41	41	41	41
MANAGER	Pearson Correlation	.378*	1.000	.358*	.146	.485**	.425**
	Sig. (2-tailed)	.015	.	.022	.363	.001	.006
	N	41	41	41	41	41	41
ST.S1	Pearson Correlation	.451**	.358*	1.000	-.007	.284	.108
	Sig. (2-tailed)	.003	.022	.	.965	.072	.501
	N	41	41	41	41	41	41
HR.S1	Pearson Correlation	.208	.146	-.007	1.000	.333*	.094
	Sig. (2-tailed)	.191	.363	.965	.	.033	.559
	N	41	41	41	41	41	41
PO.S1	Pearson Correlation	.452**	.485**	.284	.333*	1.000	.766**
	Sig. (2-tailed)	.003	.001	.072	.033	.	.000
	N	41	41	41	41	41	41
SY.S1	Pearson Correlation	.393*	.425**	.108	.094	.766**	1.000
	Sig. (2-tailed)	.011	.006	.501	.559	.000	.
	N	41	41	41	41	41	41

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S1 = Structural Frame/Section 1 (Items 1-32)
HR.S1 = Human Resource Frame/Section 1 (Items 1-32)
PO.S1 = Political Frame/Section 1 (Items 1-32)
SY.S1 = Symbolic Frame/Section 1 (Items 1-32)

LEADER = Leadership Effectiveness/Section 3 (Item 1)
MANAGER = Managerial Effectiveness/Section 3 (Item 2)

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
LEADER	4.20	.71	41
MANAGER	4.15	.91	41
ST.S2	2.5203	.7190	41
HR.S2	3.1463	.3947	41
PO.S2	1.8943	.4884	41
SY.S2	2.3333	.6749	41

Correlations

		LEADER	MANAGER	ST.S2	HR.S2	PO.S2	SY.S2
LEADER	Pearson Correlation	1.000	.378*	.065	-.296	.108	.112
	Sig. (2-tailed)	.	.015	.686	.061	.500	.485
	N	41	41	41	41	41	41
MANAGER	Pearson Correlation	.378*	1.000	-.075	-.142	-.217	.421**
	Sig. (2-tailed)	.015	.	.642	.375	.172	.006
	N	41	41	41	41	41	41
ST.S2	Pearson Correlation	.065	-.075	1.000	-.258	-.126	-.515**
	Sig. (2-tailed)	.686	.642	.	.104	.432	.001
	N	41	41	41	41	41	41
HR.S2	Pearson Correlation	-.296	-.142	-.258	1.000	-.087	-.394*
	Sig. (2-tailed)	.061	.375	.104	.	.588	.011
	N	41	41	41	41	41	41
PO.S2	Pearson Correlation	.108	-.217	-.126	-.087	1.000	-.451**
	Sig. (2-tailed)	.500	.172	.432	.588	.	.003
	N	41	41	41	41	41	41
SY.S2	Pearson Correlation	.112	.421**	-.515**	-.394*	-.451**	1.000
	Sig. (2-tailed)	.485	.006	.001	.011	.003	.
	N	41	41	41	41	41	41

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

ST.S2 = Structural Frame/Section 2 (Items 1-6)
HR.S2 = Human Resource Frame/Section 2 (Items 1-6)
PO.S2 = Political Frame/Section 2 (Items 1-6)
SY.S2 = Symbolic Frame/Section 2 (Items 1-6)

LEADER = Leadership Effectiveness/Section 3 (Item 1)
MANAGER = Managerial Effectiveness/Section 3 (Item 2)

Means

Case Processing Summary

| | Cases | | | | | |
| | Included | | Excluded | | Total | |
	N	Percent	N	Percent	N	Percent
LEADER * GENDER	41	100.0%	0	.0%	41	100.0%
MANAGER * GENDER	41	100.0%	0	.0%	41	100.0%

Report

GENDER		LEADER	MANAGER
1	Mean	4.19	4.41
	N	27	27
	Std. Deviation	.79	.64
	Range	2	2
2	Mean	4.21	3.64
	N	14	14
	Std. Deviation	.58	1.15
	Range	2	4
Total	Mean	4.20	4.15
	N	41	41
	Std. Deviation	.71	.91
	Range	2	4

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

LEADER = Leadership Effectiveness/Section 3 (Item 1)
MANAGER = Managerial Effectiveness/Section 3 (Item 2)

1 = Male
2 = Female

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
LEADER * AGE	40	100.0%	0	.0%	40	100.0%
MANAGER * AGE	40	100.0%	0	.0%	40	100.0%

Report

AGE		LEADER	MANAGER
1	Mean	4.05	4.37
	N	19	19
	Std. Deviation	.71	.60
	Range	2	2
2	Mean	4.55	3.91
	N	11	11
	Std. Deviation	.69	1.38
	Range	2	4
3	Mean	4.10	4.00
	N	10	10
	Std. Deviation	.74	.82
	Range	2	2
Total	Mean	4.20	4.15
	N	40	40
	Std. Deviation	.72	.92
	Range	2	4

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

LEADER = Leadership Effectiveness/Section 3 (Item 1)
MANAGER = Managerial Effectiveness/Section 3 (Item 2)

1 = 25-34 years old
2 = 35-44 years old
3 = 45-54 years old

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
LEADER * LEVEL	39	100.0%	0	.0%	39	100.0%
MANAGER * LEVEL	39	100.0%	0	.0%	39	100.0%

Report

LEVEL		LEADER	MANAGER
1	Mean	4.10	3.80
	N	10	10
	Std. Deviation	.74	1.40
	Range	2	4
2	Mean	4.17	4.21
	N	29	29
	Std. Deviation	.71	.68
	Range	2	2
Total	Mean	4.15	4.10
	N	39	39
	Std. Deviation	.71	.91
	Range	2	4

1 = Never   2 = Occasionally   3 = Sometimes   4 = Often   5 = Always

LEADER = Leadership Effectiveness/Section 3 (Item 1)
MANAGER = Managerial Effectiveness/Section 3 (Item 2)

1 = Elementary
2 = Secondary

APPENDIX E

INTERSTATE SCHOOL LEADERS LICENSURE
CONSORTIUM (ISLLC)
STANDARDS

Components of Professional Practice for School Leaders
(Hessel & Holloway, 2002, p. 27)

STANDARD 1: THE VISION OF LEARNING
  1a. Developing the Vision
  1b. Communicating the Vision
  1c. Implementing the Vision
  1d. Monitoring and Evaluating the Vision

STANDARD 2: THE CULTURE OF TEACHING AND LEARNING
  2a. Valuing Students and Staff
  2b. Developing and Sustaining the Culture
  2c. Ensuring an Inclusive Culture
  2d. Monitoring and Evaluating the Culture

STANDARD 3: THE MANAGEMENT OF LEARNING
  3a. Making Management Decisions to Ensure Successful Teaching and Learning
  3b. Developing Procedures to Ensure Successful Teaching and Learning
  3c. Allocating Resources to Ensure Successful Teaching and Learning
  3d. Creating a Safe, Healthy Environment to Ensure Successful Teaching and Learning

STANDARD 4: RELATIONSHIPS WITH THE BROADER COMMUNITY FOSTER LEARNING
  4a. Understanding Community Needs
  4b. Involving Members of the Community
  4c. Providing Opportunities for the Community and School to Serve Each Other
  4d. Understanding and Valuing Diversity

STANDARD 5: INTEGRITY, FAIRNESS, AND ETHICS IN LEARNING
  5a. Demonstrating a Personal and Professional Code of Ethics
  5b. Understanding One's Impact on the School and Community
  5c. Respecting the Rights and Dignity of All
  5d. Inspiring Integrity and Ethical Behavior in Others

STANDARD 6: THE POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT OF LEARNING (p. 27)
  6a. Operating Schools on Behalf of Students and Families
  6b. Communicating Changes in Environment to Stakeholders
  6c. Working with Policies, Laws, and Regulations
  6d. Communicating with Decision-Makers Outside the School Community