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Characteristics of leadership behaviors of successful high school principals in North Carolina

Reid, Tommy Parks, Ed.D.

The University of North Carolina at Greensboro, 1992

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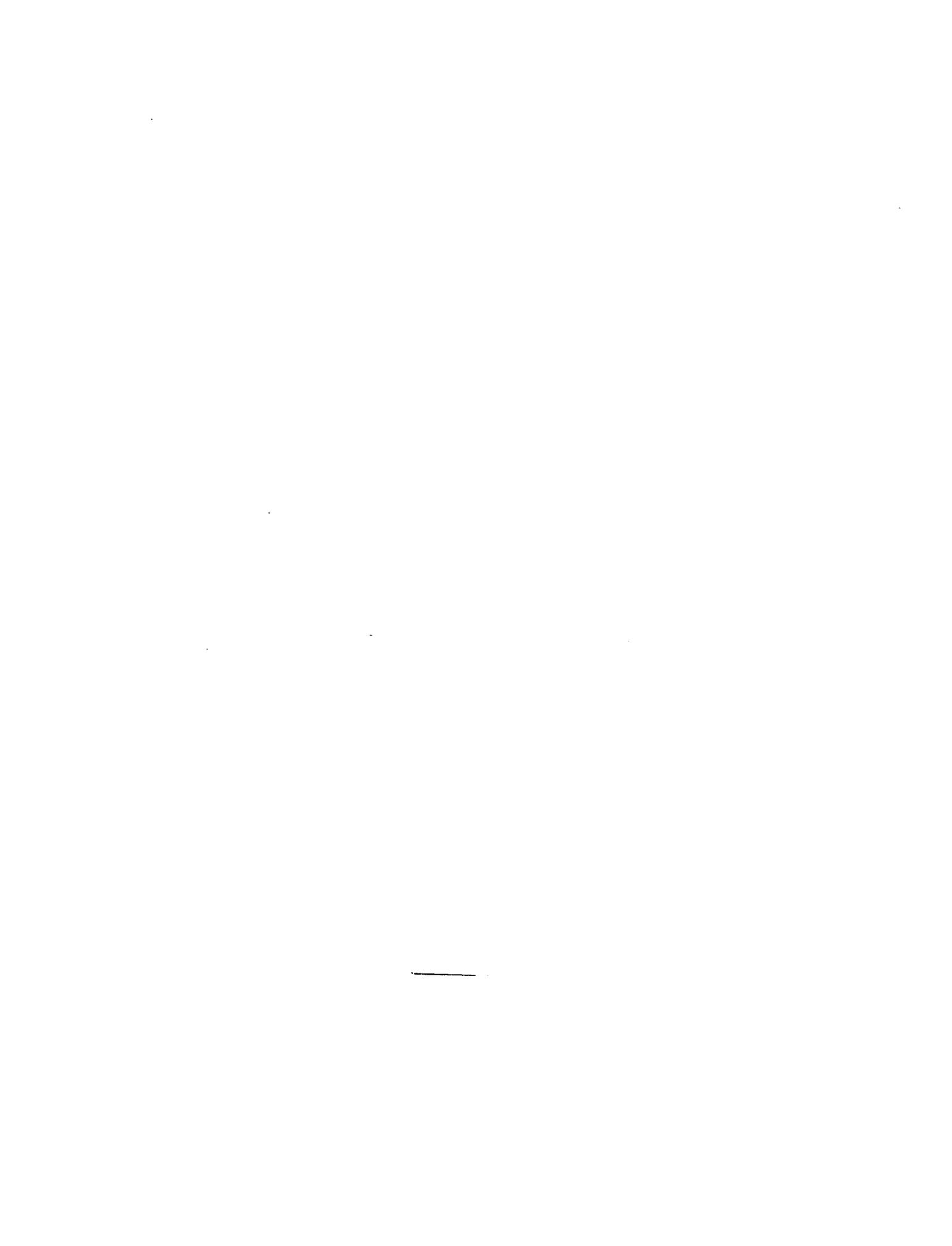
CHARACTERISTICS OF LEADERSHIP BEHAVIORS OF SUCCESSFUL HIGH

SCHOOL PRINCIPALS IN NORTH CAROLINA

by

Tommy Parks Reid

A Dissertation to be Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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REID, TOMMY PARKS, Ed.D. Characteristics of Leadership
Behaviors of Successful High School Principals in North
Carolina (1992)  Directed by Dr. Joseph E. Bryson.  276 pp.

The purpose of this study was to investigate

characteristics of leadership behaviors of two groups of

high school principals under varying, contextual situations.

One group of twenty-five principals identified as successful

and a second group of twenty-two principals randomly chosen

comprised the sample.

All the participating principals completed Elias

Porter's Strength Deployment Inventory.® Also, each

principal randomly selected five teachers from their staff

who completed a Strength Deployment Inventory: Feedback

Edition.® Porter's inventories indicate patterns of

behavior under stable and unstable contextual conditions.

The two groups of North Carolina high school principals were

compared for significant variations by using a multiple

analysis of variance.

The Hypothesis, which stated that there would not be

significant differences between the mean differences of the

two groups of principals on patterns of leadership behaviors

in regard to their change in scores on these variables from

stable, contextual conditions to unstable, contextual

conditions, was confirmed.  Some possible indications about

North Carolina high school principals resulting from this

study are the following: (1) They respond to varying,

contextual situations by changing their leadership behaviors, (2) They prefer a nurturing behavioral pattern when contextual conditions are stable, (3) They show a tendency to be analytical when contextual conditions become unstable. The principals identified as successful revealed a tendency to be more assertive when contextual conditions are stable. A study of blended patterns of behavior indicated that those same principals use a flexible, team approach more often when stable conditions prevail.

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CHAPTER I

INTRODUCTION

Overview

The focus of this study is the characteristics of

leadership behaviors of successful high school principals.

The principalship continues to be a major factor in

determining what will occur in schools.[1]  The behaviors of

the building principal have a great impact on the

organization and governance of the school and merit more

study and investigation.  "The literature of effective

schools tends to agree on at least one point---that an

essential ingredient of good schools is strong, consistent,

and inspired leadership."[2]  The principal communicates the

vision and purpose of the school causing those associated

with the school to strive for common goals.  Edmonds'

research resulted in the identification of five correlates

which contribute to a school being successful: (1) strong

instructional leadership, (2) clearly defined goals, (3) a

safe environment which encourages learning, (4) high teacher

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Jack McCurdy, The Role of Principals In Effective
Schools (Sacramento, California: Education News Service for
The American Association of School Administrators, 1983),
18.

[2]Sara L. Lightfoot, The Good High School (New York:
Basic Books Incorporated, Publishers, 1983), 323.

expectations, (5) basic skills emphasis as evidenced and accompanied by frequent testing.[3] Edmonds' study provides more substantiation of the belief that leadership behaviors of the building level principal have an impact on success of the school.

Effective principals have traditionally excelled in such competencies as communicating, organizing, monitoring, and determining direction.[4] Principals, now and in the future, will need to develop competencies in areas which have been less critical previously, such as, providing motivation and reinforcing staff, building teams, creating networks, and handling additional pressure to achieve. Reports such as A Nation At Risk have brought new, unexpected situations to the principalship. School-based leadership, teacher empowerment, parental choice, and school-business partnerships could place many new demands on principals. Their leadership behaviors could become more executive in nature and their power will possibly increase. However, they may find it necessary to share their power with others.[5]

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[3]Ronald Edmonds, "Effective Schools for the Urban Poor," Educational Leadership 37 (October, 1979), 21-25.

[4]Cynthia D. McCauley, Effective School Principals: Competencies for Meeting the Demands of Educational Reform (Greensboro, North Carolina: Center for Creative Leadership, 1990), 1.

[5]Cynthia D. McCauley, 1.

Studies of leadership behaviors and traits have been carried out in the business world, but have not been used extensively in public education. Studies of leadership in the business world have resulted in several approaches to the study of leadership being developed in the social sciences. Personal characteristics and behaviors of leaders have been studied to determine what it is about a particular person that makes that person a good leader.[6] A trait theory of leadership was formed from such studies.[7] Situational leadership theory later developed from the concept that situational factors influence leadership effectiveness.[8] Situational leadership may be more widely accepted today than the trait theory. However, some theorists recommend a balancing of the two theories, recognizing that the interaction of the characteristics of a leader and the characteristics of a given situation determine what is and what is not effective leadership.[9]

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[6]Richard M. Hodgetts, Management: Theory, Process and Practice (New York, New York: CBS College Publishing, 1982), 342.

[7]Ibid.

[8]Ibid., 342-343.

[9]David Hampton, Charles Summer, and Ross A. Webber, Organizational Behavior and the Practice of Management (Glenview, Illinois: Scott, Foresman and Company, 1982), 565-585.

Bennis and Nanus have pointed out from their study of leaders of organizations that decades of academic analysis have given us more than three hundred and fifty definitions of leadership.[10] Leadership continues to be something everyone knows exists but is very difficult to define.[11] Bennis and Nanus clarify the point more by stating that "leadership is the most studied and least understood topic of any of the social sciences."[12] The leaders needed today are not born as leaders. "They emerge when organizations face new problems and complexities that cannot be solved by unguided evolution."[13] This provides more reasons for the study of leadership behaviors of high school principals. More knowledge of how they behave when confronted with the varying contextual situations of their jobs can be obtained. Such knowledge can contribute to developing a "guided evolution" of the principalship.

Decisions about what criteria to use for hiring, evaluating, and training new principals are going to require a broader framework for defining successful principals.[14]

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[10]Warren Bennis and Burt Nanus, Leaders: The Strategies For Taking Charge (New York: Harper and Row, Publishers, 1985), 4.

[11]Ibid., 4-6.

[12]Warren Bennis and Burt Nanus, 20.

[13]Warren Bennis and Burt Nanus, 18.

[14]Cynthia D. McCauley, 2.

Such a framework should include more information about how successful principals act in varying contextual situations. School districts will need to be more informed about how decentralized school systems, participative leadership, and diverse external relationships will influence the leadership behaviors of principals in their school systems. They must establish a knowledge base and methods to evaluate and train their principals to meet new demands.

Studies of leadership behaviors in the business world are not education oriented. That fact so often makes it difficult for educators interested in leadership to apply such theories and findings to their educational situations. With that in mind, and the fact that reform is a critical issue in public education today, it makes good sense that studies of leadership behaviors of high school principals be conducted.

## Statement of the Problem

The problem this study investigated is whether the leadership behaviors of two groups of high school principals are stable across varying contextual situations or whether they are modified with different situations. One group of principals was identified as successful principals. The second group consisted of randomly chosen high school principals not identified as successful. The problem was

whether the varying contextual situations would cause the principals identified as successful and the randomly chosen principals not identified as successful to modify their leadership behaviors.

Experienced principals and newly appointed principals will need a greater variety of effective leadership behaviors which will allow them to achieve success in more diverse situations.[15] Research on the principalship is relatively new in its development. However, some researchers have already recognized the importance of principals as agents for establishing climates for higher school achievement.[16] Dwyer, Barnett, and Lee state that their work has led them "to conclude that principals can be key agents in the creation of successful school settings and that their potency lies within that previously 'undifferentiated jumble' of principals' behaviors."[17] The actions of principals help to create the climate and establish standards for teachers and students. The actions taken by principals contribute to determining the character and destiny of the schools they lead. This study was designed to provide more information about behaviors and leadership styles of high school principals. That information will add

[15]Cynthia D. McCauley, 3-7.

[16]McCurdy, 8.

[17]Ibid., 8-9.

to the body of knowledge which allows and encourages
principals, school boards, institutions of higher education,
and those interested in the study of leadership to determine
what is needed to be a successful high school principal.
Also, that knowledge will contribute to providing better
models for selecting and training principals.


## Conceptual Base

The conceptual base of this study is that there are
varying contextual situations which might have an effect on
the leadership behaviors of the high school principals
identified as successful and the randomly chosen high school
principals not identified as successful. When a principal
is confronted with conflict or opposition, the character-
istics of his leadership behaviors may be different from
those exhibited under stable conditions. The group of
principals identified as successful might respond
differently to the varying contextual situations than the
group of randomly chosen principals not identified as
successful.

New challenges such as school-based management, teacher
empowerment, and the demand to be more customer oriented are
placing greater demands on principals. To meet those
demands, principals are making decisions with committees of
teachers about academic and budget matters. Some principals

are working to keep students from leaving their schools when parents can choose to send their children elsewhere. New relationships are being established between principals and business leaders for the purpose of forming partnerships to improve school programs.[18] Such challenges present a multitude of new situations for principals. The great pressures and complexities of those situations are requiring principals to develop and/or acquire different leadership behaviors for the purpose of working with people.

Characteristics of situations and characteristics of leadership behaviors and how they are interrelated continue to be significant in the study of leadership of organizations. The study of motivation, leader behavior, and change can contribute to more effective utilization of human resources and help organizations be more efficient and productive.[19] If such a study is to be balanced, the interaction of situational characteristics and leadership behavior characteristics should be included.[20]

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[18]Cynthia D. McCauley, 1-7.

[19]Paul Hersey and Kenneth Blanchard, _Management of Organizational Behavior_ (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1988), 447.

[20]David Hampton, Charles Summer, and Ross A. Webber, 583.

## Purpose of the Study

The purpose of this study was to investigate characteristics of leadership behaviors of two groups of high school principals under varying contextual situations. One group of principals was identified as successful by selected groups and organizations within the educational community. The second group of principals was made up of principals randomly chosen from those not identified as successful. The varying contextual situations are represented by two conditions which are the following:

1. When contextual conditions are stable and the principal is free to pursue desired objectives without opposition or conflict being present.

2. When contextual conditions are not stable and the principal is confronted with opposition or conflict and cannot pursue desired objectives freely.

## The Hypothesis

The Hypothesis being tested to address the purpose of this study is the following. The successful principals as a group will not exhibit mean differences which are significantly different from the mean differences of the randomly chosen principals as a group on patterns of leadership behaviors in regard to their change in scores on these variables from stable, contextual conditions to unstable, contextual conditions.

## Significance of the Study

Leadership behaviors and situations confronting leaders
have been the topics of studies in the business world for
several decades. It has been difficult to identify any one
best approach to the study of leadership, but valuable
knowledge has been gained from the various studies. The
business world presently seems to have an advantage over
public education due to the insights gained from such
studies. Generalization of research findings from studies
within the business world to public education may be
difficult at best because of the differences in the goals of
the business world and public education. Producing citizens
who are academically proficient, responsible, and productive
workers is dramatically different from producing a car or a
service. With that in mind, it seems obvious that studies
of leadership behaviors of high school principals and the
situations confronting them would be appropriate for helping
to improve the public schools. Public education now faces
great pressure to reform and raise the achievement level of
students. The principal may be the most important
ingredient in the reform and improvement of the public
school educational system. Through the study of
characteristics of leadership behaviors of successful high
school principals, knowledge is being contributed to the
body of knowledge which will help school districts select,

evaluate, and train new principals. Higher education programs designed for the purpose of preparing and developing principals will use the knowledge to improve the quality of the principalship.

## Definition of Terms

The following terms and definitions are provided for general agreement as to their meanings and usage in this study:

Leadership. Leadership is "leaders inducing followers to act for certain goals that represent the values and the motivations---the wants and the needs, the aspirations and expectations---of both followers and leaders."[21] The principal's leadership is demonstrated through his ability to cause teachers, students, and other staff members to achieve the goals of the school and the school system.

Leadership Style. Leadership style is the principal's distinctive manner or method of acting or performing within the organizational and instructional context of the school.

Leadership Behaviors. Leadership behaviors are represented by the personal conduct displayed by the principals as they interact in the varying contextual situations. They are the behaviors which collectively

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[21]James MacGregor Burns, Leadership (New York: Harper and Row, 1978), 19.

characterize a leadership style.

Contextual Situations. Contextual situations are the interrelated conditions within the schools, school districts and communities which the principals experience.

Stable Conditions. Stable conditions are when the principal is not faced with opposition or conflict and is free to pursue desired objectives freely.

Unstable Conditions. Unstable conditions are when the principal is faced with opposition or conflict and cannot pursue desired objectives freely.

Successful Principal. For the purposes of this study the successful principal is one who goes beyond standard expectations and provides leadership within the school context which contributes to their school attaining outcomes desired by students, teachers, and the community.

High Schools. High schools are for young people with grades nine through twelve. Combinations of grades can vary. For example, some high schools may have grades nine and ten only, whereas other high schools will have grades nine through twelve.

## Limitations

The population of this study was limited to high school principals within the county and city public school administrative units in the Public School System of North

Carolina. Principals for the successful high school
principals' group were selected from names submitted by the
North Carolina Department of Public Instruction, Secondary
Division; North Carolina Staff Development/North Carolina
Leadership Institute for Administrators; the North Carolina
Association for School Administrators; the Wachovia
Outstanding Principals Program; and other principals. The
second group of high school principals in this study were
randomly chosen high school principals who have not been
identified as successful. Consideration of gender and race
were not addressed in this study and the influence of those
characteristics will be offset by the use of random
selection.

## Organization of the Study

Chapter 2 reviews the literature related to principals'
behaviors, leadership styles, leadership traits and sources
of power. Leadership theories and the leadership behaviors
associated with them will be reviewed. The chapter moves
from the broader spectrum of theory to more specific studies
pertaining to leadership styles used by principals in the
public schools.

The methodology of this study is explained in Chapter
3. This chapter presents information about the two
instruments used in this study, Elias Porter's <u>Strength</u>
<u>Deployment Inventory</u>® and his <u>Strength Deployment Inventory:</u>

Feedback Edition.® The congruence and utilization of those instruments is explained.

Chapter 3 also includes a description of the sampling process. High school principals were identified and asked to participate in this study from the recommendations of the organizations and individuals mentioned previously. The principals who participated were requested to complete Elias Porter's Strength Deployment Inventory® to obtain their input about their leadership behaviors. Five teachers were randomly selected in each principal's school to complete Porter's Strength Deployment Inventory: Feedback Edition.® The feedback edition helped to determine if the leadership style being projected by each principal is the same as that being shown by the data from the principal's Strength Deployment Inventory.® The instruments themselves are discussed more thoroughly in Chapter 3.

The results provided by the inventories are presented in Chapter 4. The leadership behaviors of each participating principal were given for the two contextual conditions identified previously as stable and unstable on the Strength Deployment Inventory® grid. The feedback of each principal's teachers is shown by data obtained from the Strength Deployment Inventory: Feedback Edition.®

Chapter 5, the concluding chapter, includes a summary of the review of the literature and a summary of the

analysis of the inventories administered.  Recommendations were then be made for further research on the leadership behaviors and approaches of principals.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Many critical issues confront America today. National
and international economic problems are causing some
Americans to question the principles of governance used by
corporations, public education, government, and other
institutions. Old, accepted methods of management are being
challenged and demands for reform and the achievement of
excellence are being made. Warren Bennis and Burt Nanus
expressed their concern with the following statement:

The need was never so great. A chronic crisis of
governance---that is, the pervasive incapacity of
organizations to cope with the expectations of their
constituents---is now an overwhelming factor worldwide.[22]

Leadership is recognized by many as the key force behind the
success or failure of today's organizations and the lack of
understanding of the concept of leadership is creating many
problems. Bennis and Nanus identify the problem with the
following quote from Burns:

The crisis of leadership today is the mediocrity
or irresponsibility of so many of the men and women in

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[22]Bennis and Nanus, 2.

> power, but leadership rarely rises to the full need for it. The fundamental crisis underlying mediocrity is intellectual. If we know all too much about our leaders, we know far too little about leadership.[23]

Leadership in the public schools came under great scrutiny during the 1980's. Support of the public schools has been eroded by the public perceiving the schools as places of violence which are not meeting the needs of students. Public concern has caused some studies to be initiated. Linda Sheive and Marian Schoenheit have stated:

> A panel of educational leaders delivered the final blow when it concluded that our schools had deteriorated to such an extent that 'our nation is at risk' (National Commission on Excellence in Education 1983).[24]

One result of this movement is the effective schools research. That research covers about a ten year period in which effective approaches to improve achievement in schools were identified. Those findings provide new confidence for bringing about change in the public schools by identifying minimum levels of performance needed to make schools effective. Once we have established some criteria for effectiveness, we can start working toward visions of

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[23]Burns, 1.

[24]Linda T. Sheive and Marian B. Schoenheit et al., eds., Leadership: Examining the Elusive (Washington, D.C.: Association for Supervision and Curriculum Development, 1987), 30.

excellence.

National reform movements have also brought new
attention to the principalship.  This new attention comes
from a conclusion reached by "practitioners, researchers,
and leading policy makers, that the principalship holds one
of the most important keys to excellence in schools."[25]  New
emphasis is being given to the study of principals'
leadership behaviors.  Researchers, according to Sheive and
Schoenheit, have developed the belief that "principals can
be key agents in the creation of successful school settings
and that their potency lies within that previously
'undifferentiated jumble' of principal behaviors."[26]

This review of related literature will present the
following sections: a historical perspective of human
leadership and the principalship, leadership styles,
leadership attributes, power and sources of power,
leadership behaviors, and a summary.

## A Historical Perspective of Human Leadership and the Principalship

Jacob Bronowski wrote the following description of man:

> Man is not the most majestic of the creatures.
> Long before the mammals even, the dinosaurs were far
> more splendid.  But he has what no other animal
> possesses, a jig-saw of faculties which alone, over

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[25]McCurdy, 5.

[26]Sheive and Schoenheit, et al., eds., 32.

three thousand million years of life, make him
creative.  Every animal leaves traces of what it was;
man alone leaves traces of what he created.[27]

The men who dwelled in caves anticipated the future and

expressed their vision through paintings on cave walls and

the development of weapons.  This early cultural evolution

helped lead mankind forward.[28]

Prior to the rise of agriculture, "most humans lived in

small, often migratory groups and fed themselves by

foraging, fishing, hunting or herding."[29]  Eventually,

humans realized they could be more successful in satisfying

their own needs by working together.  Through the

organization of groups, they probably found that assigning

tasks could be done based on individual talent and skill.[30]

"Perhaps the assignment of work to others was made by the

strongest, the eldest, or the most articulate of the group

who became the earliest leader."[31]  "Group affiliations

evolved from family to the nation."[32]  A struggle for power

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[27]Jacob Bronowski, <u>The Ascent of Man</u> (Boston/Toronto:
Little, Brown and Company, 1973), 42.

[28]Bronowski, 56.

[29]Alvin Toffler, <u>The Third Wave</u> (New York: Bantam
Books, 1981), 13.

[30]Daniel Wren, <u>The Evolution of Management Thought</u> (New
York: John Wiley and Sons, Inc., 1987), 10.

[31]Wren, 10.

[32]Ibid., 13.

on a broader scale developed between those claiming secular power and those claiming heavenly dominion.[33] The result was the "idea of the priest-ruler or divine king."[34]

Our literature and history provide us with many examples of the priest-ruler and divine king. An example of the divine king was the Babylonian, Hammurabi. As leader and ruler of Babylon, Hammurabi developed a governing code of two hundred and eighty-two laws.[35] "Confucian thinkers were examining the concept of leadership in moral teaching and by example."[36] Joseph Bryson has pointed out that the Hebrew people experienced outstanding leadership in their pursuit of a land. Bryson acknowledged that leadership with the following statement:

> The Old Testament---records leadership dynamics of Abraham, Moses, and David. The all time best selling book, The New Testament, extols the leadership characteristics of Jesus and Paul---two leaders who changed the course of Western Civilization. Thutmose III and Ramseses II spurred Egypt to greatness.[37]

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[33]Ibid.

[34]Ibid.

[35]Ibid.

[36]Burns, 2.

[37]Joseph E. Bryson, "Creative Leadership: Theory and Practice" (Paper Presented, University of North Carolina at Greensboro, 1987), 1.

It was during "the age of Greece"[38] that "the first seeds of democracy"[39] were planted. John Clemens and Douglas Mayer use Homer's The Iliad and The Odyssey to illustrate leadership issues. The conflict between Agamemnon and Achilles in The Iliad provides some thought provoking situations concerning leadership style, interpersonal relations, and causing others to strive for certain goals. Odysseus, the hero of The Odyssey, is a fine example of a leader who uses his abilities to the fullest to accomplish his goal as he returns home from the Trojan War.[40] The Greek philosopher, Plato, a disciple of Socrates, "analyzed not only philosopher-kings but the influences on rulers of upbringing, social and economic institutions, and responses of followers."[41] Plato believed that the philosopher-king must be able to conceive ideas and then carry them out. Such leaders must govern the state while teaching all in their domain as did the philosopher "who made his way out of the cave."[42]

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[38]Wren, 18.

[39]Ibid.

[40]John K. Clemens and Douglas F. Mayer, The Classic Touch (Homewood, Illinois: Dow-Jones-Irwin, 1987), xvi.

[41]Burns, 2.

[42]Howard A. Ozmon and Samuel M. Craver, Philosophical Foundations of Education (Columbus, Ohio: Charles E. Merrill Publishing Company, 1976), 6.

Plutarch presented leaders as heroes. Plutarch's <u>Lives</u> describes the lives of notable Greek and Roman heroes who had an impact on[43] "the world around them, made history, and were---almost without exception---some of the world's greatest leaders."[44] Plutarch wrote a biography of Alexander the Great who conquered the world in eleven years. A student of Aristotle, Alexander died in Babylon at the age of thirty-two after establishing himself as an outstanding leader.[45] The Roman "genius for order and discipline established units to perform certain tasks as well as a hierarchy of authority to insure performance."[46] Fabius, a Roman consul, is an example of a Roman leader who stood by his convictions. When Hannibal crossed the Alps and invaded Italy, Fabius was criticized for not reacting and was accused of cowardice. Fabius stayed with his strategy of cutting off the Carthaginians' supply lines and caused Hannibal to withdraw.[47] During the Roman period, the Catholic church also contributed to a centralized doctrine and authority in Rome.[48]

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[43]Clemens and Mayer, xvi.

[44]Ibid.

[45]Bryson, 2.

[46]Wren, 19.

[47]Clemens and Mayer, 32-34.

[48]Wren, 19.

During the Middle Ages the church was the dominate medieval organization. The "divine right" of the leaders of that time provided the church with complete cooperation. Autonomy was discouraged and the chance of improving one's position in society was almost nonexistent.[49]

The Renaissance brought a complete contrast to that way of thinking. "The individual transcended the organization. Man knew no limits."[50] Individual discovery, learning, and risk taking were encouraged. Machiavelli's book The Prince investigates the cult of virtu which encouraged all men to achieve, even if they had to put themselves "above all ethical and religious training and rely only on intrigue and frightening boldness."[51]

About three hundred years ago the industrial revolution started a chain of events which reshaped our world. Alvin Toffler refers to that event as an explosion "that sent shock waves racing across the earth, demolishing ancient societies and creating a wholly new civilization."[52] Whereas ancient man had struggled for centuries to satisfy the needs of the individual and the organization equally, the Renaissance man many times dominated over organized

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[49]Clemens and Mayer, 76.

[50]Ibid., 74.

[51]Ibid.

[52]Toffler, 21.

enterprises. In contrast to both, industrial man is subject to the will of the organization.[53] The great industrial era of change and technological advancement produced outstanding leaders such as Winston Churchill, Mahatma Gandhi, and Franklin D. Roosevelt who led great nations through difficult times.[54] In industry, scientific management was developed by Frederick W. Taylor, Frank and Lilian Gilbreth, and others helping management to become important enough to study. Henri Fayol, who became known as the father of modern management, helped to formulate the basis of modern management. Elton Mayo, the Hawthorne studies researcher, and Chester Barnard contributed to the development of a human relations philosophy. That philosophy promoted the idea of treating people well.[55] The human resources philosophy of using people well is predominate today and evolved from the efficiency goals of the scientific managers and classical theorists along with the development of the human relations philosophy.[56]

Today we are in an era marked by great technological changes, tremendous amounts of information to handle, greater demands by employees, declining organizational

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[53]Clemens and Mayer, 134.

[54]Bennis and Nanus, 2.

[55]Hodgetts, 22-43.

[56]Ibid., 43.

loyalty, evolving organizational structures, redefined

organizational purpose, and greater involvement in

international marketing and trading.[57] Those dramatic

challenges have created a need for a more creative and

adaptable leadership. Warren Bennis and Burt Nanus refer to

this new leadership as "transformative leadership." Such a

leader "is one who commits people to action, who converts

followers into leaders, and who may convert leaders into

agents of change."[58]

The first general school law established by

Massachusetts in 1647 created schools with more than one

teacher. Such schools

> demonstrated a common leadership principle: one person
> emerged as a head teacher although the title assumed
> was often 'headmaster,' 'preceptor,' 'provost,' and
> occasionally 'principal' or 'principal person.'[59]

Administrative matters were handled by "lay school boards"

in most situations. Teachers carried out dual roles of

performing clerical functions and teaching classes.[60] As

the nation's schools grew in size and complexity,

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[57]Ibid., 15.

[58]Bennis and Nanus, 3.

[59]Dale L. Brubaker and Lawrence H. Simon, "Emerging
Conceptions of the Principalship,' Journal of Instructional
Psychology 4 (December 1986), 5.

[60]Ibid., 4.

administration of the schools became the responsibility of

"full-time professionals, and the school principal became

the 'directing manager' instead of the 'presiding'

teacher."[61]  Dale Brubaker and Lawrence Simon developed

"five conceptions of the principalship as they evolved in

our educational system's history:

> The Principal Teacher (1647-1850)
> The Principal as General Manager (1850-1920)
> The Principal as Professional and "Scientific" Manager
>    (1920-1970)
> The Principal as Administrator and Instructional Leader
>    (1970's-present)
> The Principal as Curriculum Leader (present-sometime in
>    the future).[62]

Today, some see the principalship as being more

concerned with professional management than instructional

supervision.  Dwyer, Barnett, and Lee point out that some

researchers have found that principals are "not potent

instructional leaders in schools."[63]  They find the

principal's work day is made up mainly of verbal

interactions.[64]  Manasse found that the principal's work,

"like that of other managers, is characterized by brevity,

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[61]McCurdy, 12.

[62]Brubaker and Simon, 4.

[63]David C. Dwyer, Bruce G. Barnett, and Ginny V. Lee,
"The School Principal: Scapegoat or the Last Great Hope?"
Leadership: Examining the Elusive (Association for
Supervision and Curriculum Development Yearbook, 1987), 31.

[64]Ibid.

fragmentation, and variety."[65] Many principals think of

themselves as instructional leaders. However, "studies of

the principalship agree that instructional activities get

short shrift, when compared to management duties."[66] The

principalship has evolved toward professional management and

has moved away from the classroom and instructional leader-

ship.[67] The principal no longer has the role of one who has

complete authority and can remain in an office. The role

has changed to one requiring expertise in working with

varied groups in demanding situations.[68] William J. Martin

and Donald J. Willower[69] have provided information which

suggests "that the personal style of principals and the

culture of schools may be important factors in determining

whether instructional leadership is exercised effectively or

at all."[70]

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[65]Lori Manasse, "Principals as Leaders of High Performing Systems," Educational Leadership, February, 1984, 42.

[66]McCurdy, 13.

[67]Ibid., 12.

[68]Ibid., 16.

[69]William J. Martin and Donald J. Willower, "The Managerial Behavior of High School Principals," Educational Administration Quarterly, 17 (Winter 1981): 69-98.

[70]McCurdy, 15.

## Leadership Styles

The leadership style of one who heads an organization or institution can permeate the organization or institution causing those who work for him or her to alter their behavior. If a chief executive seldom takes a vacation or infrequently is absent from work for illness, the subordinates of that organization may be inspired to follow his example. A leader who is afraid to take risks may instill insecurity instead of exploration in those who work for the organization.[71]

With the thought in mind that leadership style can be a very sensitive and influential subject, one may ask what is the best style of leadership? Paul Hersey and Kenneth Blanchard have researched that question and have reached a conclusion:

> While some researchers such as Blake, Mouton, and McGregor have argued that there is 'one best' style of leadership---a style that maximizes productivity and satisfaction, and growth and development in all situations, further research in the last several decades has clearly supported the contention that there is no one best leadership style. Successful and effective leaders are able to adapt their style to fit the requirements of the situation.[72]

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[71]Grady Bogue, The Enemies of Leadership (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1985), 18-19.

[72]Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior: Utilizing Human Resources (New Jersey: Prentice-Hall, Inc., 1988), 100-101.

Hersey and Blanchard also point out that leadership theories in general "have not been conclusively validated by scientific research."[73] However, the lack of research validation does not make those leadership theories invalid. The authors add that the reason for the absence of scientific evidence validating leadership theories could be that "leadership 'theories' are, at this point, sets of empirical generalizations and have not developed into scientifically testable theories."[74]

The principal reason for no "one best way" of leadership, according to Hersey and Blanchard, is that situations and contingencies control the creation of leadership. Leadership theories of theorists such as House, Fiedler, Kerr, Reddin, Vroom-Yetten, and Yukl are situational. Those theorists along with others represent the "mainstream" of the study of leadership.[75] Richard Hodgetts has stated that Fred Fiedler's contingency model may be the "most widely accepted approach."[76] The following is a brief summary of that theory:

> The Contingency theory is that the group's effectiveness is contingent on the interaction between two variables: (1) the motivational system of the

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[73]Ibid., 101.

[74]Ibid.

[75]Ibid., 102.

[76]Hodgetts, 361.

leader---his style in relating to his group, and (2)
the favorableness of the group situation---the degree
to which the situation allows the leader to control his
group. The theory is that leaders with given styles
will perform better in situations favorable to their
style."[77]

His approach gives attention to "three situational

variables: leader-member relations, task structure, and

position power."[78] The leader is matched with the

situation.[79] Fiedler used the scores made by leaders on The

Least Preferred Co-Worker Scale (LPC) to label those leaders

as task oriented or human relations oriented. The Least

Preferred Co-Worker Scale is a personality measure. Fiedler

suggested that one's style of leadership cannot be

changed.[80] Other researchers followed up on his research

and came to the conclusion that "leaders can and should

alter their style of leadership in concrete situations to

better fit their style to the demands of the situation."[81]

Hersey and Blanchard developed the following four basic

leader behavior styles in their Tri-Dimensional Leader

Effectiveness Model:

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[77]William H. Roe and Thelbert L. Drake, The
Principalship (New York: MacMillian Publishing Company,
Inc., 1980), 97.

[78]Hodgetts, 361.

[79]Ibid.

[80]Roe and Drake, 97.

[81]Ibid., 98.

- High task and low relationship
- High task and high relationship
- High relationship and low task
- Low relationship and low task.[82]

Kenneth Blanchard, Patricia Zigarmi and Drea Zigarmi have identified four similar leadership styles: directing which is similar to high task and low relationship, coaching which is similar to high task and high relationship, supporting which is similar to high relationship and low task, and delegating which is similar to low relationship and low task.[83] They state "there is no one best leadership style"[84] and the selection of the appropriate style should be based on the developmental level of the employee. The developmental level is determined by how highly committed and competent the employee is.[85]

Dale Brubaker suggests that leaders should determine what they want and decide how to get it through self-evaluation. The outcome will be influenced strongly by the leadership style one is comfortable with and the leadership styles one intends to try. Brubaker proposes using the Vroom-Yetten framework for evaluating leadership styles.

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[82]Hersey and Blanchard, 116-117.

[83]Kenneth Blanchard, Patricia Zigarmi, and Drea Zigarmi, Leadership and the One Minute Manager (New York: William Morrow and Company, Inc., 1985), 30.

[84]Ibid., 46.

[85]Ibid., 50.

One approach to using that model is to make a tape recording of your leadership in a meeting, play the tape, and determine where your style of leadership falls on the Vroom-Yetten scale. Brubaker found that a leader such as the curriculum planner often misinterprets that style of leadership he uses in a setting.[86] It seems that the purpose here is to provide clarity. Robert Waterman states "Clarity about your own purpose in the organization---and how far you're willing to go to accomplish it---is crucial."[87] Successful leaders must be aware of limitations and develop support networks throughout their organization. They must be able to adapt a style which will persuade others to support their ideas and be members of their team.[88] "The leader must decide on the cause and the values. He or she should be open to question and challenge, but then be ready to commit."[89] If leaders determine what they want as Brubaker has suggested and then determine their style,[90] they may be doing what Waterman refers to as

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[86]Dale L. Brubaker, Curriculum Planning: The Dynamics of Theory and Planning (Glenview, Illinois: Scott, Foresman and Company, 1982), 61-62.

[87]Robert H. Waterman, Jr., The Renewal Factor (New York: Bantam Books, 1988), 224.

[88]Ibid.

[89]Ibid., 326.

[90]Brubaker, Curriculum Planning, 61.

"pathfinding," which is "developing a sense of value and vision"[91] before adapting their leadership style to accomplish their purpose.

Tom Peters and Nancy Austin label face-to-face leadership as coaching. They state that this type of leadership causes people with a great variety of skills, abilities, and other credentials "to step up to responsibility and continued achievement, and treats them as full scale partners and contributors."[92] More concisely, "It is really about paying attention to people."[93] They identify five coaching roles: educating, sponsoring, coaching, counseling, and confronting. Coaching requires flexibility. The leader's approach is determined by knowing the people and having an understanding of the situation.[94]

The literature strongly indicates that leadership style should be determined by the situation. Hersey and Blanchard have emphasized that a leader must have a well developed diagnostic ability and the sensitivity "to be able to identify clues in an environment."[95] Their theory is based

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[91]Waterman, 241.

[92]Tom Peters and Nancy Austin, A Passion for Excellence (New York: Warner Books, 1985), 384.

[93]Ibid.

[94]Ibid., 398.

[95]Hersey and Blanchard, 169.

on the idea that "there is no one best way to influence people."[96] They define leadership style as "behavior by the leader as perceived by the follower(s)."[97] Blanchard, Zigarmi and Zigarmi refer to leadership style as "how you behave, over time, when you're trying to influence the performance of others."[98] The study of leadership behaviors is very significant when identifying leadership styles and that is the focus of this study.

Just as leaders of other kinds of organizations must be able to diagnose employees' levels of competence and commitment and interpret environmental conditions, the principal should also be knowledgeable about how to select an appropriate leadership style for a variety of situations. The principal cannot rely on one way to be an instructional leader.[99] Lori Manasse has stated in reference to principals "research indicates that there is no one best leadership style for all situations."[100] Experts in the field recommend that each person in a position of authority, including principals, should develop a personal style which

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[96]Ibid., 171.

[97]Ibid., 172.

[98]Blanchard, et al., 20.

[99]McCurdy, 34.

[100]Manasse, 45.

they feel comfortable with and works for them.[101] Principals
implement their role as leader in a variety of ways. Some
are in classrooms on a regular basis while others delegate
the implementation of instructional improvement programs.[102]
Some researchers believe the leadership style should reflect
the preferences of the individual and match the expectations
of the employees. The style of control and domination
usually results in minimum cooperation from employees
whereas an involving style which matches interests with
responsibilities can be more productive. Principals need to
be sensitive to how their style affects others and
themselves.[103] One of the objectives of this study is to see
how the principals' perceptions of their leadership styles
compare with the perceptions of their teachers.

Ernest Boyer sees the principal's role as a pivotal one
in the push for educational excellence.[104] He has pointed
out that "the average high school principal is male, white,
and in his mid-forties. He is appointed to his job in a

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[101]McCurdy, 34.

[102]Richard S. Podemski, "Leadership Issues," Excellence
in Education, ed. John N. Mangieri (Fort Worth: Texas
Christian University Press, 1985), 172.

[103]McCurdy, 34-35.

[104]Ernest L. Boyer, "Common Ground," Excellence in
Education, ed. John N. Mangieri (Fort Worth: Texas Christian
University Press, 1985), 32.

random and often unreasonable way."[105]  Boyer says, "the

principal can make a difference.  But first there must be

goals.  A school without goals is a ship without a

rudder."[106]  Podemski recommends the use of decision-making

processes by principals to help their staffs develop clear

goals.  He adds the following:

> When instructional excellence is articulated as the key
> symbolic value in which the school believes, then the
> principal's implementation of these general functions
> is more sharply focused.[107]

Without clarity of purpose and vision from strong leadership

by the principal, excellence in education may not be

achieved.  John Mangieri maintains that "excellent schools

can occur from implementation of bold educational

initiatives and support of strong and dedicated educational

leaders."[108]

It appears that diagnosing the competency levels of

employees, selecting an appropriate leadership style, and

then playing the role appropriately could be a creative

process.  Thus, situational leadership may be a form of

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[105]Ibid.

[106]Ibid., 33.

[107]Podemski, 171.

[108]John N. Mangieri, "The Challenge of Attaining
Excellence," Excellence in Education, ed.  John N. Mangieri
(Fort Worth: Texas Christian University Press, 1985), 12.

creative leadership. A principal must have a conservative set of behaviors and at the same time be able to behave creatively to meet the demands of a variety of situations. Phillip Selznick, in reference to creative leadership, has said:

> To the essentially conservative posture of the responsible leader we must add a concern for change and reconstruction. This creative role has two aspects. First, there is what we have called the 'institutional' embodiment of purpose. Second, creativity is exercised by strategic and tactical planning, that is, analyzing the environment to determine how best to use the existing resources and capabilities of the organization.
> The inbuilding of purpose is a challenge to creativity because it involves transforming men and groups from neutral, technical units into participants who have a peculiar stamp, sensitivity and commitment. This is ultimately an educational process.[109]

"Empirical studies tend to show how that there is no normative (best) style of leadership."[110] The implication of those findings for principals is that they should be ready to "adapt their leader behavior to meet the needs of their followers and the particular environment."[111]

Barbara Benham Tye conducted a study of thirteen high schools which she presented in her book Multiple Realities:

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[109]Phillip Selznick, Leadership In Administration (White Plains, New York: Row, Peterson and Company, 1957), 149-150.

[110]Hersey and Blanchard, 124.

[111]Ibid.

<u>A Study of 13 American High Schools</u>.[112] All the principals
of the high schools studied by Tye were male. Tye found a
great variety of situations developing and changing within
the high schools. She stated, "It is as difficult to
capture a description of the American high school as it is
to freeze a kaleidoscope in one pattern: the pieces keep
falling into new positions."[113] Another conclusion Tye made
is "there is no single vision either of what American high
schools <u>are</u> or of what they <u>should</u> be."[114] Those findings
provide support for the idea that high school principals
should be able to use a variety of leadership styles for the
multiple situations in high schools.

Tye's study concluded that a certain kind of leadership
"earns a positive response from teachers."[115] The principal
perceived by teachers "as providing good leadership"[116] is
"basically democratic in his leadership style."[117] Such a
principal provides substantial freedom of action for staff
members and listens to new ideas. Support and encourage-

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[112]Barbara Benham Tye, <u>Multiple Realities: A Study of 13
American High Schools</u> (Lanham, M.D.: University Press of
America, 1985).

[113]Ibid., 5.

[114]Ibid.

[115]Ibid., 104.

[116]Ibid.

[117]Ibid.

ment are provided and consultation takes place between the principal and teachers before a decision is made which will affect the teachers. In schools where this style of leadership was found, the teachers agreed that "the administrators and teachers collaborate in making the school run effectively."[118]

A discrepancy in how the principals and the teachers perceive the amount of influence teachers have in school decisions was found by Tye. "We found quite clearly that principals thought the teachers had more influence in school decisions than the teachers themselves thought they had."[119] Part of this study is concerned with how the principal and the teachers perceive the principal's leadership style.

Sara Lightfoot studied six high schools of which the principals were all males.[120] All the principals of the schools Lightfoot visited were in charge of "defining the public image of the school, establishing relationships with parents, creating networks with the surrounding community, and inspiring the commitment of teachers."[121] Outside of those duties the principals were different in how they perceived their responsibilities and used contrasting

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[118]Ibid.

[119]Ibid., 105.

[120]Lightfoot, 325.

[121]Ibid.

leadership approaches.[122] The styles those principals exhibited "reflected their character, temperament, and individual inclinations as well as the demands and dynamics of the institution."[123] Lightfoot identified three dominant principal images:

> • The military image of steely objectivity, rationality, and erect posture;
>
> • The coach and former jock who is known for his brawn, masculine physicality, brute energy, and enthusiasm. His talents are likely to be focused on building team spirit, loyalty, and devotion;
>
> • And the principal envisioned as a father figure who is all-knowing, benign and stern.[124]

Perceptions of the six principals were influenced by the "three caricatures" listed above.[125]

Lightfoot was impressed with how the principals she studied adapted their stereotype "to match the setting and their needs."[126] The author found "an uncanny match between personal temperament, leadership style, and school culture."[127] Institutional life was found to have influence

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[122]Ibid.

[123]Ibid.

[124]Ibid., 324.

[125]Ibid., 325.

[126]Ibid., 326.

[127]Ibid.

on the success of leadership styles in Lightfoot's studies
as related to her three caricatures of principals.[128]
"Coach-principals are unlikely to take hold or wield power
in a school that resists being molded into a team."[129]  The
principal should have an understanding of the "institutional
culture"[130] in his/her school.  For example, "Fatherly
principals must be supported by teachers and students who
are willing to respond with the impulses and associations of
a big family."[131]  Lightfoot made the following conclusion:

> Leadership is never wholly unidirectional, even
> when there is stark asymmetry of power between leaders
> and followers.  There are always elements of
> interaction, even symbiosis, between the leaders and
> the organization.  If the match is unworkable, if the
> leader totally resists or ignores deeply ingrained
> institutional imperatives, then he will not be
> effective.[132]

Lightfoot also noted that caricatures of the principals
studied did not match their leadership performance.  In each
case:

> ...the masculine images have been somewhat
> transformed and the arrangements of power have been
> adjusted.  In the most compelling cases, the leaders
> have consciously sought to feminize their style and

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[128]Ibid., 327.

[129]Ibid.

[130]Ibid.

[131]Ibid.

[132]Ibid.

have been aware of the necessity of motherly
interactions with colleagues and staff.[133]

Leadership style, it seems, should be selected and
adapted after consideration of institutional culture,
requirements, and constraints of the situation.  Thus, among
the many attributes outstanding and excellent leaders need
are flexibility and the wisdom to understand the culture of
their institutions.


## Leadership Attributes

"Plato in The Republic maintained that leaders must
manifest four attributes---temperance, wisdom, knowledge,
and justice."[134]  Seven attributes exhibited by leaders which
are implied in the humanities are: courage, wisdom, justice,
temperance, prudence, duty, and knowledge.  Contemporary
experts of communication maintain that those seven
attributes provide credibility.[135]  "The Great Books of
Western Civilization (University of Chicago series) make
clear that no one of these attributes exists solely
alone."[136]  Justice and wisdom stand out as the most
significant and consolidating attributes but the seven form

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[133]Ibid., 333.

[134]Bryson, 3.

[135]Ibid.

[136]Ibid.

a concatenation which requires an understanding of all the attributes if we are to understand one of them.[137]

Burns maintains that the transforming leader is concerned with "end-values, such as liberty, justice, and equality."[138] Leaders such as Gandhi, Wilson, Tito and Franklin Roosevelt demonstrated a broad, principled form of leadership which is "usually expressed at the higher stages of moral development."[139] Burns believes that the continual calls for leadership today are characterized by two themes. First, we do not truly understand the meaning of the concept leadership. Second, there is a "need for moral, uplifting, transcending leadership, a leadership of large ideas, broad direction, and strong commitment."[140] Burns views leadership as having "the connotation of leading people upward, to some higher values or purpose or form of self-fulfillment."[141] If such leadership is to prevail, leaders must be able to model the attributes they intend to inspire in others. E. Grady Bogue points to leaders who influenced his life. He states that "their expectations, their correction, their counsel, their encouragement---these were acts of compassion that

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[137]Ibid.

[138]Burns, 426.

[139]Ibid., 429.

[140]Ibid., 452.

[141]Ibid.

strengthened my life."[142] Even though those people were all different in many ways, Bogue found "they all possessed a common devotion to those principles that mark the leader of integrity:

- Curiosity. They were leaders in a community of learning.

- Candor. These were leaders who spoke the truth---with sensitivity when that was needed and with more force when that was appropriate.

- Courtesy. There were leaders who treated each person within the circle of their influence with dignity.

- Courage. These were leaders willing to risk and to dare, to stand in isolation, to test the correctness of an act against standards other than popularity, to try and to fail, to confront wrongdoing, to communicate directly and forthrightly whether the news was pleasurable or painful, and to accept the mistakes of self and others and learn from them.

- Compassion. There were leaders who, though different in personality, showed compassion.[143]

Peters and Austin wrote "shaping values for others means attaching more importance to integrity than skill." They maintain that "trust and integrity of vision is learned only by example."[144] Leaders must develop integrity and

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[142]Bogue, 149-150.

[143]Ibid.

[144]Peters and Austin, 393.

trust if they want to reap "aggressive cooperation."[145]
Leaders should make sure that their actions do not
contradict their stated values. They might start by asking
themselves honestly and critically how they spend their
time. If the way they spend their time is promoting a value
which is unhealthy for their organization, then they should
eliminate that action.[146] For example, "Your people will
keep their promises if you keep yours."[147]

Tom Peters identifies quality, flexibility, and
constant innovation as desirable attributes in his book
Thriving on Chaos.[148] He points out that "these traits
require wholesale involvement by employees and a willingness
to work together."[149] In order for leaders to establish such
conditions they must establish trust through total inte-
grity. The ethics cannot be compromised by the leadership.
Consistency and honesty must be maintained at all times
by the leadership. Commitments must be carried out at
all times and promises kept.[150]

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[145]Ibid.

[146]Ibid.

[147]Ibid.

[148]Tom Peters, Thriving On Chaos (New York: Alfred A.
Knopf, 1987), 519.

[149]Ibid.

[150]Ibid., 519-521.

Kenneth Blanchard and Norman Vincent Peale identified five attributes which allow leaders to develop "ethical power." They are the following:

- Purpose. The mission of the organization is communicated from the top.

- Pride. Members of the organization feel proud of themselves and of the organization.

- Patience. Success will be obtained by staying with ethical values and caring about how we obtain the results we want.

- Persistence. We are committed to being sure our actions are harmonious with our intentions.

- Perspective. Time should be taken to examine where we are, determine where we want to go, and decide how we will reach our destination.[151]

The authors believe that top leaders of an organization should be familiar with the five attributes listed above and believe in their usefulness if they want to create a positive environment which fosters ethical decision making and excellent performance.[152]

Warren Bennis and Burt Nanus found "four areas of competency, four types of human handling skills, that all ninety of"[153] the leaders they studied incorporated:

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[151]Kenneth Blanchard and Norman Vincent Peale, The Power of Ethical Management (New York: William Morrow and Company, Inc., 1988), 124-125.

[152]Ibid., 126.

[153]Bennis and Nanus, 26.

- Attention through vision.
- Meaning through communication.
- Trust through positioning.
- The development of self through (1) positive self-regard and (2) the Wallenda factor.[154]

Leading by attention through vision is to create a focus. The vision initially causes the leader to become intensely interested. That intensity becomes a magnetic force which causes others to join in.[155] Meaning through communication takes up where vision stops. A leader must be able to master communication and develop clear, meaningful images.[156] "The actions and symbols of leadership frame and mobilize meaning."[157] Through images, metaphors, and models they influence and provide meaning for others in the organization.[158] Trust through positioning "implies accountability, predictability, reliability."[159] It is "the glue that maintains organizational integrity."[160] Bennis and Nanus state that trust is difficult to describe but we know people who are predictable and make their positions known

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[154]Ibid., 26-27.

[155]Ibid., 28.

[156]Ibid., 33.

[157]Ibid., 39.

[158]Ibid.

[159]Ibid., 43.

[160]Ibid., 44.

are most likely to be trusted.[161]  They found the leaders

they studied to be "reliable and tirelessly persistent."[162]

If a leader does not recognize his or her strengths and

compensate for weaknesses, more problems may be caused than

eliminated.  The authors refer to this as "positive self-

regard."  The deployment of self through positive self-

regard starts with managing oneself.[163]  The concept is

composed of three major components:

> ...knowledge of one's own strengths, the capacity
> to nurture and develop those strengths, and the ability
> to discern the fit between one's strengths and
> weaknesses and the organization's needs.[164]

A sense of confidence is created in others along with high

expectations.  The authors compare this force to the

Pygmalion effect.[165]  The Wallenda factor represents the idea

that one should concentrate on being successful and on

accomplishing the intended goal.[166]  According to Bennis and

Nanus "the essential thing in organizational leadership is

that the leader's style pulls rather than pushes people

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[161]Ibid.

[162]Ibid., 45.

[163]Ibid., 61.

[164]Ibid., 61-62.

[165]Ibid., 65.

[166]Ibid., 70.

on."[167]  A pull style capitalizes on an exciting vision of
what is to come and will attract and energize people within
the organization.[168]

The high school principal is constantly confronted with
situations requiring justice, wisdom, courage, knowledge,
and temperance.  Developing and maintaining a learning
environment which provides equality, fairness, safety,
love, and meaning is a very demanding, and at times, a
difficult job.  If principals are endowed with attributes
such as those presented in this review of literature, they
will probably find the task less difficult.  Robert Debruyn
sites the example of trust.  Debruyn states that teachers
and administrators should trust each other.  He points out
that such an idea goes against society's usual attitude.  We
teach our students just the opposite each day by telling
them to secure their belongings, mark books and clothes, and
to be suspicious of others.  The idea of trust must start
with the leader or principal.[169]  "The basic ingredient of
trust is personal integrity."[170]  If the principal cannot
trust himself, how can he trust teachers?  If teachers and

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[167]Ibid., 80.

[168]Ibid.

[169]Robert L. Debruyn, Causing Others To Want Your
Leadership (Manhattan, Kansas: R.L. Debruyn and Associates,
1976), 113-115.

[170]Ibid., 115.

principals cannot trust each other, how can they model trust

for their students?[171]

Arthur Blumberg and William Greenfield studied eight

principals and identified three factors which contributed to

their success on the job. First, they eagerly desired "to

make their schools over in 'their' own image."[172] All of

them had a definite picture in their mind of what they

wanted their schools to be like. For example, one principal

envisioned developing a learning environment which would

cause students and teachers to feel good about being

there.[173] Second, they were "proactive and quick to assume

the initiative."[174] They had a "propensity to initiate

activity and to assume a proactive stand toward their job

situation."[175] They avoided being slowed down and detoured

from their objectives.[176] They seemed to have the ability to

determine, through carefully observing and listening, what

had to be done to adapt to specific "situations---when to

sit back, when to push, how to secure the involvement of

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[171]Ibid.

[172]Arthur Blumberg and William Greenfield, The Effective
Principal: Perspectives On School Leadership (Newton,
Massachusetts: Allyn and Bacon, Inc., 1986), 176.

[173]Ibid., 176-177.

[174]Ibid., 176.

[175]Ibid., 179.

[176]Ibid.

others, how to search for and to evaluate alternatives."[177]
Third, the eight principals were "resourceful in being able
to structure their roles and the demands on their time in a
manner that permitted them to pursue[178] personal
objectives."[179] They avoided being "consumed by the
organizational maintenance requirements of the job."[180]
Instead they used the capabilities of other personnel to
take care of those requirements.[181]

Having characterized the eight principals with the
elements of vision, initiative, and resourcefulness,
Blumberg and Greenfield identified eight other specific
qualities of principals who lead.[182] First, they "have clear
goals and are highly goal oriented."[183] Second, "principals
who lead possess a high degree of ontological security and a
keen sense of themselves and what they are about."[184] Third,
they "have a high tolerance for ambiguity."[185] Fourth, they

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[177]Ibid., 179.

[178]Ibid., 176.

[179]Ibid.

[180]Ibid., 180.

[181]Ibid.

[182]Ibid., 181.

[183]Ibid., 182.

[184]Ibid.

[185]Ibid.

"have a marked tendency to test the limits of both the interpersonal and organizational systems they encounter."[186] Fifth, leading principals "are very sensitive to the dynamics of power both in the larger system and in their own school."[187] Sixth, they "are analytical in their approach to problem situations."[188] Seventh, "principals who lead behave in ways that enable them to be in charge of the job and to not let the job be in charge of them."[189] The eighth quality "concerns their interpersonal need system and the needs upon which they base their approach to the job."[190] The authors' data suggested notions such as the following about the principals' interpersonal needs make-up:

1.  Their need to control a situation is high and their need to be controlled is low.

2.  They have a high need to involve others in solving problems and a moderate need to be included by others.

3.  The need to express warmth and affection toward others and to receive affection seems to be high.[191]

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[186]Ibid., 183.

[187]Ibid.

[188]Ibid.

[189]Ibid., 184.

[190]Ibid.

[191]Ibid., 184-185.

The attributes of leaders help to shape the character of the organizations they lead. In <u>A Passion for Excellence</u> Peters and Austin refer to a statement from <u>In Search of Excellence</u> to describe leaders of excellent companies and schools:

> In <u>In Search of Excellence</u>, 'loose-tight' was the awkward term Tom and Bob invented to describe the leadership of their excellent companies. That is, leaders in those companies had simple, crisp and clear visions, but the intensity and clarity of the shared values behind those visions allowed lots of room for autonomy, creative expression, and love, care and empathy. And so it is, it seems, with leaders in schools.[192]

The authors also point out:

> We don't know what the essence of goodness is in fast food restaurants or great high schools. But we think the essence of leadership is the same in both: not shortness or tallness, not sweetness or harshness. Such variables are seldom predictors of success or failure. But something else. Vision, energy, empathy, persistence, passion, attention to detail, a picture of the goal.....[193]

With such thoughts in mind, one could decide that principals with attributes like those of leaders of excellent companies can use such attributes to develop excellent schools. Through the proper use of attributes such as knowledge and vision a leader can develop power.

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[192]Peters and Austin, 484.

[193]Ibid., 485.

Without power, a leader's efforts may be futile.

## Power and Sources of Power

Power in organizations is very difficult to define and describe. The process of power is often illusive and intangible. Although power as a force cannot be seen, its impact can often be felt.[194] John Gardner has pointed out that power should not be confused with other concepts such as status and prestige. He defines power as "the capacity to ensure the outcomes one wishes and to prevent those one does not wish."[195] Paul Hersey and Kenneth Blanchard define power as a resource which one may or may not choose to use to influence a situation. It is influence potential.[196] They define influence as "the use of power resulting in a change in the probability that a person or group will adopt the desired behavioral change."[197] Hersey and Blanchard go a step further and distinguish between power and leadership. They note that leadership can be any effort to influence and power is the leader's "influence potential. It is the resource that enables a leader to induce compliance from or

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[194]Richard L. Daft, <u>Organization Theory and Design</u> (St. Paul, Minnesota: West Publishing Company, 1983), 382.

[195]John W. Gardner, "Leadership and Power," <u>N.A.S.S.P. Bulletin</u>, 72 (December 1988), 47.

[196]Hersey and Blanchard, 202-203.

[197]Ibid., 203.

influence others."[198]   James MacGregor Burns has stated that
"leadership is a special form of power"[199] and that "the
essentials of power are motive and resource."[200]   One must
have both if power is to be a reality.  Without motive,
resource dissipates.  Without resource, the motive has no
catalyst.[201]  Burns refers to Max Weber's definition of
power:

> Power is the probability that one actor within a
> social relationship will be in a position to carry out
> his own will despite resistance, regardless of the
> basis on which this probability rests.[202]

According to Burns, purpose is an important value in the
concept of power.  The intent or purpose tempers the
intensity, persistence and scope of power.  The intentions,
which are usually multiple, affect the communication between
a power holder and the power recipient.  Power is a
relationship and not an object which can be passed from one
person to another.[203]  Bennis and Nanus define power as "the
basic energy to initiate and sustain action translating

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[198]Ibid.

[199]Burns, 12.

[200]Ibid.

[201]Ibid.

[202]Ibid., 13.

[203]Ibid.

intention into reality, the quality without which leaders cannot lead."[204]

Bennis and Nanus believe that as a nation we are avoiding the inclusion of power in our studies of organizational life and as a result our leadership is inadequate. The cause of this neglect of power is thousands of years of negative connotations of the word "power" such as insensitivity, cruelty, and corruption. We must overcome our fear of confrontation and learn to see power as the reciprocal of leadership.[205] Seymour Sarason has pointed out that because of the corrupting influences of power, many of our young people have denied the need for leadership. They believe that such action has eliminated one of the main producers of individual and social corruption.[206] James MacGregor Burns promotes the idea that we are almost obsessed with power. One reason for this preoccupation is our exposure to the terror created by those such as Stalin and Hitler. Another reason is that exhibitions of power are remembered more vividly than the subtle occurrences between leaders and followers.[207] "Sheer evil and brute power always

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[204]Bennis and Nanus, 15.

[205]Ibid., 16-17.

[206]Seymour Sarason, The Creation of Settings and the Future Societies (San Francisco: Jossey-Bass Publishers, 1984), 237.

[207]Burns, 9.

seem more fascinating than complex human relationships."[208]
If we are to understand leadership, we must see power and
leadership as a relationship by analyzing "power in a
context of human motives and physical constraints."[209]
Gardner contends that we must be able to recognize the
differences between leaders and powerholders. Leaders
always have a certain amount of power while powerholders may
have no leadership. For some powerholders, power is the
only end they seek.[210] Bennis and Nanus suggest that we
model our concept of power and leadership after the "Iacocca
phenomenon."[211] He sees power as "the capacity to translate
intention into reality and sustain it. Leadership is the
wise use of this power: transformative leadership."[212]

Often, power and authority are addressed
simultaneously. Some people may see them as the same
concept. Actually, they are two different concepts.
"Authority, by contrast, is much narrower in scope."[213]
Granted, authority is also a means to accomplish desired
outcomes. However, it is limited by requirements of the

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[208]Ibid., 10.

[209]Ibid., 11.

[210]Gardner, 47.

[211]Bennis and Nanus, 17.

[212]Ibid.

[213]Daft, 383.

"formal hierarchy and reporting relationships."[214] Authority
is a form of power provided by the position occupied by the
leader. It is legitimate power. Today, leaders must
realize that power through authority is limited and should
be used wisely.[215]

Leaders cannot rely solely on their authority or
position power. They must seek out other sources of power.
Hersey and Blanchard discuss position power and personal
power. They first point to Amitai Etzioni's ideas about
personal and position power. Etzioni contended that
position power comes from the organizational office and
personal power from the leader's followers. Also, a leader
may have both kinds of power.[216] Hersey and Blanchard argue
that position power does not come from the organizational
office but from authorities above that office.[217] Daft
refers to these two kinds of power as vertical and
horizontal. Those near the top of an organizational
hierarchy have greater power and authority.[218] "The power of
top management comes from four sources---formal position,

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[214]Ibid.

[215]Hersey and Blanchard, 203-204.

[216]Ibid., 204-205.

[217]Ibid., 204.

[218]Daft, 383-384.

resources, control of decision premises, and experience."[219]
Horizontal power is not as easily identified. For example,
several managers at the same level in an organizational
hierarchy would not necessarily have the same amount of
power. The department they lead may possess more power
because of the following characteristics:

> Dependency. Power is derived from what someone else
> wants.
>
> Financial resources. Control over resources such as
> money can be an important source of power.
>
> Centrality. Which reflects the department's role in
> the primary activity of the organization.
>
> Substitutability. A department will not increase in
> power if other readily available resources can perform
> the same function.[220]

The ideal situation may be for a leader to possess both
personal and position power as suggested by Etzioni.
However, conditions may not always allow a relationship
built on both. The question then becomes which kind of
power is most desirable?[221] During the sixteenth-century
Niccolo Machiavelli wrote a chapter in his book The Prince
about whether it is better for a leader to be loved or

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[219]Ibid., 384-385.

[220]Ibid., 392-397.

[221]Hersey and Blanchard, 205.

feared.[222] Machiavelli wrote the following as an answer:

> The answer is that one would want to be both the one and the other; but because it is difficult to put them together, it is much safer to be feared than loved.[223]

> And men have less hesitation to offend one who makes himself loved than one who makes himself feared; for love is held by a chain of obligation, which, because men are wicked, is broken at every opportunity for their own utility, but fear is held by a dread of punishment that never forsakes you.[224]

As a note of caution, Machiavelli added the following:

> The prince should nonetheless make himself feared in such a mode if he does not acquire love, he escapes hatred, because being feared and not being hated can go together very well.[225]

Hersey and Blanchard interpreted the relationship based on love as personal power and the relationship based on fear as position power. They emphasize that "it is not sufficient just to have either position or personal power alone---you need to work at gaining both."[226]

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[222]Niccolo Machiavelli, The Prince, trans. Harvey C. Mansfield, Jr., (Chicago: The University of Chicago Press, 1985), 66-67.

[223]Ibid., 66.

[224]Ibid., 66-67.

[225]Ibid., 67.

[226]Hersey and Blanchard, 206.

French and Raven[227] and other social scientists have
studied forms of power to determine what is needed for
leaders and groups to have power.[228] They identified the
following five forms of power as being significant:

- Coercive power---the perceived ability to provide
  sanctions.

- Expert power---the perception that the leader has
  relevant education, experience, and expertise.

- Legitimate power---the perception that it is
  appropriate for the leader to make decisions due
  to title or position in the organization.

- Reward power---the perceived ability to provide
  things that people would like to have.

- Referent power---the perceived attractiveness of
  interacting with another person.[229]

Two other forms of power which have been identified since
those five were named are information power and connection
power.[230] "Information power is the perceived access to---or
possession of---useful information."[231] One develops

[227]J.R.P. French and B. Raven, "The Bases of Social
Power," in D. Cartwright, Studies of Social Power (Ann
Arbor: University of Michigan Institute for Social Research,
1959).

[228]Lee Bolman and Terrence E. Deal, Modern Approaches to
Understanding and Managing Organizations (San Francisco,
California: Jossey-Bass Publishers, 1985), 116.

[229]Hersey and Blanchard, 208-210.

[230]Ibid., 207-208.

[231]Ibid., 210.

connection power through "the perceived association with influential persons or organizations."[232] The next concern may be which form of power is best for leadership? According to Hersey and Blanchard, the results of research done on that subject have not provided a clear enough answer to generalize about a best form of power. They state that "leaders may need various power bases, depending on the situation."[233]

Bennis and Nanus state that leaders should "empower others to translate intention into reality and sustain it."[234] They see empowering as the reciprocal of power. Through the use of empowerment, power becomes a "unit of exchange."[235] Leaders do not give up power to provide empowerment. Instead a dual movement is created which eventually turns empowerment back to power. For this leadership style to be successful, the "leader's style pulls rather than pushes people on."[236] The leader must cause the follower to feel he or she is the "active center of the social order" by creating a vision. The competence of followers must be increased and they should feel they are

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[232]Ibid., 209.

[233]Ibid., 213.

[234]Bennis and Nanus, 80.

[235]Ibid.

[236]Ibid.

members of a family or community. If these components are combined with enjoyment, the leader is on the way to building a strong organization of people.[237] Tom Peters has written that "'Empowering' really boils down to 'talking seriously'." It is getting people to be risk takers by standing up and giving answers and by trying something new even though it may fail. One of the most successful ways to let people know you take them seriously is to listen to them and use what you hear in a serious manner. It is the job of the leader to communicate the "empowering vision" and to maintain contact with followers to be sure "he or she is in tune with the needs of the real world where the vision is implemented."[238] Peters states that listening "is the single best 'tool' for empowering large numbers of people."[239]

Another way to empower is to delegate. Peters says that "true delegation, of the Really Letting Go variety"[240] will provide top performance if four counter-forces are in action simultaneously. First the leader must transmit and maintain very high standards. Second, the leader must have a very clear vision which he/she and the delegate believe in. Third, the leader strongly believes in people which is

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[237]Ibid., 82-84.

[238]Peters, <u>Thriving on Chaos</u>, 435.

[239]Ibid., 436.

[240]Ibid., 451.

demonstrated by the risk he or she has taken by delegating. Fourth, the leader allows the delegate to take on as much as he or she possibly can without going too far.  The autonomy granted is accomplished by psychological pressure to perform at one's best and at the highest standards.[241]  Robert Waterman states that we in America have not faced the "question of management and control versus freedom and empowerment."[242]  He says that if we want to restore high production and growth in this country, we must face that question.  Waterman contends that Japan has by following the advice of Allan H. Mogensen whose basic philosophy is "the person doing the job knows far better than anyone else the best way of doing that job and therefore is the one person best fitted to improve it."[243]  Mogensen used his philosophy while at General Electric to demonstrate that output could be increased by fifty percent.  In renewing companies where change resulting from foreign competition has been successfully carried out, a balance has been made between freedom and control.  A style of leadership has been developed which allows the leader to direct and recognize that there are times when the employee knows the job

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[241]Ibid., 451-453.

[242]Waterman, 81.

[243]Ibid., 81.

better.[244]  "This style is called `directed autonomy'."[245]
John Gardner sees this trend as promising in our development
of leadership concepts.  There is a growing opinion that
followers who are encouraged and helped by their leader to
form their own initiative, develop their decision skills,
contribute and grow, will create a strong organization of
strong people.  By strengthening their people, such leaders
build institutions which will last longer.[246]

William Roe and Thelbert Drake have stated that today's
principals cannot adhere to the idea that "the leader
operates from an influential power base and will be
surrendering leadership if he/she is not the initiator of
action."[247] They believe that the principal should seek out
and nourish ideas, actions and endeavors which will
strengthen the institution.[248]  The five bases of power
identified by French and Raven[249] do not provide the needed
amount of power.  Reward power has been weakened by
collective bargaining.  Coercive power has been diluted by

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[244]Ibid., 80-81.

[245]Ibid., 81.

[246]John W. Gardner, "Leadership-Constituent
Interaction," _N.A.S.S.P. Bulletin_, 72 (November 1988), 61.

[247]Roe and Drake, 100.

[248]Ibid.

[249]French and Raven.

tenure and grievance processes. The development of the professional status of the teacher has decreased any legitimate power principals have had. Referent power is often difficult to develop because many teachers do not want to be identified with autocratic or bureaucratic principals. As for expert power, many teachers do not see the principal as being as knowledgeable in their subject, the curriculum, or pedagogy as they are. According to the research, the principal should exhibit expertise in the following areas:

- The ability to work with groups and individuals and recognize leadership in all situations.

- A sharp intellect and desire to learn combined with ability to relate education to our society now and in the future.

- A good understanding of how children develop and grow along with comprehensive knowledge of learning and teaching theory.

- The ability to promote high achievement while demonstrating good planning, coordination, and well communicated goals.

- Skill in working with the school system administration which will result in approval of plans and programs and the availability of needed resources.

- A complete knowledge of how the local, state, and national educational process works.

Research shows that if someone gains power, someone else in the organization does not have to lose. Instead, a principal can actually increase his/her power through sharing power with teachers. However, the principal must be

able to develop a genuine team spirit within the school for this to occur.[250]   There is evidence that "power is both expansible and reciprocal, that it has synergistic qualities."[251]

A leader should view power as an asset and at the same time be cognizant of its sources, and its possible abuse. Just as other leaders must, the principal should develop power and use it when necessary.   To do otherwise could weaken the cooperation and respect of subordinates.[252]   "The principal must come to terms with conflicts between personality, professional ideals, and the needs of the building."[253]   Edgar Kelley has written that the principalship continues to be the "single most powerful role in the American school."[254]   That fact can be attributed to the high visibility of the principalship in relation to the school campus and school attendance.   The principal must delegate power and responsibilities in the exercise of

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[250]Roe and Drake, 101-103.

[251]Ibid., 102.

[252]Michael Giammatteo and Delores Giammatteo, Forces On Leadership (Reston, Virginia: National Association of Secondary School Principals, 1981), 51.

[253]Ibid.

[254]Edgar A. Kelley, Improving School Climate (Reston, Virginia: National Association of Secondary School Principals, 1980), 41.

leadership.[255] In an interview for the <u>National Association</u> <u>of Secondary School Principals' Bulletin</u>, Tom Peters recently stated the following:

> I think principals need the teaching background---
> I strongly believe that. But the role of the principal
> is not to be the best teacher. The role of the
> principal is not to be an expert. The role of the
> principal is to be a facilitator and an empowerer.[256]

Instead of telling, the principal should use questioning and a tolerant approach to lead teachers and others to a higher level of performance. When teachers do not want to be involved and empowered, the principal should direct his or her attention to people who are ready to commit themselves to the cause and develop a model for others to follow. One of the worst things a principal can do is to start with people who do not support his/her vision and goals.[257] When the need for change is critical, Peters offers the following advice for principals:

> If a school is in a crisis, the worst mistakes for
> a principal is to change everything at once. What you
> really need is a nucleus of turned-on people whose

[255]Ibid., 41-42.

[256]National Association of Secondary School Principals, "In Search of Excellence---A Talk with Tom Peters About the Principalship," <u>N.A.S.S.P. Bulletin</u>, 72 (December 1988), 41.

[257]Ibid.

readiness is very high. Then let them lead the way in pulling the laggards along.[258]

Mortimer J. Adler has stated in The Paideia Proposal that schools are communities devoted to learning. They are not communities such as cities or states and the citizens are students and teachers whose main objective is to learn. Thus, the principal's role is different from the roles of the other administrators in the school system. The principal should not be primarily concerned with keeping peace, being sure justice is served, balancing budgets, or enforcing laws. The principal's main concern should be to provide the educational leadership needed by the school community.[259] "It has been shown in repeated studies that the quality of teaching and learning that goes on in a school is largely determined by the quality of such leadership."[260] Adler points out that such leadership by principals is not often found. However, if principals are to perform as educational leaders, they must have the power and authority to do the following:

> One is that he or she should have authority to hire and fire teachers (in consultation with faculty representatives and with regard for due process as set forth in administrative rules and union regulations).

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[258]Ibid., 42.

[259]Mortimer J. Adler, The Paideia Proposal (New York: MacMillan Publishing Co., 1982), 63-64.

[260]Ibid., 64.

As a corollary, the principal should also have a voice---preferably a controlling voice---in assignments and promotions, so that these take place in a way most likely to advance the educational objectives of the school.
A second condition is that the principal should have the authority and be given the power to enforce standards of conduct---that measure of decorum and good behavior on the part of the student body that is indispensable to learning and teaching.[261]

Adler adds that principals must have disciplinary powers and the recognition of the principal's authority to enforce codes of conduct to make the school community a safe and wholesome learning environment.[262]

Within the last twenty years the power of principals has decreased. Along with the decline of power has come concern that principals may lack the power to lead and cause others to follow their leadership. However, the research continues to indicate that "the principalship still holds the key to what happens in schools."[263]

## Leadership Behaviors

The behavior of leaders is very important in our modern day society. More than ever, they are scrutinized by their followers and others concerned about their accomplishments. Leaders of national prominence are constantly being watched

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[261]Ibid., 64-65.

[262]Ibid., 65.

[263]McCurdy, 18.

and spot lighted through the news media. Their behavior can very quickly become a national attraction. Within communities, leaders also are expected to present themselves in a manner which conveys attributes of the highest level. They must be convincing at all times in a real and genuine manner. Erving Goffman has written the following to suggest what happens when leaders are not convincing:

> When the individual has no belief in his own act and no ultimate concern with the beliefs of his audience, we may call him cynical, reserving the term 'sincere' for individuals who believe in the impression fostered by their own performance.[264]

How leaders act with their followers may determine how successfully the group will perform.

The observation and study of leader behavior is closely associated with situational approaches. Emphasizing leader behavior along with considerations for environment supports and promotes the belief that people can become successful leaders and improve as leaders through educational programs and meaningful training experiences. Those who would lead can learn to adapt leader behaviors which will help groups to be successful in a variety of situations. Currently, leadership is viewed as situational or contingent by

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[264]Erving Goffman, <u>The Presentation of Self in Everyday Life</u> (Garden City, New York: Anchor Books, 1959), 18.

organization behavior theory.[265] "The literature supports the basic notion that a situational view is necessary to portray accurately the complexities of the leadership process."[266]

There are several situational models and theories. Some of the more widely known are the following: the Tannenbaum and Schmidt Continuum of Leader Behavior, Likert's Management Systems, Fiedler's Contingency Model, Two Dimensional Leadership, the House-Mitchell Path-Goal Theory, the Vroom-Yetten Contingency Model, Three Dimensional Leadership, and the Hersey-Blanchard Tri-Dimensional Leader Effectiveness Model.

Robert Tannenbaum and Warren H. Schmidt presented a situational approach to leadership which is represented by a continuum of leader behavior.[267] The two ends of their continuum could have been taken from Douglas McGregor's Theory X and Theory Y which he presented in his book The Human Side of Enterprise.[268] McGregor viewed Theory X as the traditional notion of direction and control. Leaders who adhere to Theory X are authoritarian in their behavior and

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[265]Hersey and Blanchard, 105-106.

[266]Ibid., 106.

[267]Ibid.

[268]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960).

believe people are basically lazy and cannot be trusted.
Theory Y leaders believe that people are responsible,
creative, and can be trusted.[269] Tannenbaum and Schmidt
created their continuum to include numerous leader behaviors
which fall between the authoritarian and democratic styles.
Beyond the democratic leader behavior on this continuum is
the laissez-faire style which allows the group complete
freedom.[270]

Rensis Likert and his associates conducted leadership
studies in many organizations and found four basic
management systems. The systems were labeled exploitive-
authoritative, benevolent-authoritative, consultative-
democratic, and participative-democratic. The four systems
are similar to McGregor's Theory X and Theory Y. Likert's
group developed an instrument made up of fifty-one items
associated with leadership, motivation, communication,
interaction-influence, decision making, goal setting,
control, and performance goals. Through the use of that
evaluation instrument, one could determine which of the four
systems a leader uses. Likert concluded that the most
successful managers are employee-centered which is a System
4 style. Today, Likert's systems are used more for
evaluation purposes than for recommending leadership

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[269]Ibid., 33-48.

[270]Hersey and Blanchard, 107-108.

behaviors.[271]

Fred Fiedler, known by many as the Father of the Contingency Model, developed the Leadership Contingency Model.[272] The following three major situational variables are used to help leaders decide if a given situation is favorable for them:

> (1) their relationships with the members of their group (leader-member relations), (2) the degree of structure in the task that their group has been assigned to perform (task structure), (3) the power and authority that their position provides (position power).[273]

Fiedler concluded that task oriented leaders are more successful with groups if the situations are either highly favorable or highly unfavorable to the leader. He also concluded that situations which are intermediate in favorableness provide more success for relationship-oriented leaders. The suggestion of only two basic leader behavior styles weakens the credibility of Fiedler's model.[274]

Two-dimensional leadership is an extension of Likert's leadership continuum. Ohio State researchers and Robert

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[271]Hodgetts, 344-348.

[272]Hersey and Blanchard, 108.

[273]Ibid.

[274]Ibid., 109.

Blake and Jane Mouton's managerial grid provide two models

of two-dimensional leadership. The Bureau of Business

Research at Ohio State University identified two dimensions

of leader behavior: initiating structure and

consideration.[275]

> Initiating structure referred to 'the leader's behavior in delineating the relationship between himself and the work-group and endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure.'[276]

> Consideration referred to 'behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.'[277]

They developed the <u>Leader Behavior Description Questionnaire</u>

which contains items associated with initiating structure

and consideration. They set up leadership quadrants

allowing for the possibility that a leader could rank high

in one dimension without ranking low in another. This

quadrant approach provided a more realistic approach to the

study of leadership.[278] After deciding that the Ohio State

four quadrant paradigm was insufficient, Robert Blake and

Jane Mouton developed another two-dimensional approach

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[275]Hodgetts, 348.

[276]Ibid., 348-349.

[277]Ibid., 349.

[278]Ibid.

called the managerial grid.  The vertical axis was labeled

"Concern for People" and the horizontal was labeled "Concern

for Production."  A scale of 1 to 9 was placed on each axis

to show the amount of concern.[279]  By using the grid, they

identified the following five leadership styles:

> The person who is a 1,1 manager has little concern
> for either people or production.  The 1,9 manager has
> great concern for people but little concern for
> production.  The 9,1 manager has a great concern for
> production but little concern for people.  The 5,5
> manager balances the concern for people and production
> although neither is maximum concern.  The 9,9 manager
> demonstrates maximum interest for both people and
> production.[280]

"Blake and Mouton themselves believe that the 9,9 style is

best and argue that empirical research supports their

position."[281]  They also have proposed the following six

phase program:

1.  Laboratory-seminar training.
2.  Team development.
3.  Intergroup development.
4.  Organizational goal setting.
5.  Goal attainment.
6.  Stabilization.[282]

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[279]Ibid., 349-350.

[280]Ibid., 350.

[281]Ibid., 352.

[282]Ibid., 350-352.

Many consider the research of Blake and Mouton to be useful in the development of managers.

Robert J. House developed a contingency theory of leadership which he and Terrence R. Mitchell have promoted as the Path-Goal Theory.[283] The theory's "major concern is how the leader influences the subordinates' perceptions of their work goals, personal goals, and paths to personal attainment."[284] The leader's behavior is seen as a motivating force which produces subordinate goal attainment and explains how those goals may be achieved.[285] The theory holds that the leader should increase the personal satisfactions of the subordinate attaining work goals and provide an easy path for obtaining those satisfactions.[286] This is similar to the two concepts of the Ohio State leadership studies and the expectancy model of motivation, initiating structure, and consideration. According to the Path-Goal theory, leaders do best when they provide leader behavior which supplies what is missing from a situation. For example, directive behavior may produce the best results in an unstructured situation.[287] Researchers John E. Stinson

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[283]Hersey and Blanchard, 109.

[284]Ibid., 110.

[285]Ibid.

[286]Hodgetts, 359.

[287]Hersey and Blanchard, 109-110.

and Thomas W. Johnson[288] have proposed that the relationship between leader behavior and task structure is more complex than that proposed by Robert House.[289]

Another contingency model is the Vroom-Yetten Contingency Model. Victor Vroom and Phillip Yetten developed this model from the assumption that organizational effectiveness can be influenced by leader behavior produced by the interaction of situational variables with the personal attributes of a leader. Any resulting changes in the organization will also affect the following leadership intervention.[290] In this contingency model those behaviors which might be exhibited by the leader "are contingent upon the interaction between the questions and the leader's assessment of the situation in developing a response to the questions."[291] Three reasons why the Vroom-Yetten contingency model is considered to be important are the following:

1.  It is widely respected among researchers in leadership behavior.

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[288]John E. Stinson and Thomas W. Johnson, "The Path-Goal Theory of Leadership: A Partial Test and Suggested Refinement," Academy of Management Journal 18, No. 2 (June 1975), 242-252.

[289]Hersey and Blanchard, 111.

[290]Ibid., 112-113.

[291]Ibid., 116.

2.  The authors believe that leaders have the ability
    to vary their styles to fit the situation which is
    critical to the acceptance of situational
    approaches to leadership.

3.  They believe that people can be developed into
    more effective leaders.[292]


In his book <u>Managerial Effectiveness</u>,[293] William Reddin

presented a three dimensional theory of management which is

a combination of Blake and Mouton's managerial grid and

Fiedler's contingency leadership style theory.  Reddin's

grid "changes 'concern for production' to task orientation

and 'concern for people' to relationships orientation."[294]

The following four styles of leadership were identified by

Reddin:

1.  The separated style which represents a low task
    orientation and low relationships orientation.

2.  The dedicated style which describes leader
    behavior with a high task orientation but low
    relationships orientation.

3.  The related style or high relations orientation
    and low task orientation.

4.  The integrated style representing high task and
    high relationships orientation.[295]

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[292]Ibid.

[293]William J. Reddin, <u>Managerial Effectiveness</u> (New
York: McGraw-Hill, 1970).

[294]Hodgetts, 353.

[295]Ibid.

Reddin converted the two-dimensional grid of Blake and Mouton into a three-dimensional one by introducing effectiveness "as the extent to which a manager achieves the output requirements of his position."[296] Even though the theory is descriptive instead of prescriptive, it is considered important for three reasons. First, it brings the concepts of task and orientation together. Second, the idea that effective leadership depends on the situation is emphasized. Third, it promotes the idea that no one style of leadership is best in all situations.[297]

Paul Hersey and Kenneth Blanchard developed what they called the Tri-Dimensional Leader Effectiveness Model "by adding an effectiveness dimension to the task behavior and relationship behavior dimensions of the earlier Ohio State leadership model."[298] Their model attempts to "integrate the concepts of leader style with situational demands of a specific environment."[299] The combination of task behavior and relationship behavior help determine a leader's style. The four basic leader behavior styles proposed by Hersey and Blanchard are the following:

1. High task and low relationship.

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[296]Ibid., 354-355.

[297]Ibid., 357.

[298]Hersey and Blanchard, 116.

[299]Ibid., 117.

2. High task and high relationship.
3. High relationship and low task.[300]
4. Low task and low relationship.[300]

The tri-dimensional model proposes that a leader behavior
style which is best for all situations has not been found.
The authors maintain that "any leadership style can be
effective or ineffective depending on the response the style
gets in a particular situation."[301]

Linda Grace, Robert Buser, and Dean Struck conducted
intensive personal interviews with thirteen Illinois
principals. One of the questions they were seeking an
answer to is "what does a principal do (or not do) that
causes him to be considered outstanding?"[302] One of the
questions they asked dealing with leader behavior and
activity is "what do outstanding principals do that makes
them outstanding?"[303] Seven recurring themes were found in
the responses. One is that outstanding principals cultivate
an environment which is healthy and conducive to working and
learning.[304] Such principals who have high expectations will

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[300]Ibid.

[301]Ibid., 124.

[302]Linda Grace, Robert Buser, and Dean Struck, "What
Works and What Doesn't: Characteristics of Outstanding
Administrators," National Association of Secondary Schools
Bulletin 71 (November 1987), 72.

[303]Ibid., 74.

[304]Ibid.

likely do the following:

- Establish good rapport with staff and students.
- Be available to staff, students, and the community to deal with areas of concern.
- Solicit staff and student input into decision making.
- Emphasize the positive activities and accomplishments of staff and students.[305]

An atmosphere of mutual trust and cooperation is established by principals who use and encourage cooperative behaviors and strive to have students and staff feel good about their school. A second is that outstanding principals promote quality instruction.[306] Those principals who had been identified as outstanding were able to develop their instructional leadership by:

- Staying aware of new developments and improvements in curriculum.
- Participating with faculty in annual curriculum reviews of each department.
- Rewarding efforts to update and improve the curriculum.[307]

Those interviewed stated that outstanding principals view the curriculum as one of their main concerns which should not be overdelegated. A third theme is that outstanding principals consider personnel evaluation important for

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[305] Ibid.

[306] Ibid.

[307] Ibid.

improving the instructional program. They accentuate those things a teacher does well and help develop plans for improvement where a teacher shows weakness. Another theme is that outstanding principals seek resources which will help their staff members grow professionally. They model the right behavior by staying professionally informed themselves and encourage their staff members to join professional organizations and attend meaningful workshops and conferences. The fifth theme is that outstanding principals are able to communicate effectively with everyone. They are honest, straightforward, and share both good and bad information. The next theme is that outstanding principals understand what their strengths are and know their limitations. They accept their limitations and avoid problems involving their egos. The seventh theme is that outstanding principals acknowledge and reward people who do outstanding work.[308] Some of the ways they recognize excellence are:

- Sending letters of commendation.
- Presenting awards or token gifts.
- Sharing positive feedback from students and community members.
- Submitting news items to local publications.
- Having awards programs.[309]

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[308]Ibid., 75.

[309]Ibid.

"Outstanding principals know that success breeds success and are happy to acknowledge and share in the success of others."[310]

Raymond E. Lemley, a former principal and now administrator of training for the National Association of Secondary School Principal's Assessment Center Program, has proposed some leadership behaviors:[311]

- Clearly define the limits and the constraints of the job in the organization.

- Make certain the members of the organization understand their jobs.

- Define the school's mission clearly for the members of the organization.

- Help the members of the organization understand what everyone in the organization does.

- Encourage autonomy.

- Provide a forum for the free and open exchange of professional ideas and concerns.

- Provide the members of the organization with ample opportunity to make decisions.

- Help the members of the organization develop friendships with others and with you.

- Learn the value of reward systems.

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[310]Ibid.

[311]Raymond Lemley, "Basic Behaviors of Leadership Provide Foundations for Principals," National Association of Secondary Schools Bulletin 71 (November 1987), 58.

> Learn how to function as the cheerleader for the
> folks in the organization.[312]

Lemley believes using these behaviors can be done fairly

easy through practice.

Calvin A. Roesner and Charles A. Sloan developed a

study for the purpose of determining how principals,

assistant principals, department chairpersons, teacher

association representatives, and athletic directors perceive

the leadership style of the principal. Fifty-four secondary

school principals and one hundred-eighty subordinates

responded. The Hersey and Blanchard Leader Effectiveness

and Adaptability Description (LEAD) Self/Other instrument

was used.[313] "In decreasing order, principals used

"Selling," "Participating," "Telling," and "Delegating"

leadership styles."[314] One conclusion drawn from that study

is that principals' perceive leadership style differently

from selected subordinates in the leadership styles of

"Participating" and "Telling." Even though the principals

displayed a predominant and an alternate leadership style,

they were inclined to use a range of styles. The styles

used most by secondary school principals were "Selling" and

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[312]Ibid., 58-60.

[313]Calvin A. Roesner and Charles A. Stone, "Do You See
Yourself as Your Subordinates See You?" National Association
of Secondary Schools Bulletin 71 (November 1987), 68.

[314]Ibid., 69.

"Participating." The study revealed overall that principals' perceive leadership style differently from that of principal's selected subordinates. As a result of the study, the authors recommend that principals be cognizant of whom they interact with, the kind of situation involved in the interaction, and select their leader behaviors accordingly.[315] The authors state that the results support the findings of N.E. Khoury,[316] "that there was a lack of congruence of perceptions between administrators and teachers."[317] N.G. Sara[318] "also found 'teachers and principals differ significantly in their descriptions of the real leader behavior of principals."[319] One of the purposes of this study is to look at selected high school principals' perceptions of their leader behaviors as compared to those of their teachers.

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[315]Ibid., 70.

[316]N.E. Khoury, "A Comparative Analysis of the Leader Behavior of University Department Chairpersons, Secondary School Principals, and Elementary School Principals." Doctoral dissertation, Northern Illinois University, 1981. Dissertation Abstracts International 42 (1982): 4, 673-A.

[317]Roesner and Sloan, 68.

[318]N.G. Sara, "A Comparative Study of Leader Behavior of School Principals in Four Developing Countries," Journal of Educational Administration 19 (1981): 21-32.

[319]Roesner and Sloan, 68-69.

## Summary

The desire for leadership which causes organizations to achieve excellence and provide for the needs of their constituents is great.  Mediocrity and irresponsibility by our leaders can be stopped when we understand the nature of leadership.

Presently, the public schools are being looked at critically and are the subject of a reform movement.  In 1983 the National Commission on Excellence in Education declared that "our nation is at risk" because our public education system has deteriorated.[320]  One result of that disturbing statement is a new concern for achieving excellence.  Nationwide, in a variety of organizations, leaders are seeking ways to achieve excellence.  Researchers have indicated that the principalship can play a key role in the development of high achieving schools.  Thus, the leadership styles of school principals are becoming a subject of interest for researchers just as are the behaviors of leaders in other organizations.

Mankind has probably experienced the need for leadership since the pre-historic era when humans lived in caves.  As his technology became more advanced and with the

[320]Gail P. Bailey, "Setting the Boundaries of Debate about Education," Excellence in Education: Perspectives on Policy and Practice, ed. Phillip G. Altbach, Gail P. Kelly, and Lois Weis (Buffalo, New York: Prometheus Books, 1985), 32.

development of communities, the need for leaders increased. Power struggles moved from the family level to a broader, more national setting. Eventually, scholars and others concerned about leadership began to develop theories of leadership. Plato developed the idea of philosopher-kings which involved action by those who lead. Several leadership approaches have evolved such as those used by the Romans and the Catholic church. Their centralized doctrines and authority were very influential and long lasting.

As civilization progressed into the industrial age, theorists such as Frederick Taylor, Frank and Lilian Gilbreth, Henri Fayol, Elton Mayo, and Chester Barnard contributed to the study of leadership. Scientific management and the human relations philosophy led to the development of methods for helping people be more efficient and productive.

Today, leaders must be more creative and adaptable. Technological changes, the abundance of information, changes in approaches to employees and organizational structure, redefining organizational purposes, and a changing inter-national market are creating the need for leaders who can adapt to the situation and cause others to work toward a common goal. A "transformative leader" is required.

In public schools, the principalship has evolved from a head teacher to a more sophisticated role of instructional

leader and administrator of large schools with several
teachers and other staff members. Advanced technology,
larger facilities, demands for accountability and an
increase in administrative responsibilities have caused a
conflict between the principals' need to be in the classroom
and the need to carry out administrative obligations.

Today's leaders are developing an awareness that they
should adapt their leadership style to the situation. Some
researchers such as Douglas McGregor, Robert Blake, and Jane
Mouton promote the idea of one best style of leadership for
all situations. Paul Hersey and Kenneth Blanchard have
concluded that there is no one best style of leadership.
There are several theories which have not been scientifi-
cally validated. Theorists such as Robert House, Fred
Fiedler, Steve Kerr, William Reddin, Victor Vroom, Phillip
Yetten, and Gary Yukl have supported the idea that
leadership is situational and contingent. The principal,
just like other leaders, must find and develop a leadership
style he/she is comfortable with. Research indicates that
the principal is an important key to the development of
excellence in education. Through the principalship, clarity
of purpose and vision must be supplied if excellence in
education is to be achieved.

Courage, wisdom, justice, temperance and other
attributes are desirable in leaders. Modeling an attribute

such as integrity allows a leader to influence and possibly shape the values of subordinates. Leaders should always strive to ensure that their actions do not contradict their stated values. Principals are constantly confronted with situations requiring attributes such as justice and knowledge. So that they may confront situations without a great deal of stress, they should work toward building such attributes into their own character. That kind of growth can help them develop a power base for achieving excellence.

Power is an illusive and nebulous concept. Yet its force can be experienced in many ways. Influencing others to conform to one's will is one way to define power. However, power is also a potential force which one may choose not to use. Leaders use power to influence others. The act of attempting to influence could be called leadership, while power represents the potential force of influence. It has been pointed out by some researchers that we avoid studying the concept of power because of cruel and insensitive past abuse. However, they encourage more study of power so that our understanding of leadership will be realistic and useful. Leaders should have a variety of sources of power and never rely solely on position power. Power developed from expertise, rewards, and other sources can enhance a leader's position. Another source is empowerment. By providing followers with the opportunity to

develop competence and enjoyment in the social order of the organization, the leader's power will be increased. Principals should help teachers and others develop initiative and competence. The sharing of power by principals can actually increase their power. Even though the principalship has experienced some loss of power, it is still seen as one of the most powerful roles in American schools.

The behavior of leaders has become a topic of interest throughout our society. Some leaders are watched constantly and are often given attention by the news media and other information sources. They must constantly work to display behavior and attributes of the highest level. The study of leader behavior and situational approaches are closely associated. The relationship between leader behavior and considerations for the environment reinforces the idea that leadership can be developed and strengthened through meaningful educational programs and experiences. Models and theories have been developed which support the situational approach to leadership. Robert Tannenbaum and Warren Schmidt used a continuum to represent leader behavior. Rensis Likert developed four basic systems of management: exploitative-authoritative, benevolent-authoritative, consultative-democratic, and participative-democratic. The Father of the Contingency Model, Fred Fiedler, used the

three situational variables, relationships, structure and power to help leaders decide the favorableness of a situation. Robert Blake and Jane Mouton developed a two-dimensional approach called the managerial grid after deciding that the Ohio State four quadrant paradigm was not adequate. The two-dimensions are concern for people or subordinates and concern for accomplishing the task. Robert House and Terrence Mitchell developed their Path-Goal Theory based on the idea that leaders are more successful when they provide leader behavior which brings to a situation that which is missing. The Vroom-Yetten Contingency Model promotes the contention that leader behavior resulting from the interaction of situational variables and leader attributes influence an organization's effectiveness. A three-dimensional model of situational leadership was presented by William Reddin. His model is a combination of Fiedler's Contingency Model and the managerial grid of Blake and Mouton. Four styles of leadership were identified using task orientation and relationships orientation as the grid axes. A third dimension, effectiveness, was added by Reddin to show how successful a leader is in achieving the intended output. Paul Hersey and Kenneth Blanchard also developed a three-dimensional model by adding an effectiveness dimension to the Ohio State Leadership Model dimensions task behavior and relationship behavior. Their Tri-Dimensional Leadership

Effectiveness Model combines leadership style and
situational demands.

Leader behaviors of principals who are outstanding
leaders are also being studied. Establishing good rapport,
being available, soliciting input, and emphasizing positive
activities and accomplishments are a few of the leader
behaviors found to be exhibited by outstanding principals.
Successful principals are also known for providing clarity
and understanding among the members of an organization.
According to some researchers, principals perceive
leadership style differently from their subordinates.
Principals should attempt always to be cognizant of those
they interact with, the situation involved, and select their
leader behaviors accordingly.

Leadership development takes many years. Presently, a
diagnosing procedure for assessing and predicting leadership
aptitude at an early age has not been developed. However,
communication may be the one all-time purpose instrument of
leadership which provides an indication of a young leader's
potential.[321] The main thought concerning leadership
style and leader behaviors that today's leaders should keep

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[321]John Gardner, "Leadership Development," <u>National
Association of Secondary Schools Bulletin</u> 73 (March 1989),
73.

in mind is "the emphasis today is on a flexible style that achieves results."[322]

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[322]Hodgetts, 361.

CHAPTER III

METHODOLOGY

## Introduction

The purpose of this study was to investigate characteristics of leadership behaviors of two groups of high school principals under varying contextual situations. The plan and structure of this study are presented in this chapter by describing the population, instrumentation, research procedures, and methods used to collect and analyze data.

## Population and Sample

The population from which participants for this study were selected are high school principals within the county and city public school administrative units in the Public School System of North Carolina. Two groups of high school principals were selected, a group defined as successful and a randomly chosen group.

Principals for the successful high school principals group were selected from names submitted by the following organizations or groups: the North Carolina Department of Public Instruction, Secondary Division; the North Carolina

Staff Development/North Carolina Leadership Institute for Administrators; the North Carolina Association of School Administrators; the Wachovia Outstanding Principals Program; and other principals. The second group of high school principals was randomly chosen from the high school principals whose names were not submitted by the organizations and groups listed previously. The randomly chosen group probably includes some successful principals. However, the process of random selection and the comparison of the means of the two groups should have offset that condition. Gender and race were not addressed in this study and the influence of those characteristics should have been equalized through random selection and comparison of the means of the two groups of high school principals.

The number of high school principals in each of the two groups were determined by the number of high school principals who decided to participate in this study. The number sought for each group was twenty-five. Also, five teachers were systematically chosen from each principal's listing of teachers to participate in the study for the purpose of showing how they see their principal's leadership behaviors.

## Instrumentation

The purpose of this study was to investigate the characteristics of leadership behaviors of two groups of

high school principals under varying contextual situations.

The varying contextual situations are greatly determined by

the relationships developed between the principals and the

people they interact with.  The principal must do his best

to utilize all available resources to provide the best

educational environment possible for students.  To

accomplish that, interaction with staff members, students,

parents and community organizations is crucial.  The

complexity of the relationships involved in those situations

has become much greater and will be more so in the future.

So that the characteristics of leadership behaviors

exhibited by the principals in such relationships could be

looked at in an objective manner, Porter's <u>Strength</u>

<u>Deployment Inventory</u>® and his complementary <u>Strength</u>

<u>Deployment Inventory: Feedback Edition</u>® were selected for

use in this study.

The <u>Strength Deployment Inventory</u>® is based on the

Relationship Awareness Theory which is a "purposive or

motivational theory of why people interact with each other

as they do."[323]  Instead of being a theory of intrapsychic

relationships, Relationship Awareness® Theory is a theory

of interpersonal relationships and is based on four major

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[323]Elias H. Porter, <u>Strength Deployment Inventory:</u>®
<u>Manual of Administration and Interpretation</u> (Pacific
Palisades, California: Personal Strengths Publishing, Inc.,
1991), 3.

premises.  The four are:

1.  Behavior traits arise from purposive strivings for gratification mediated by concepts or hypotheses as to how to obtain those gratifications.

2.  We are predictably uniform in our behavior when we are free, and we are predictably variable as we meet with obstructing conditions in our stimulus worlds.

3.  A personal weakness is no more, or no less, than the overdoing of a personal strength.

4.  The more clearly the concepts in a personality theory approximate how one experiences one's self, the more effectively they serve as devices for self-discovery.[324]

In Relationship Awareness® Theory, four sets of experience-proximate concepts are related to the four major premises.  The first premise that "behavior traits are purposive strivings for gratification"[325] is the basis for the first set of experience-proximate concepts.  That set is composed of three very different basic strivings in relating to others.  First is the striving to be nurturant of another person and to see the other person experience success.  The second striving is to be in charge and give directions.  Third is the striving to be self-sufficient, self-reliant, and achieve autonomy.  Sometimes, one of these strivings can

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[324]Porter, xii-xv.

[325]Ibid., xvii.

be dominant for some people.[326]

The second set of experience-proximate concepts is based on the second major premise, that the stimulus world has two distinctly different conditions that affect human behavior. The nurturant behavior may become dominant when one is free to pursue his goals or gratifications and he may actively seek to help others. The directive striving would appear as self-assertiveness and seeking to give directions. The act of pursuing logical orderliness and self-reliance would result from the autonomizing striving.[327]

The third set of experience-proximate concepts is based on the premise that overdoing a strength is considered a weakness. These concepts are actual overdoing and perceived overdoing of strengths. Examples of actual overdoing is trusting so much that one appears gullible, seeing one's self as too important as a result of very high self-confidence, and being so cautious that suspicion prevails. Perceived overdoing is exemplified by the interaction of a person in whom the nurturing striving is high and a person in whom the directing striving is high. The highly nurturant individual may perceive the highly directive individual as arrogant and overbearing because the directive

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[326]Ibid.

[327]Ibid.

behaviors seem alien to his own nurturant behavior.[328]

The fourth set of concepts is based on the fourth premise. That premise is that concepts in a personality theory more effectively serve as a means to understand one's own behavior and the behavior of others when those concepts closely relate to how one experiences one's self. For example, if one can identify the gratifications he seeks and also can realize the gratifications the other person seeks, he may be able to determine whether a conflict is not justifiable or real. If the conflict is not justifiable, he may find a solution which is mutually gratifying. If the conflict is real, the relationships may be stopped or be very limited. This set of concepts allows one to make decisions without doing damage to himself or the other person.[329]

The Strength Deployment Inventory® and it's accompanying inventories are based on the idea that as a person confronts a great variety of situations each day, he will develop many behavior traits or habits which help him achieve satisfaction and security. The inventories are designed to have respondents identify how they typically behave in two sets of conditions: (1) when one is free to pursue goals and objectives without opposition, and (2) when

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[328]Ibid.

[329]Ibid., xviii.

conflict and/or opposition exists.  Four distinctly

different patterns of motivation and three different blends

of patterns derived from Relationship Awareness® Theory are

used as criteria to infer the behavior patterns based on the

behaviors reported by the respondents.  The four patterns of

motivation are the following:

> 1.  The Altruistic-Nurturing Motivation pattern is
>     represented by individual behavior which is
>     characterized as making the welfare of others a
>     top priority in relationships in order to achieve
>     gratification.
>
> 2.  The Assertive-Directive Motivation pattern is
>     represented by individual behavior which is
>     characterized as making the achievement of goals
>     by influencing the activities of others a top
>     priority in relationships in order to achieve
>     gratification.
>
> 3.  The Analytic-Autonomizing Motivation pattern is
>     represented by individual behavior which is
>     characterized as making the achievement of self-
>     reliance, self-sufficiency, self-dependence,
>     meaningful and logical order a top priority in
>     order to achieve gratification.
>
> 4.  The Flexible-Cohering Motivation pattern (Hub) is
>     represented by individual behavior which is
>     characterized as making being an effective member
>     of a group or team and being flexible and able
>     enough to fit in with whatever a situation
>     requires a top priority in relationships in order
>     to achieve gratification.[330]

The three blends of patterns are the following:

> 1.  The Assertive-Nurturing blend is represented by
>     individual behavior which is characterized as

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[330]Porter, 6-7.

being very assertive in bringing to others what
they need in order to achieve gratification.

2.   The Judicious-Competing blend is represented by
     individual behavior which is characterized by
     using thought and strategies in their relations
     with others in order to achieve gratification.

3.   The Cautious-Supporting blend is represented by
     individual behavior which is characterized as
     genuinely wanting to be helpful to others and also
     wanting to maintain self-reliance, self-suffi-
     ciency and order.[331]

The Strength Deployment Inventory® attempts to measure

personal patterns of behavior consistent with one's

motivational goals.   Every person shows characteristics of

all four basic interpersonal strivings.   However, there are

those who favor one of those interpersonal motivations over

the others.   Through the measurement of those patterns under

the conditions of when things are going well and when

conflict or opposition exists, the Strength Deployment

Inventory® addresses the importance of situational

leadership.


                    Reliability and Validity

     Construction of the Strength Deployment Inventory® was

done with the assumption that when things are going well for

people, their scores will be divided equally among the three

scales on the Interpersonal Interaction Triangle.   The items

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[331] Ibid., 7.

on the Altruistic-Nurturing scale, the Assertive-Directing scale, and the Analytic-Autonomizing scale were written, tested and rewritten until the population samples showed approximate equal distribution among the three scales. That resulted in the means for each scale being close to thirty-three and one third or near the center of the interpersonal Interaction Triangle when things are going well. The three scales also had similar standard deviations (Altruistic-Nurturing = 12.33, Assertive-Directing = 15.03 and Analytic-Autonomizing = 11.88). These standard deviations were judged to be close enough to use for interpretive purposes.

A "Hub" area was defined for those people who scored relatively equal on all three scales since they differed from the orientation of persons who scored higher on the Altruistic-Nurturing, Assertive-Directing, or Analytic-Autonomizing scales. A boundary was established for the "Hub" area more or less at eleven points above and below the mean on each scale or about one Standard Deviation above and below the mean.

Under the conditions of conflict and opposition no assumptions were made about where the means of the scores should be. This occurred because conflict is addressed differently for various cultures. In situations involving conflict, the Altruistic-Nurturing scores go down and

the Assertive-Directing and Analytic-Autonomizing scores increase.[332]

Reliability

Test-retest reliability was carried out by retesting one hundred subjects within six days to two weeks. A correlation between the two sets of scores was done by using the Pearsonian coefficients of correlation for each of the three scales. The results are the following: Altruistic-Nurturing, r = .78; Assertive-Directing, r = .78; and Analytic-Autonomizing, r = .76.

The scores can be manipulated and changed if a respondent is motivated to do so. However, any changes within one-half Standard Deviation (six points) would be inconsequential.[333]

Validity

The developers of the Strength Deployment Inventory® are quick to point out that the Strength Deployment Inventory® was not designed for the purpose of testing even though its format is that of a test. In the development of the format no provisions were made to avoid any halo effect.

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[332]Ibid., 24.

[333]Ibid., 24-25.

The establishment of validity as internal consistency of the scales was supported by analyzing each item ending to discover how much discrimination it showed between high scorers on a scale and low scorers on a scale. The items in each scale were found to have a high degree of internal consistency and measurements were made with high consistency by the scales. The Chi-square method (N = 100) was used to determine the levels of confidence with which each item ending discriminated.[334] A validation study conducted in 1988 and supervised by K. William Wasson, Ph.D., a professor of sociology at California State University, Los Angeles verified the earlier validation study. Five hundred and sixty-four sets of scores were collected from every geographical region in the United States. The respondent groups, which numbered twenty-one, represented many different professions. The table below supports the results that earlier figures were essentially stable and that a higher assurance of internal validity is indicated.

| Item No. | A-N | A-D | A-A |
|---|---|---|---|
| 01 | .0000 | .0000 | .0000 |
| 02 | .0000 | .0000 | .0000 |
| 03 | .0000 | .0000 | .0000 |
| 04 | .0000 | .0000 | .0000 |
| 05 | .0000 | .0000 | .0000 |
| 06 | .0000 | .0000 | .0000 |
| 07 | .0000 | .0000 | .0000 |
| 08 | .0000 | .0000 | .0000 |
| 09 | .0000 | .0000 | .0000 |

[334]Ibid., 26.

| 10 | .0000 | .0000 | .0000 |
| 11 | .0000 | .0000 | .0000 |
| 12 | .0000 | .0000 | .0000 |
| 13 | .0000 | .0000 | .0000 |
| 14 | .0000 | .0000 | .0000 |
| 15 | .0000 | .0000 | .0000 |
| 16 | .0000 | .0000 | .0000 |
| 17 | .0000 | .0000 | .0000 |
| 18 | .0000 | .0000 | .0000 |
| 19 | .0000 | .0000 | .0000 |
| 20 | .0000 | .0000 | .0000 |

The table above indicates a high level of confidence since most standard research finds .05 or .01 to be acceptable.[335]

Validity as congruence with external reality was established for the Altruistic-Nurturing scale, the Assertive-Directing scale and the Analytic-Autonomizing scale. To do that the researchers went to places where the phenomena are most likely to occur. The main objective was to determine if the three scales mentioned above actually measure the behavior they were designed to measure. The Strength Deployment Inventory® was administered to members of the nursing profession and social workers. As expected, the majority of the scores for the two groups were highest on the Altruistic-Nurturing scale. The Strength Deployment Inventory® was also administered to a group of students majoring in business administration. The scores were congruent, showing a stronger tendency for the Assertive-Directing scale. Another group responding to the Strength

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[335]Ibid., 28-29.

Deployment Inventory® was made up of engineers. Their
scores were scattered, but they scored highest on the
Analytic- Autonomizing scale as a group.[336]


Procedures

The first of the basic procedures used in this study
was to form two groups of North Carolina principals. One
group was defined as successful and was formed from names
submitted by the North Carolina Department of Public
Instruction, Secondary Division; the North Carolina Staff
Development/North Carolina Leadership Institute for
Administrators; the North Carolina Association of School
Administrators; the Wachovia Outstanding Principals Program,
and other principals. Those organizations were chosen
because they interact with principals and superintendents
and are familiar with their programs. A letter was sent to
those organizations introducing myself, giving the name of
my committee chairman and briefly describing this study.
Also, the organizations were asked to submit names of high
school principals whom they know to be outstanding and
excellent leaders. A self-addressed, stamped envelope for
return mailing was included.

The second group of principals was randomly chosen by
selecting names of high school principals not identified by

[336]Ibid., 26-27.

the organizations previously mentioned. The names were taken from the North Carolina Education Directory. Principals of schools similar in size to those schools led by principals in the defined group were chosen.

When fifty names had been determined for each group, sets of instruments along with instructions were mailed to the principals. Each principal received a Strength Deployment Inventory,® five copies of the Strength Deployment Inventory: Feedback Edition,® instructions for five teachers and a self-addressed, stamped envelope for return mailing of the instruments. Also, a letter to the principal introducing myself and the study and asking for his or her participation in the study accompanied the instruments. Each principal was informed about how to complete the Strength Deployment Inventory.® The principal was asked to issue the Strength Deployment Inventory: Feedback Edition® to the third, sixth, eleventh, fifteenth, and twentieth teachers on the alphabetical staff listings. Each Strength Deployment Inventory: Feedback Edition® included information for completing the instrument attached to it in the form of a letter. One anticipated problem associated with this procedure was that some principals may choose not to participate. Another possible problem was that some respondents would not complete the instruments appropriately.

The principals were asked to return the instruments completed within one month. The name, address, and phone number of the person conducting the study were included so that contact could be made to clarify any requests or concerns. If a principal requested feedback about the data collected in his or her school, that information was provided by mail when the study was completed. As the sets of instruments were returned, they were tabulated and readied for analysis.

## Design and Data Analysis

A factorial design was used for this study because of the complexity of the interactions being investigated. The schematic below provides a graphical description of that design.

|  | Group 1 | Group 2 |
|---|---|---|
| C 1 | P 1<br>T 1 | P 2<br>T 2 |
| C 2 | P 1<br>T 1 | P 2<br>T 2 |

The independent variables are represented by C 1 and C 2. C 1 signifies the contextual situation in which everything

is going well and the principal is free to pursue desired goals without opposition. C 2 signifies the contextual situation in which conflict and opposition are present and the principal is not free to pursue desired goals.

The dependent variables are represented by P 1 and P 2. P 1 signifies the defined group of high school principals who were identified as successful. P 2 signifies the group of high school principals randomly chosen from the high school principals not identified as successful.

The two remaining groups shown on the schematic above as T 1 and T 2 represent the teachers response for the two groups of principals. T 1 signifies the teachers' responses for the defined group of principals or P 1. T 2 signifies the teachers' responses for the randomly chosen group of principals. Five sets of teacher responses were collected from the faculties of each principal participating in this study for the purpose of comparing what they think of the principals' leadership behaviors under the two conditions, to the principals' responses.

The two groups of North Carolina high school principals were compared for significant variations by using a multiple analysis of variance. The level of significance chosen for that analysis is $p = .05$. That level of significance appears to be the most appropriate for this study for the purpose of avoiding a Type I or Type II error when

determining whether the hypothesis is true or false. The
hypothesis tested in this study is the successful principals
as a group will not exhibit mean differences which are
significantly different from the mean differences of the
randomly chosen principals as a group on patterns of
leadership behavior in regard to their change in scores on
the variables from stable, contextual conditions to
unstable, contextual conditions.

CHAPTER IV

RESULTS

## Introduction

The data and an analysis of the data are presented in
this chapter. The data were obtained from the
administration of Elias Porter's instruments: the <u>Strength
Deployment Inventory</u>® and the <u>Strength Deployment Inventory:
Feedback Edition</u>.® The purpose of this study was to
investigate characteristics of leadership behaviors of two
groups of high school principals under varying contextual
situations. Porter's inventories indicate patterns under
the two following conditions:

1. When contextual conditions are stable and the
   principal is free to pursue desired objectives
   without opposition or conflict being present.

2. When contextual conditions are not stable and the
   principal is confronted with opposition or
   conflict and cannot pursue desired objectives
   freely.

## The Hypothesis

The Hypothesis being tested to address the purpose of
this study is the following. The successful principals as a
group will not exhibit mean differences which are
significantly different from the mean differences of the

randomly chosen principals as a group on patterns of
leadership behaviors in regard to their change in scores on
these variables from stable, contextual conditions to
unstable, contextual conditions.

## The Data Related To The Hypothesis

One Strength Deployment Inventory® instrument and five
Strength Deployment Inventory: Feedback Edition® instruments
were mailed to fifty high school principals identified as
successful and to fifty high school principals randomly
chosen. Each principal was requested to complete the
Strength Deployment Inventory,® Five teachers on each
principal's staff were randomly chosen and asked to complete
one of the Strength Deployment Inventory: Feedback Edition®
instruments. Twenty-five completed sets of instruments or
fifty percent of the sets of instruments mailed were
returned by the principals identified as successful.
Twenty-two completed sets of instruments or forty-four
percent of the sets of instruments mailed were returned by
the principals randomly chosen. The two groups of North
Carolina high school principals were compared for
significant variations by using a multiple analysis of
variance. The formula used for the estimate of between
component variance is as follows:

$$(\text{Mean Square}_{\text{between groups}} - \text{Mean Square}_{\text{within groups}})(I-1)$$

$$\Sigma_i J_i - \frac{\Sigma_i J_i^2}{\Sigma_i J_i} \qquad i = 1..I$$

where $J_i$ is the count of non-missing, non-excluded values for the ith group.

An individual profile has been developed for each principal participating in this study which will show the following:

1. The behavioral pattern shown by the principal's <u>Strength Deployment Inventory</u>® responses
   (a) when things are doing well
   (b) when things are not going well.

2. The principal's behavioral pattern shown by the teachers' <u>Strength Deployment Inventory: Feedback Edition</u>® responses
   (a) when things are going well
   (b) when things are not going well.

A statement about comparisons of the behavioral patterns and significances will succeed the individual profiles.

# STRENGTH DEPLOYMENT INVENTORY®
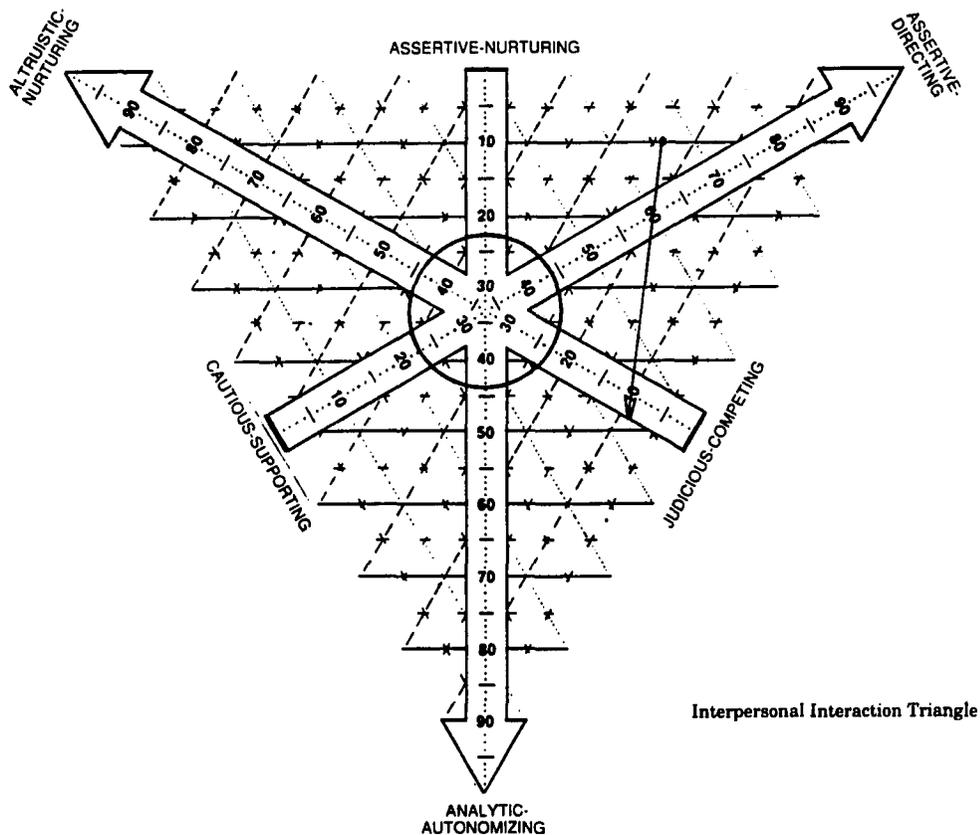
## PRINCIPAL ___1___



ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 65 | 11 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 9 | 43 | 48 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___1___



ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

ANALYTIC-AUTONOMIZING

*Interpersonal Interaction Triangle*
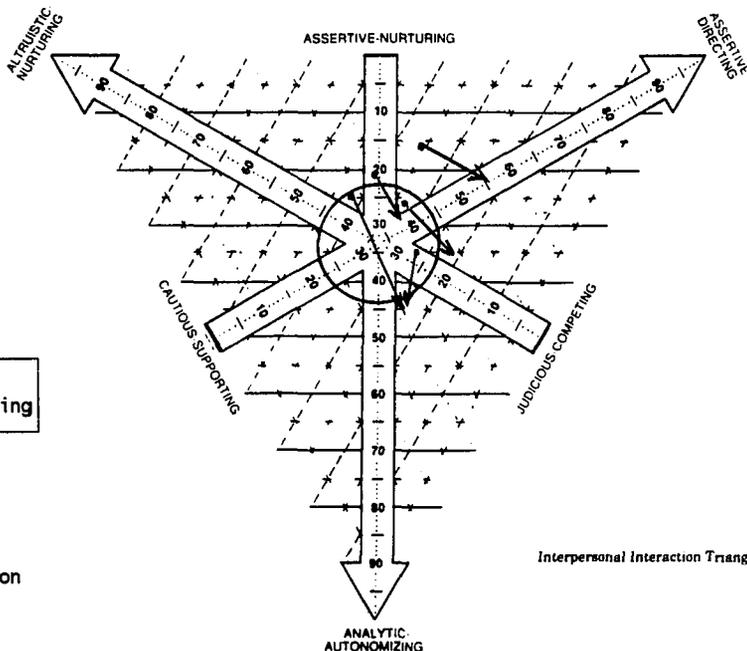
As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 38 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 31 | 45 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 35 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 31 | 47 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 41 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 44 | 36 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 48 | 16 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 55 | 21 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 39 | 21 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 38 | 30 |

# STRENGTH DEPLOYMENT INVENTORY®
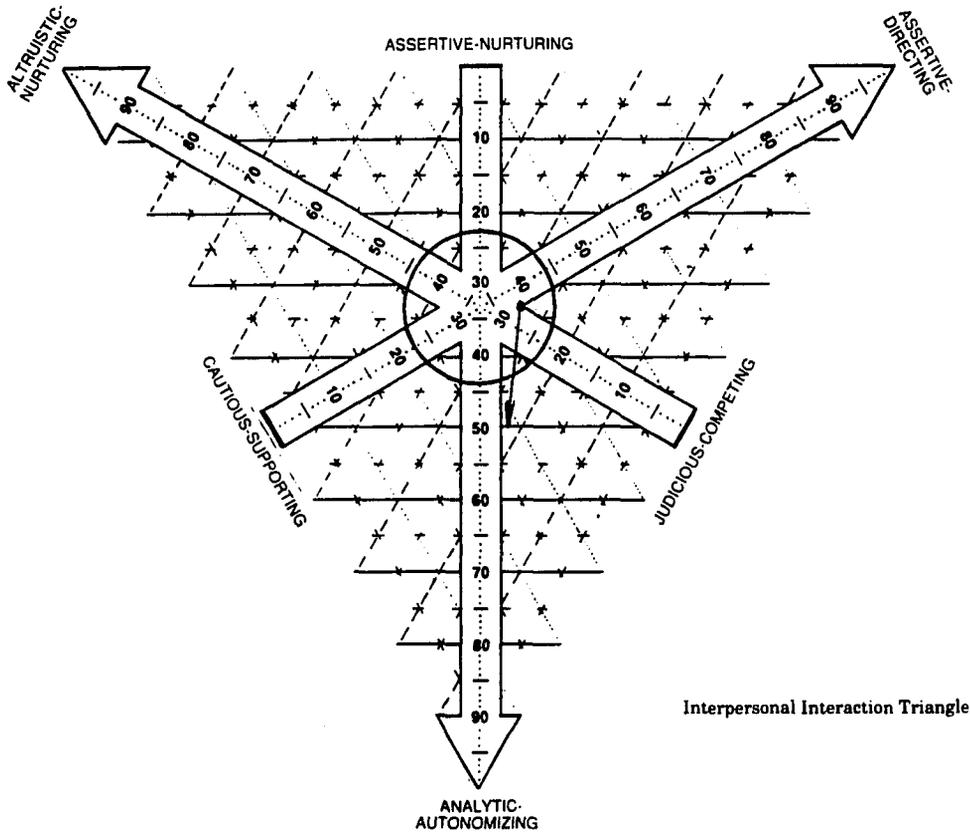
## PRINCIPAL ___2___



Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 38 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 28 | 50 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___2___
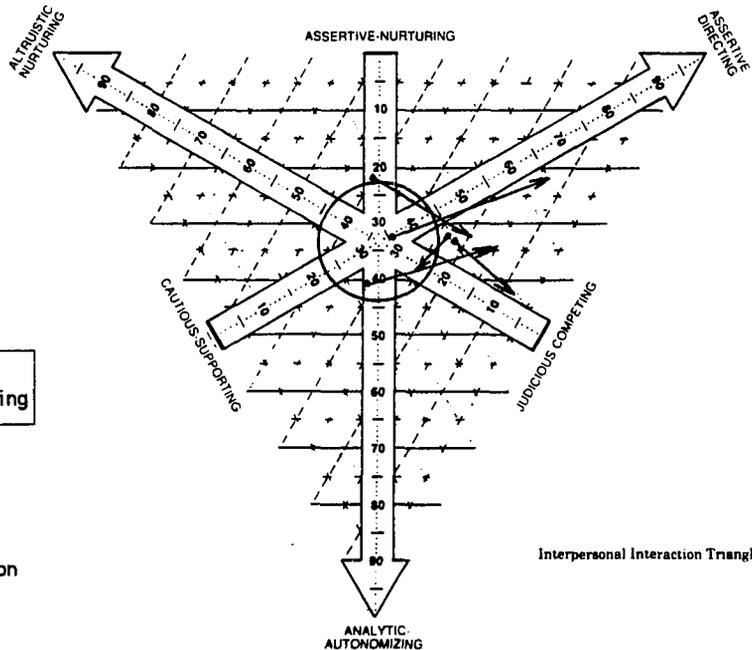


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 39 | 38 | 23 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 48 | 32 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 44 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 36 | 38 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 36 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 63 | 22 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 28 | 40 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 51 | 34 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 45 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 9 | 50 | 41 |
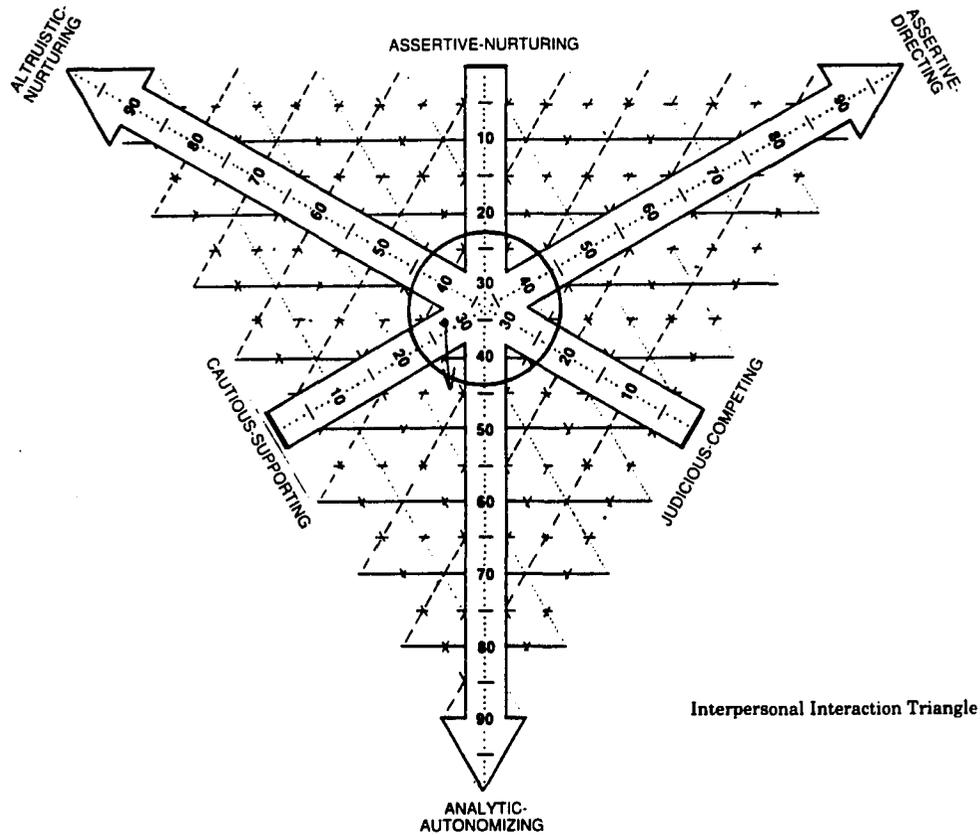
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# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___3___



ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 27 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 24 | 44 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___ 3 ___



ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle
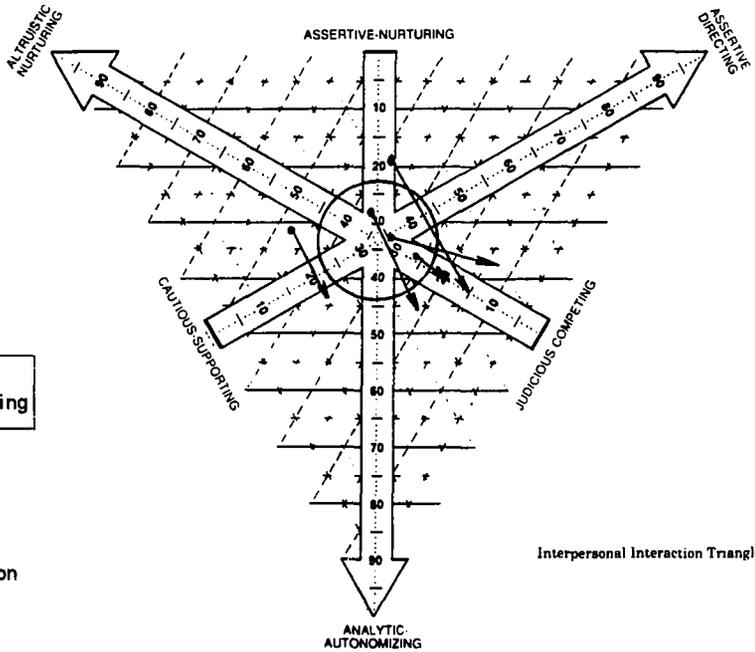
As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 43 | 19 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 43 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 38 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 40 | 40 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 35 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 13 | 49 | 38 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 35 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 34 | 45 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 22 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 21 | 42 |

# STRENGTH DEPLOYMENT INVENTORY®
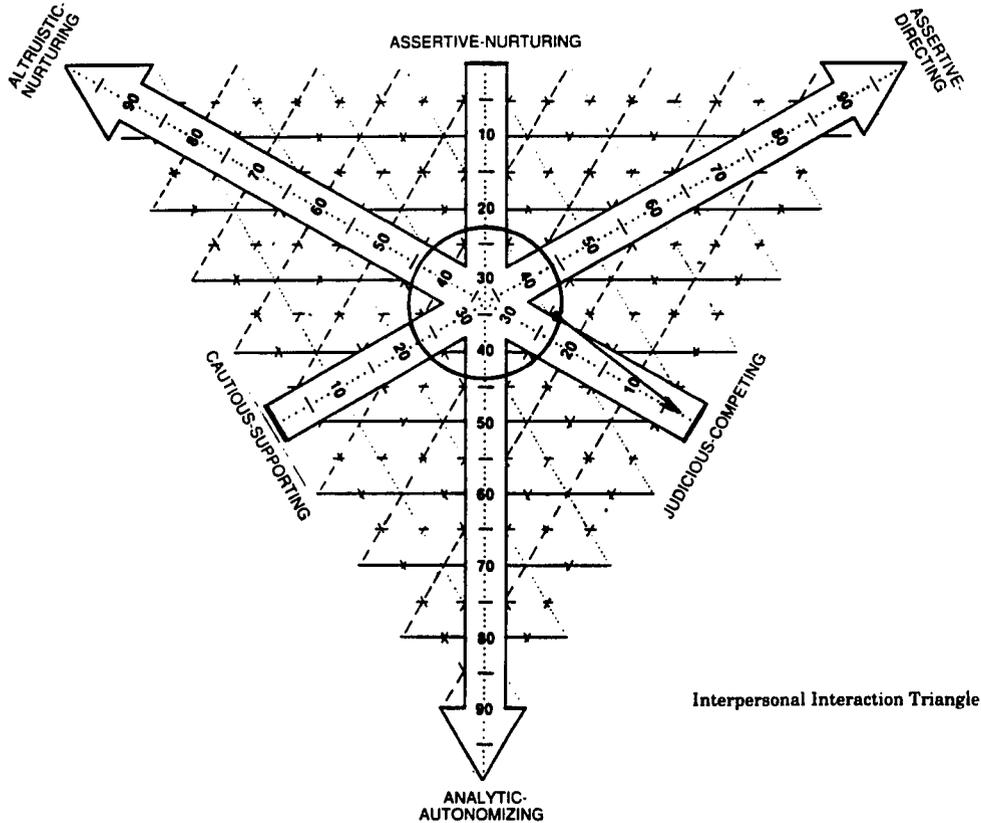
## PRINCIPAL ___4___



ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 41 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 3 | 49 | 48 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®

## PRINCIPAL ___4___

ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

Interpersonal Interaction Triangle

ANALYTIC-
AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 26 | 50 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 16 | 35 | 49 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 43 | 28 | 29 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 20 | 11 | 69 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 18 | 29 | 53 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 14 | 31 | 55 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 33 | 30 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 17 | 15 | 68 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 38 | 30 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 33 | 7 | 50 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___5___



ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 29 | 41 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 45 | 47 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___5___

ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

Interpersonal Interaction Triangle

ANALYTIC AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 31 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 7 | 59 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 45 | 18 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 8 | 59 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 19 | 69 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 4 | 65 | 31 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 22 | 61 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 24 | 53 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 24 | 44 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 29 | 53 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___6___



ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 48 | 44 | 8 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 42 | 43 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___6___
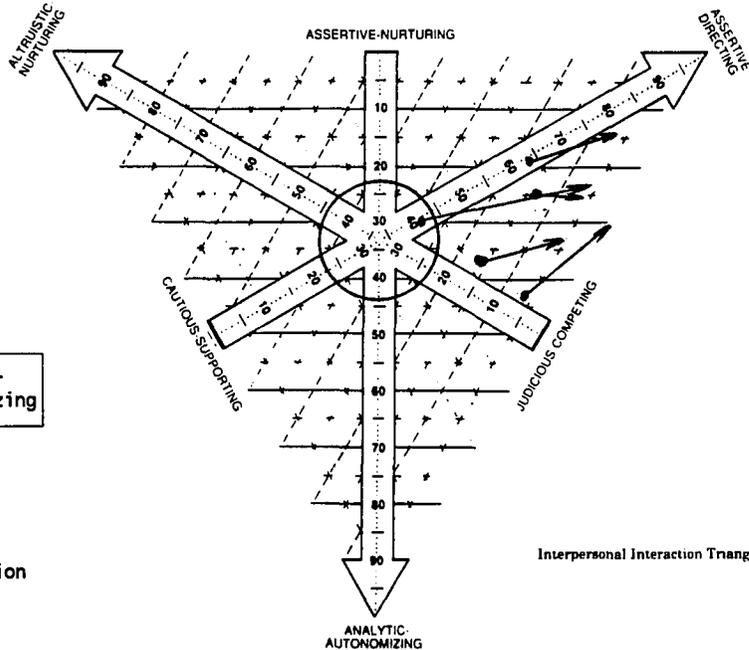


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 41 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 6 | 70 | 24 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 61 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 7 | 75 | 18 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 51 | 41 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 2 | 68 | 30 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 64 | 19 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 6 | 79 | 15 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 47 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 4 | 63 | 33 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___7___
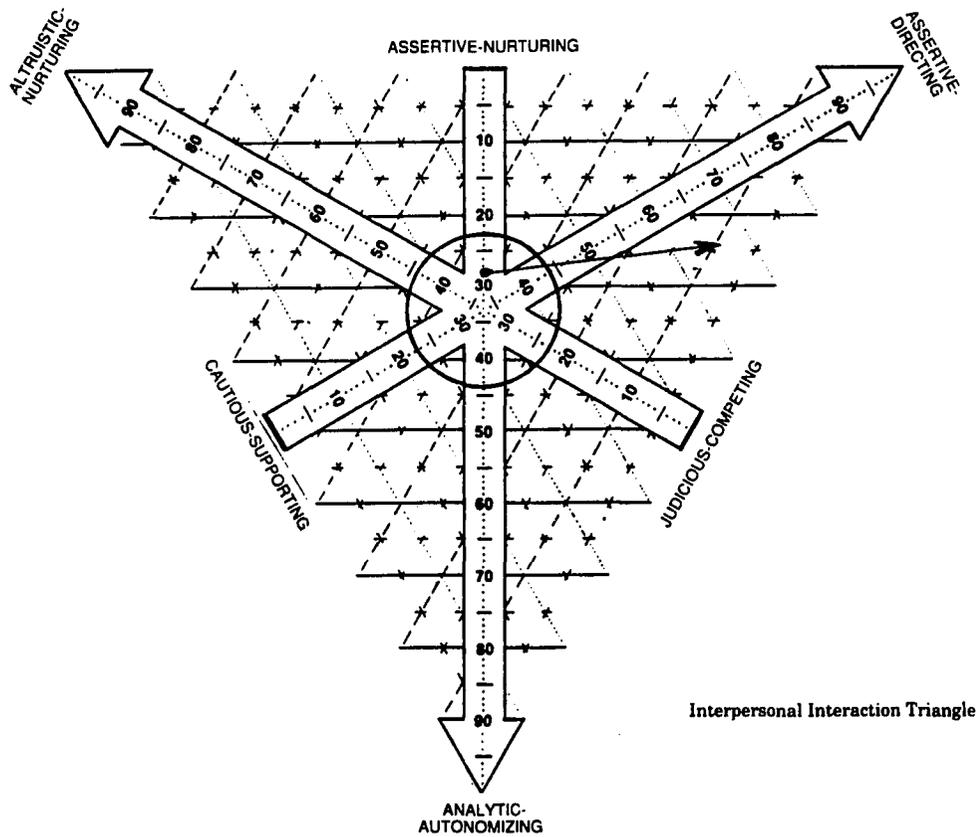


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 35 | 29 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 65 | 25 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___7___
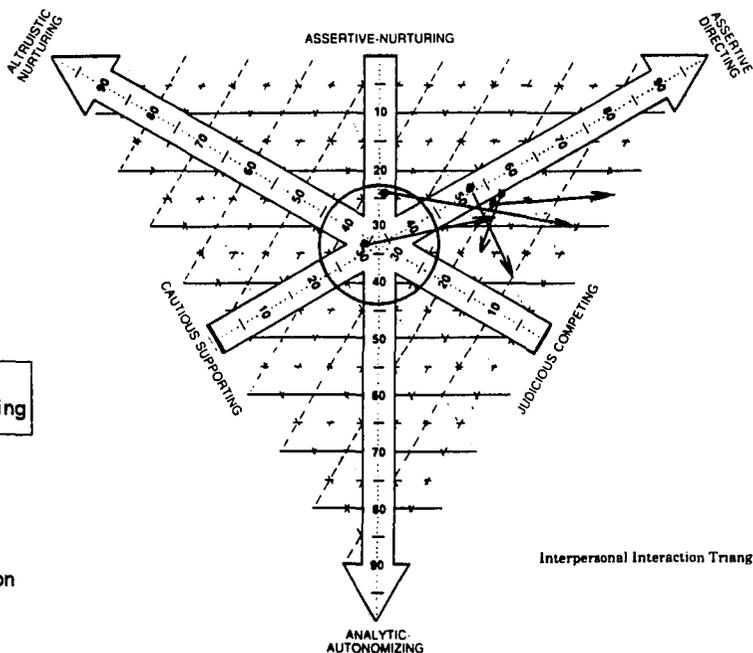
ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 39 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 62 | 30 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 55 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 47 | 35 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 54 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 3 | 72 | 25 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 32 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 53 | 29 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 52 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 65 | 25 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___8___
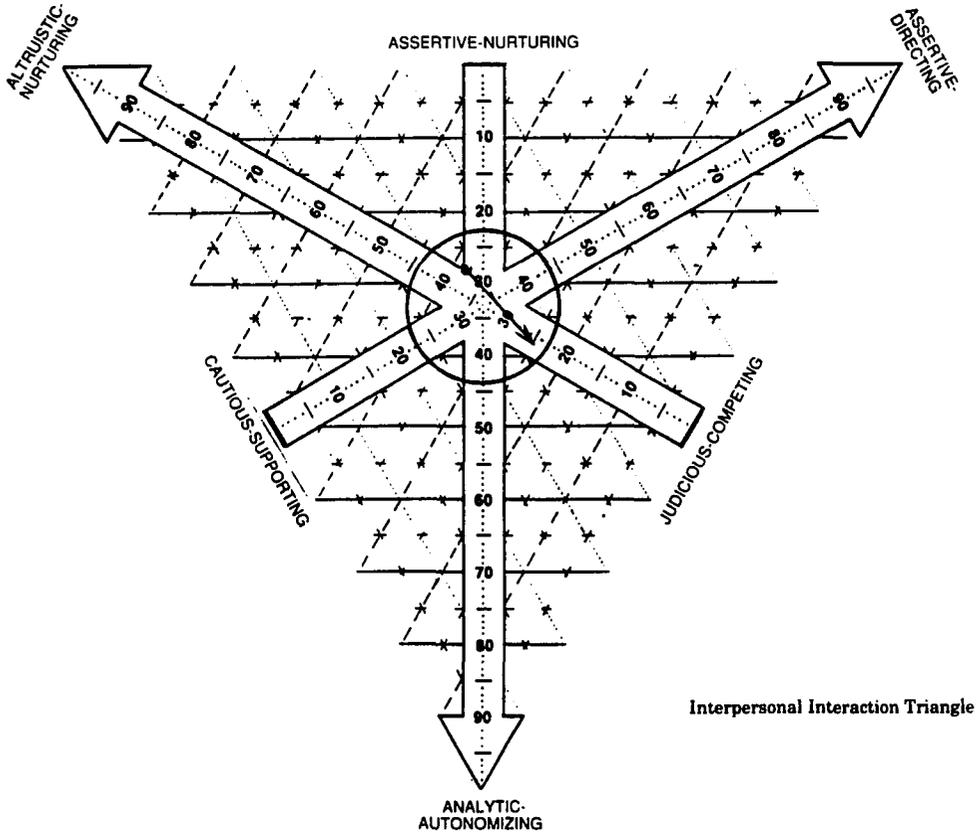


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 34 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 36 | 38 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___8___
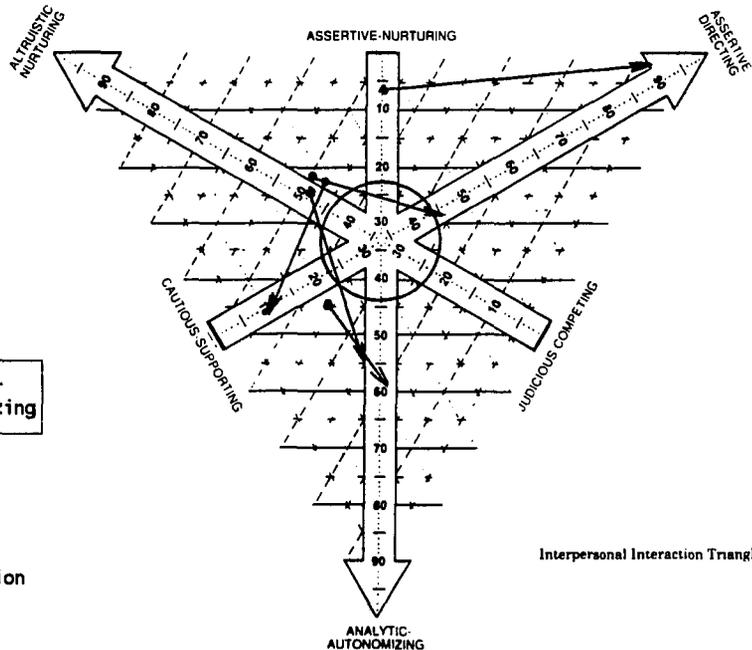


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 19 | 44 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 21 | 59 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 46 | 31 | 23 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 10 | 46 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 46 | 45 | 9 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 7 | 90 | 3 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 48 | 30 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 44 | 29 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 28 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 45 | 21 | 54 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___9___
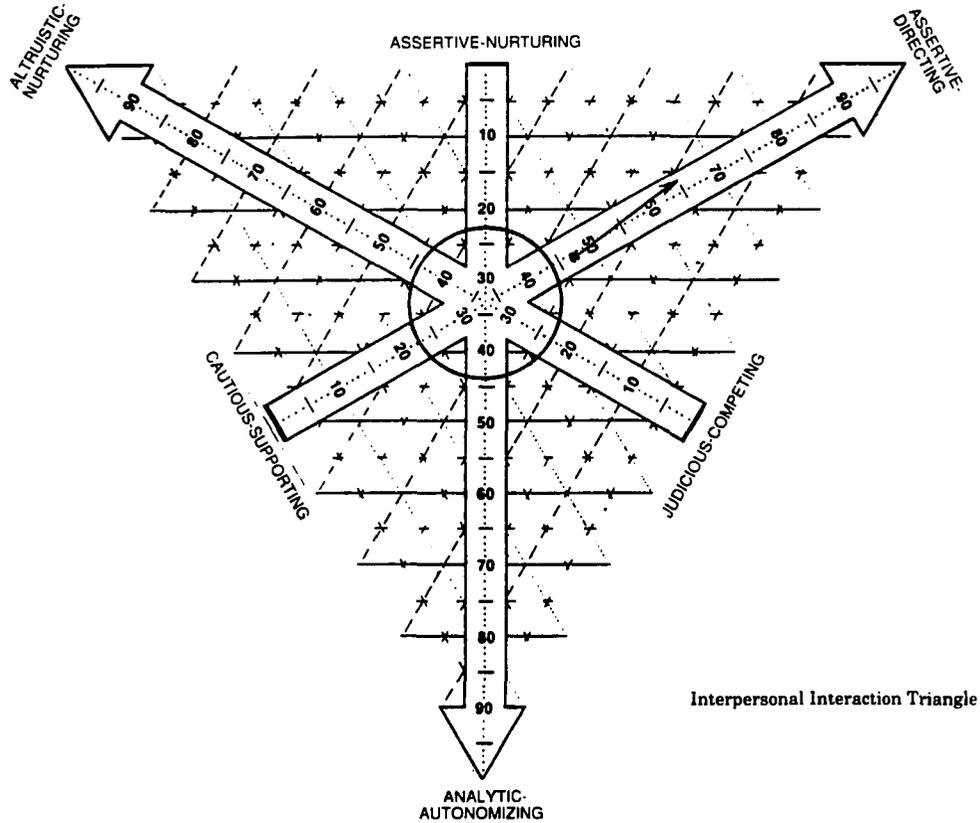


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 49 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 65 | 16 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___9___
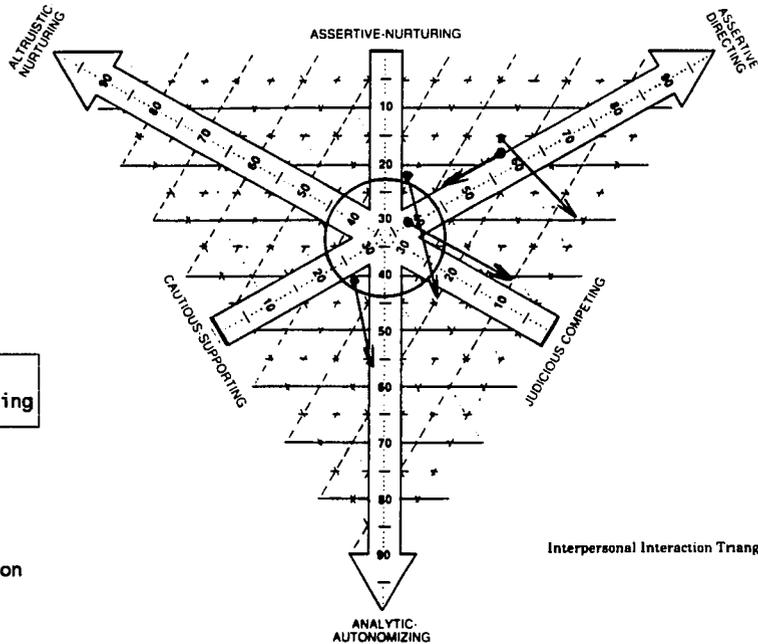


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 39 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 49 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 57 | 19 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 48 | 23 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 43 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 35 | 45 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 26 | 40 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 19 | 57 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 59 | 16 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 62 | 30 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___10___
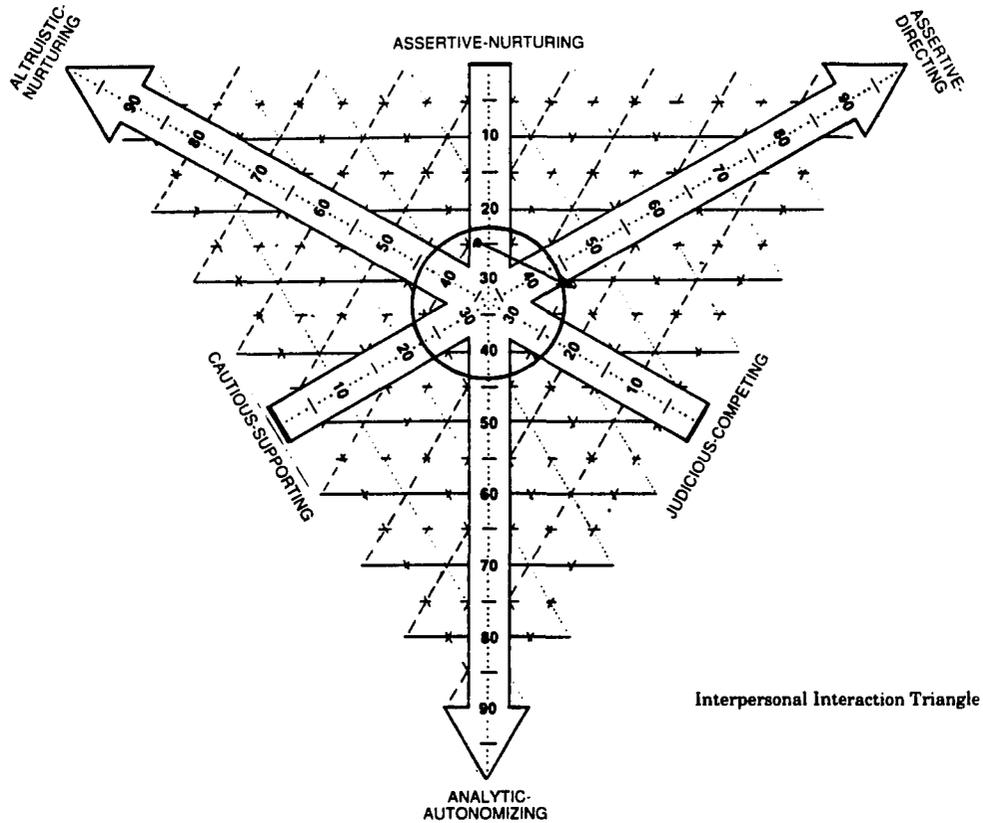


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 39 | 36 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 44 | 31 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___10___
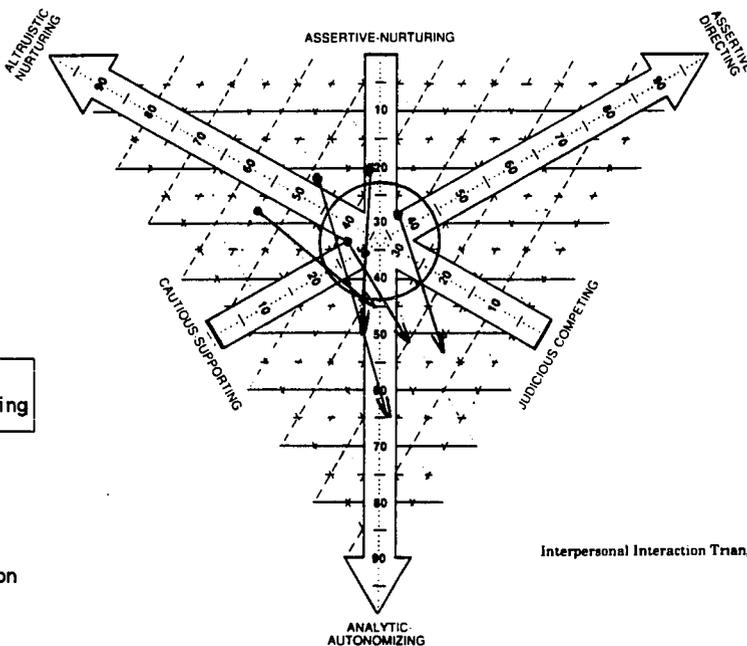


ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

ANALYTIC-
AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 53 | 19 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 26 | 45 |

As I see myself

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 29 | 38 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 13 | 34 | 53 |

As I see myself

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 27 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 28 | 51 |

As I see myself

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 39 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 23 | 50 |

As I see myself

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 49 | 30 | 21 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 19 | 64 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___11___
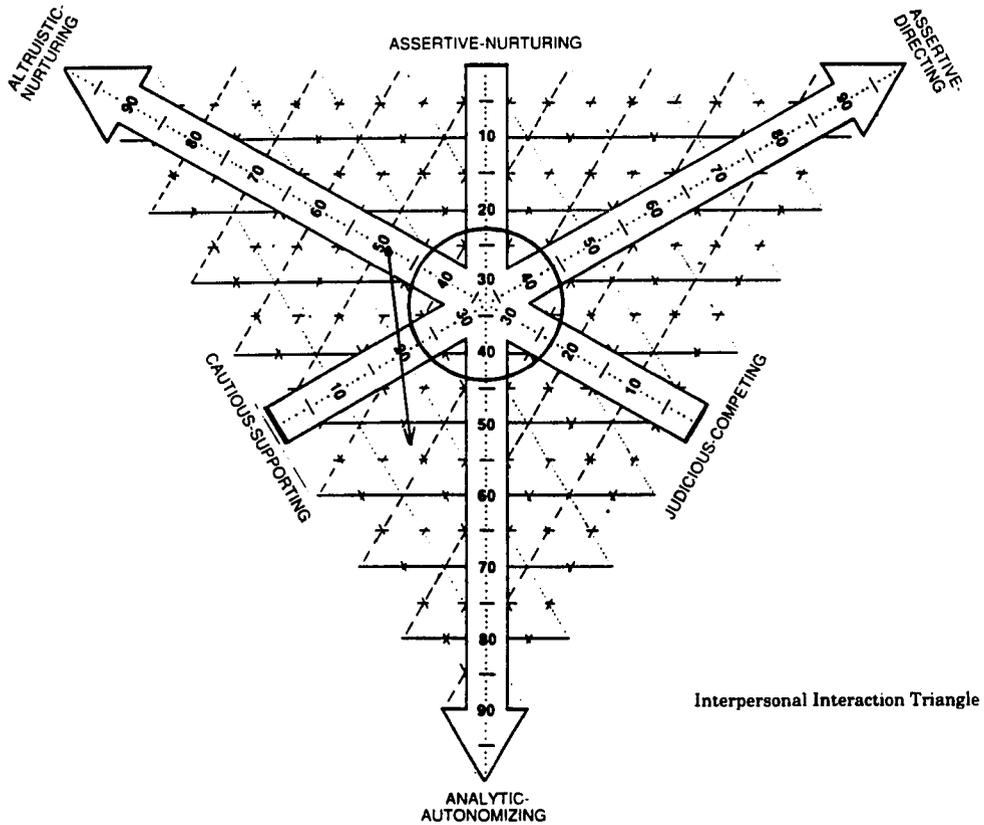


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 49 | 25 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 15 | 52 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___11___
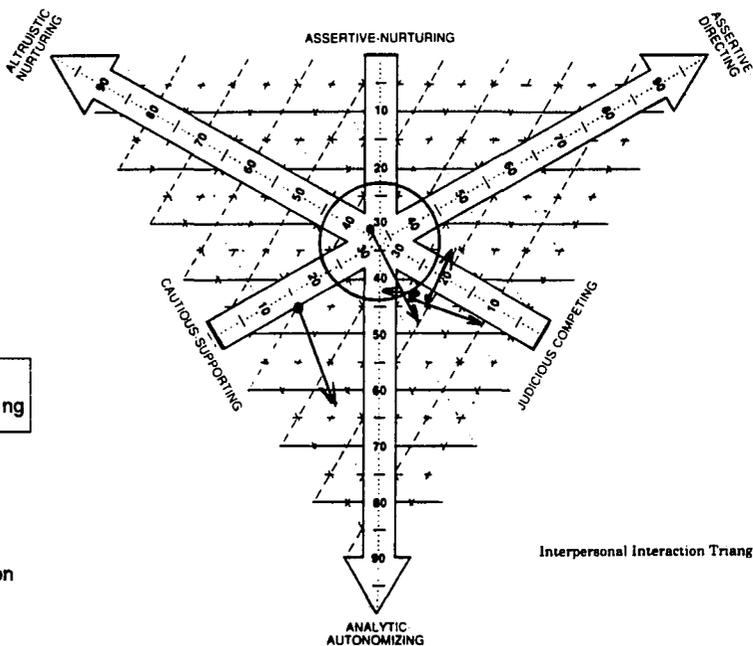


ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

ANALYTIC
AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 39 | 16 | 45 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 11 | 62 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 36 | 43 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 42 | 36 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 33 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 31 | 49 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 35 | 41 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 30 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 33 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 11 | 42 | 47 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___12___
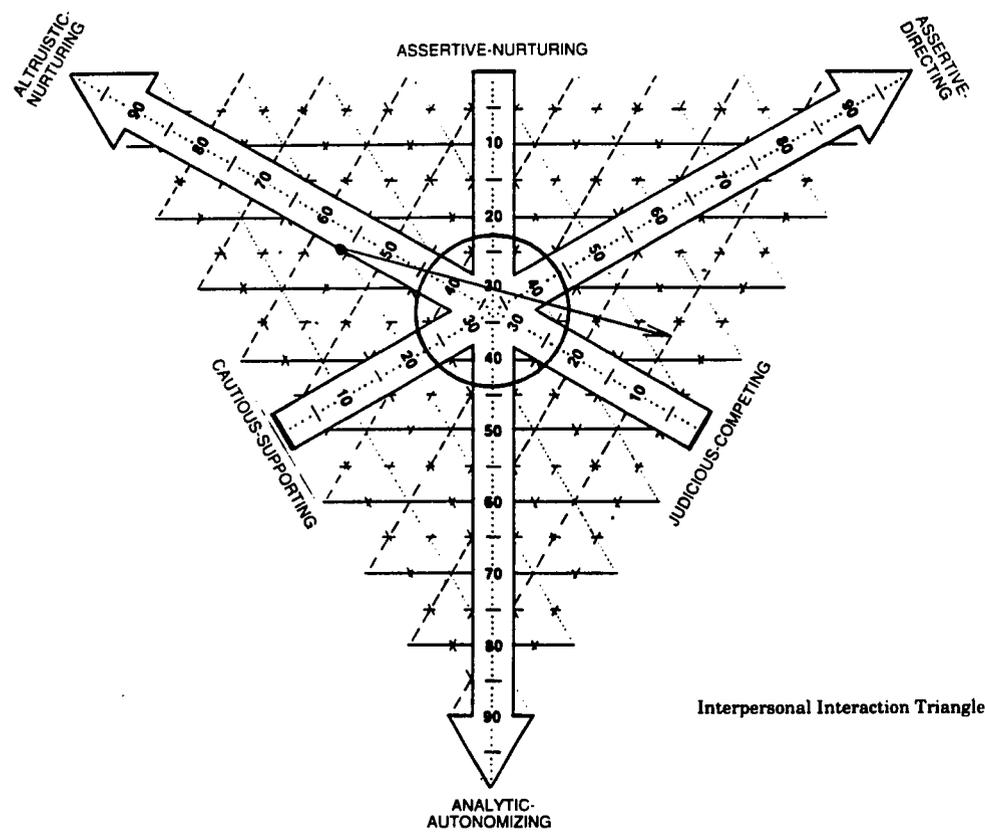


ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 56 | 20 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 51 | 37 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___12___
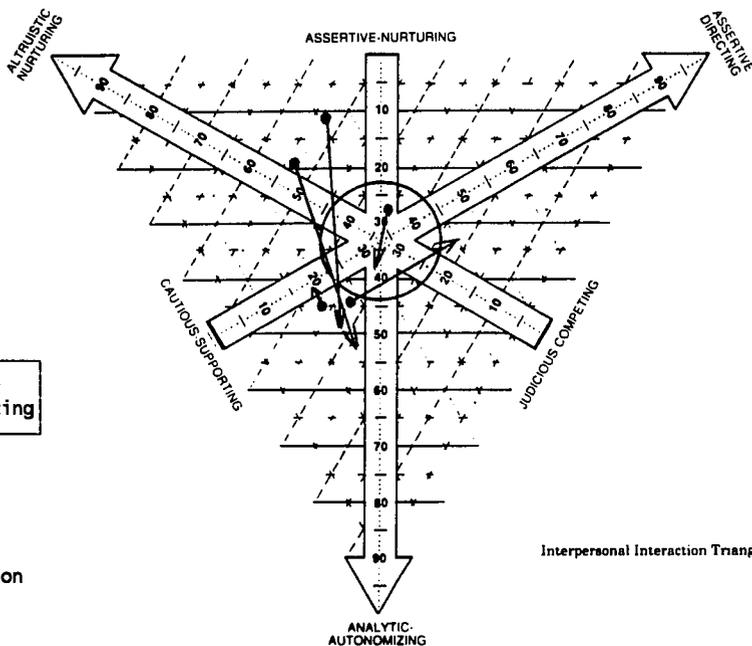


ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS COMPETING

Interpersonal Interaction Triangle

ANALYTIC-
AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 20 | 43 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 39 | 20 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 37 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 31 | 37 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 48 | 30 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 21 | 52 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 23 | 43 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 44 | 34 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 53 | 35 | 12 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 19 | 50 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___13___
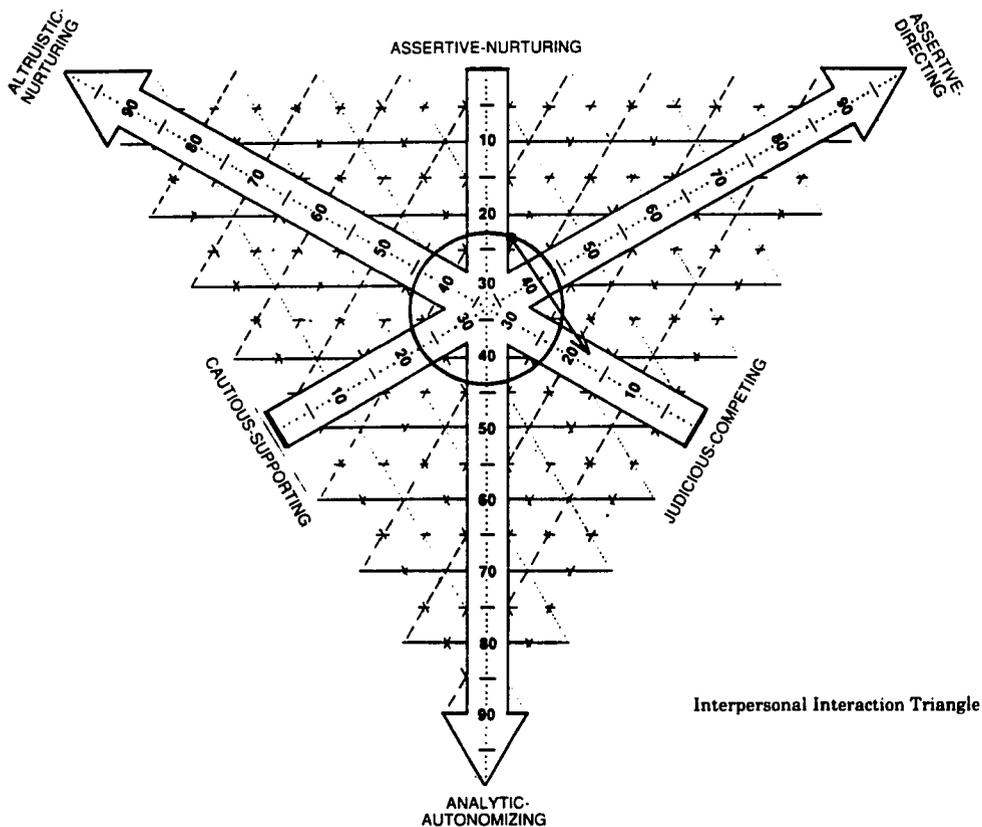


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 41 | 23 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 43 | 40 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___13___
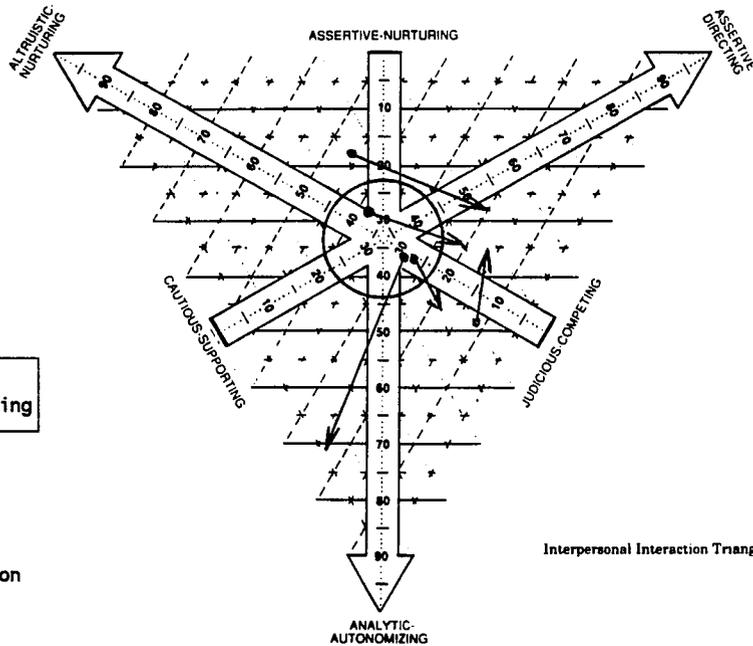


Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 36 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 35 | 46 |

**As I see myself**

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 46 | 35 | 19 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 51 | 28 |

**As I see myself**

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 13 | 38 | 49 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 47 | 36 |

**As I see myself**

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 39 | 34 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 44 | 35 |

**As I see myself**

| Altruistic-<br>Nurturing | Assertive-<br>Directing | Analytic-<br>Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 34 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 6 | 66 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL  14
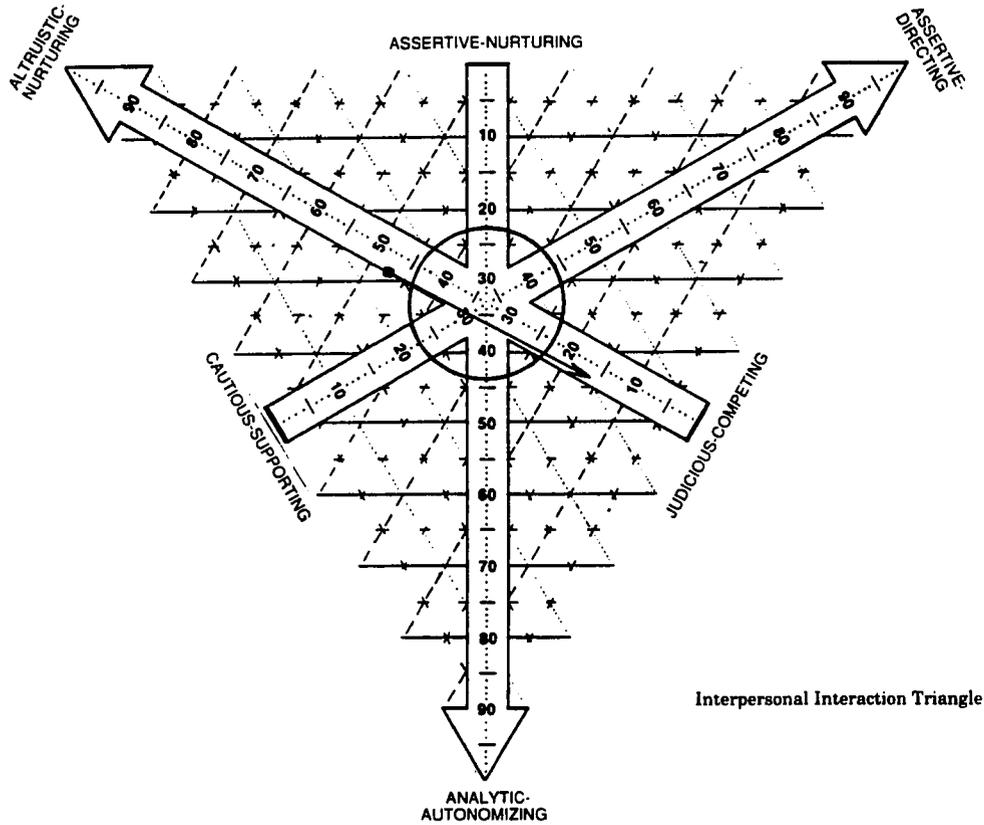


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 25 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 40 | 43 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___14___
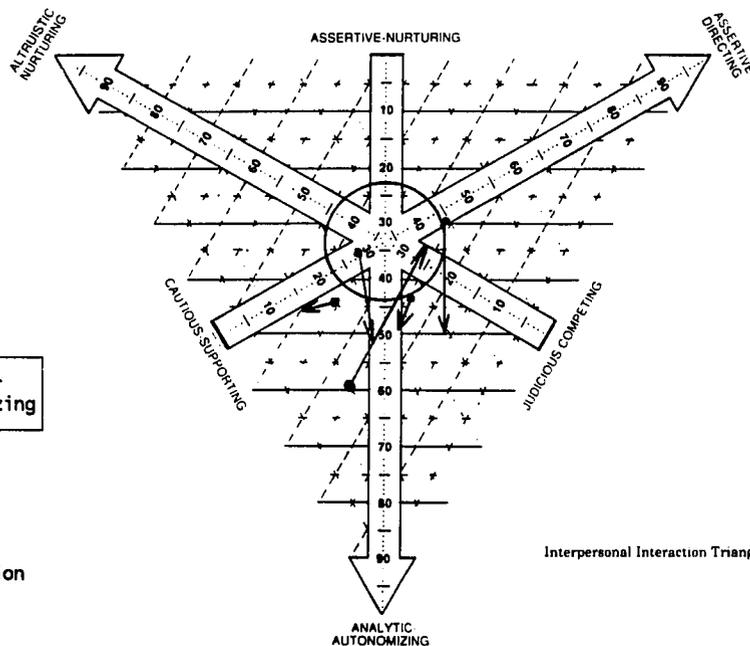


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 43 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 32 | 50 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 27 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 23 | 51 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 22 | 43 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 13 | 45 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 13 | 60 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 38 | 35 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 33 | 42 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 29 | 48 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___15___
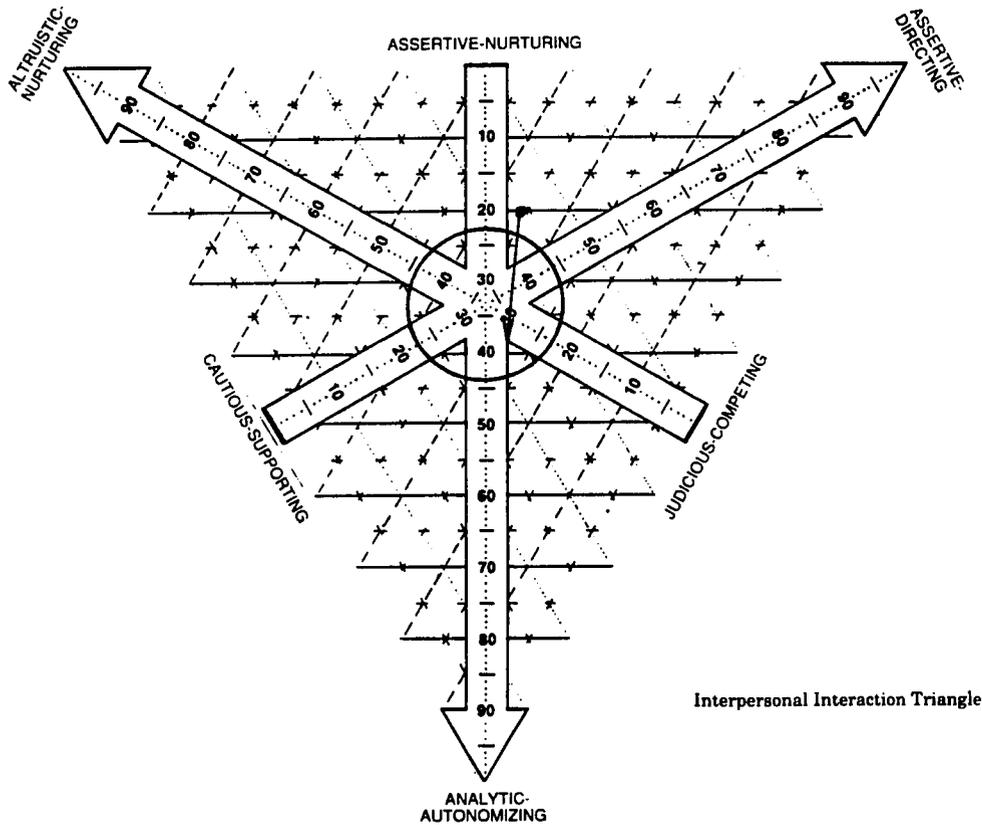


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 44 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 33 | 39 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___15___
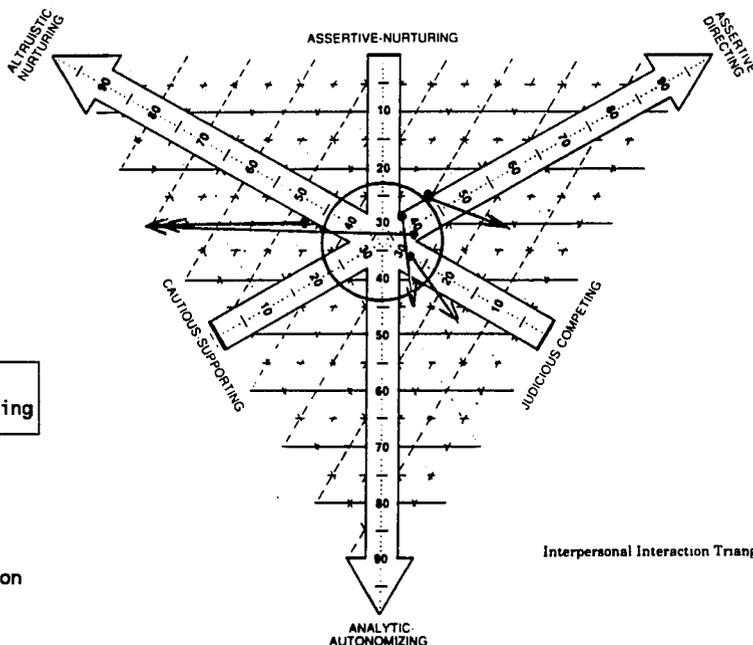


Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 23 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 28 | 46 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 39 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 70 | 0 | 30 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 43 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 52 | 32 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 36 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 37 | 47 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 39 | 29 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 33 | 43 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___16___
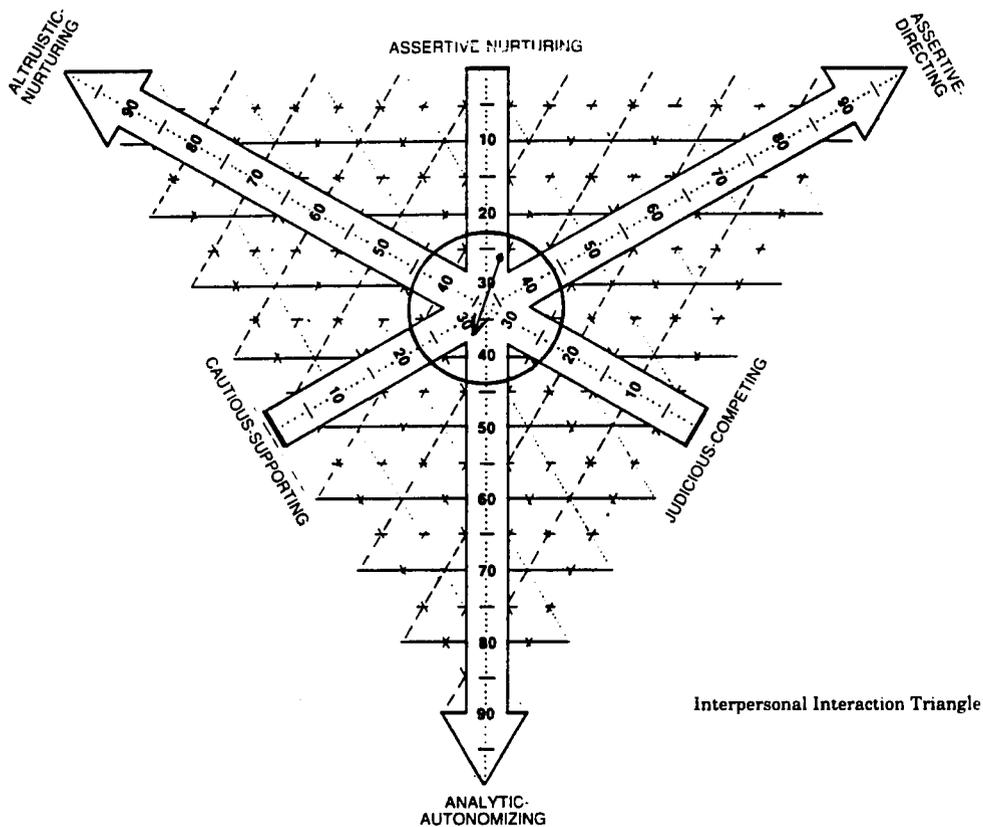


ASSERTIVE NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 38 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 30 | 37 |

SCALE OF SCORES

| 81-100 | Unusually high |
|---|---|
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___16___
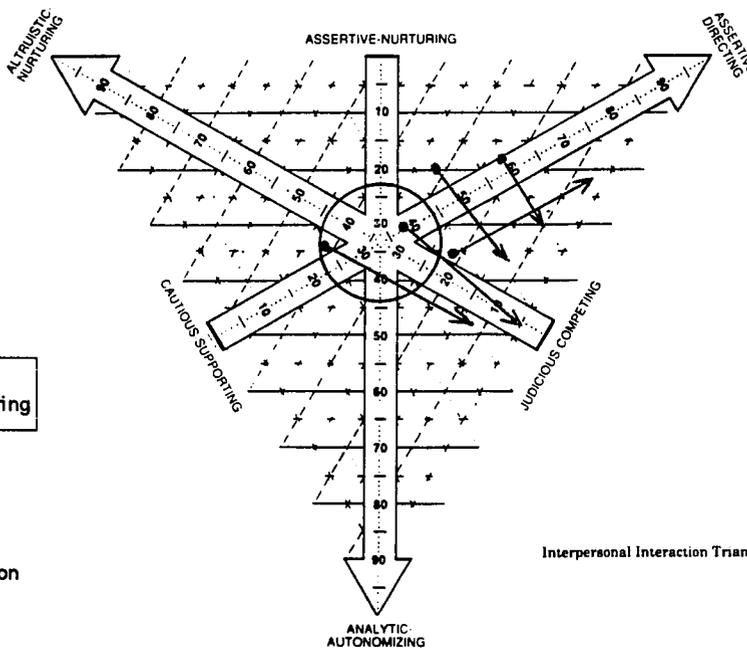


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 38 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 5 | 46 | 49 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 25 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 13 | 38 | 49 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 58 | 19 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 59 | 31 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 42 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 70 | 22 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 48 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 50 | 38 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___17___
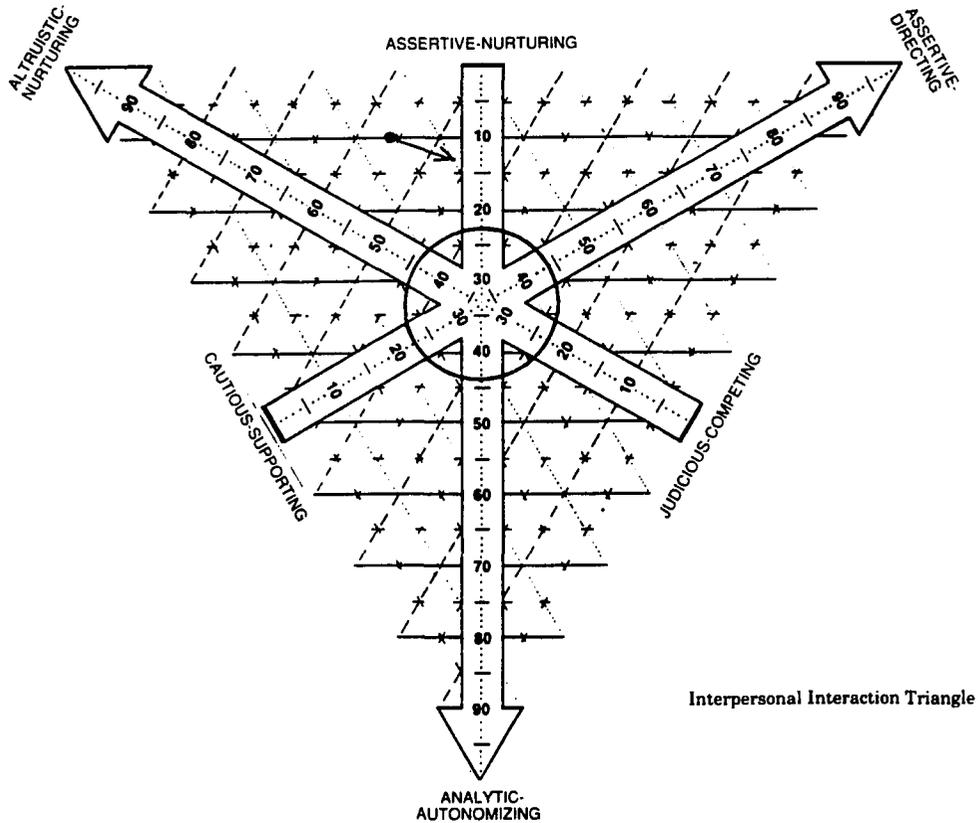


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 56 | 34 | 10 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 40 | 13 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___17___
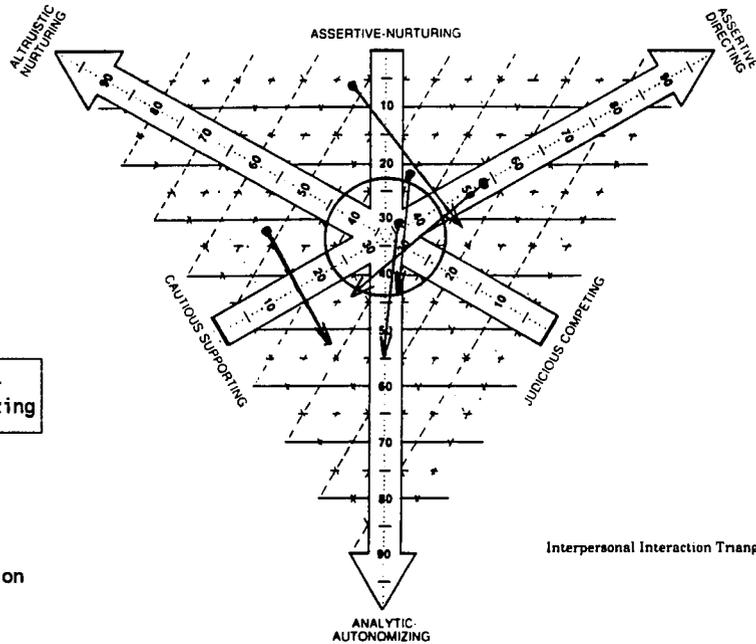


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 51 | 17 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 16 | 51 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 52 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 23 | 43 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 52 | 41 | 7 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 45 | 32 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 37 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 24 | 53 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 42 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 29 | 44 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___18___
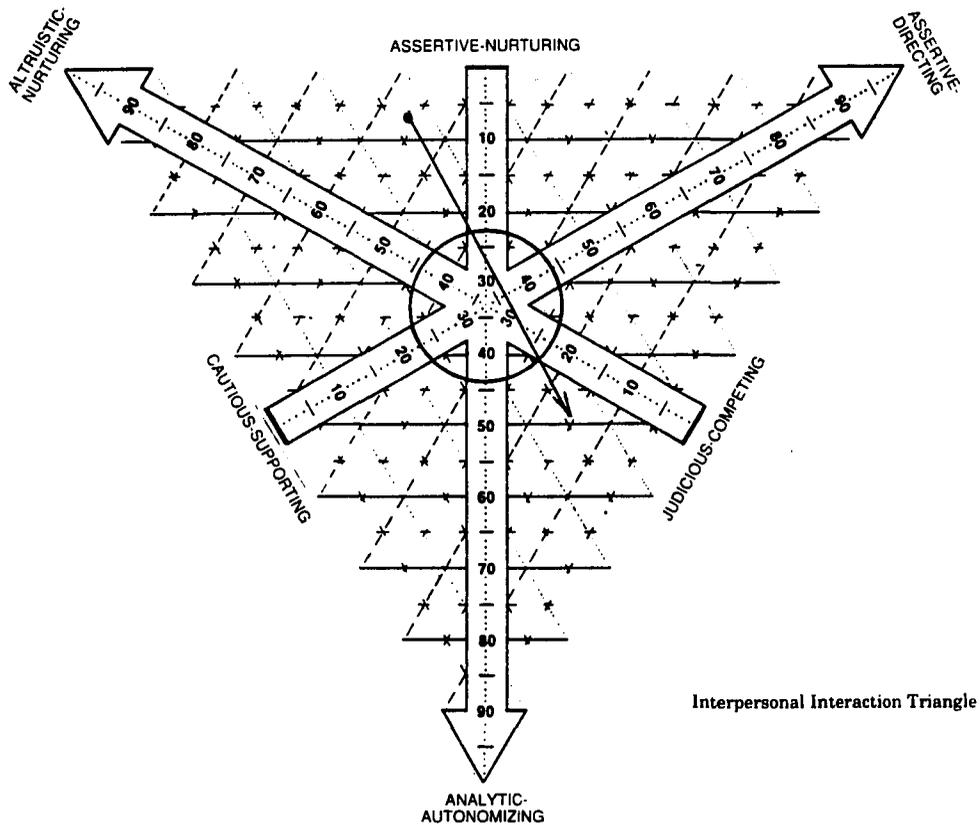


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 56 | 36 | 8 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 48 | 36 | 48 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___18___
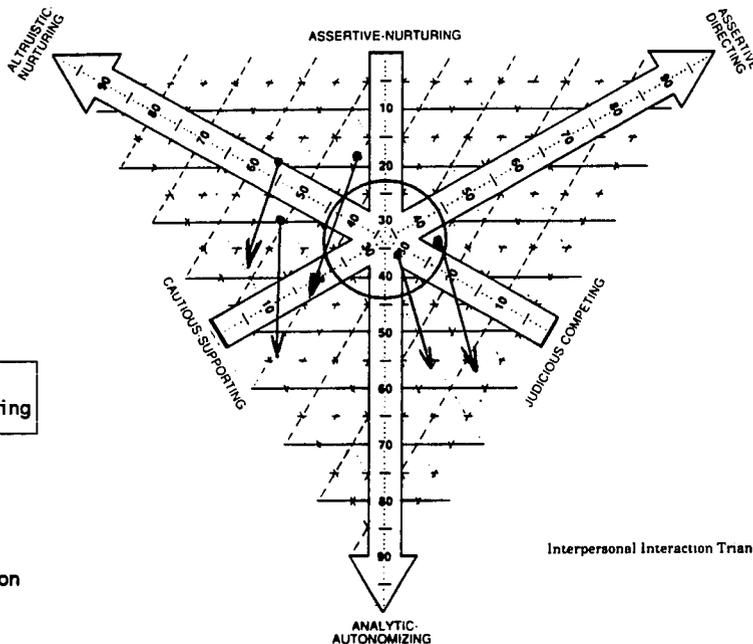


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 34 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 28 | 57 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 42 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 34 | 58 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 50 | 20 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 1 | 55 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 55 | 25 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 52 | 10 | 38 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 45 | 36 | 19 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 39 | 17 | 44 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___19___
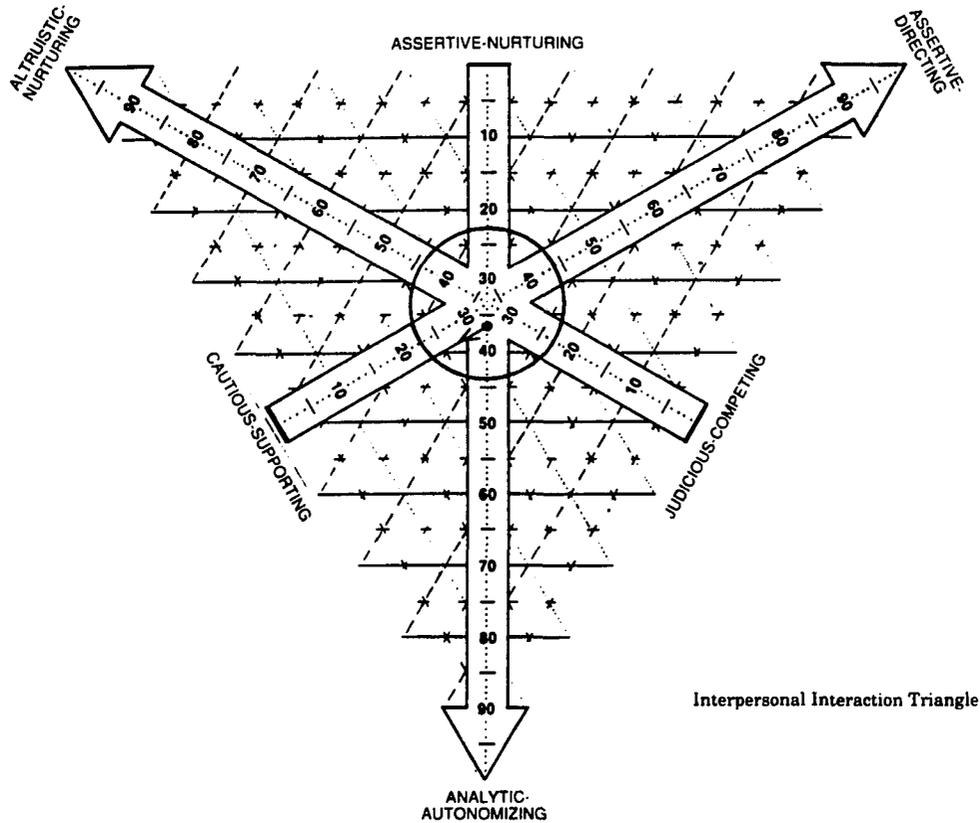


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 32 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 27 | 39 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___19___
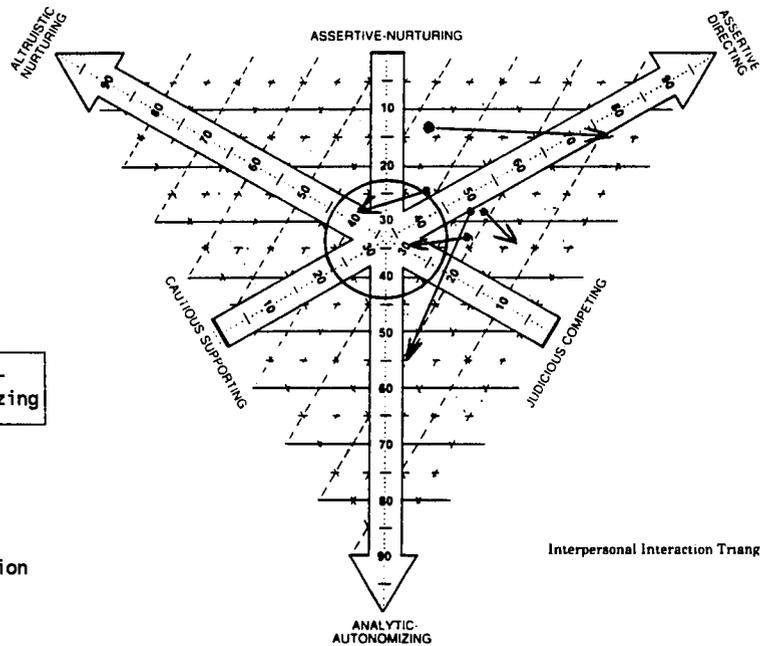


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 48 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 27 | 53 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 44 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 36 | 34 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 50 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 52 | 36 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 49 | 14 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 75 | 15 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 44 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 32 | 28 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___20___
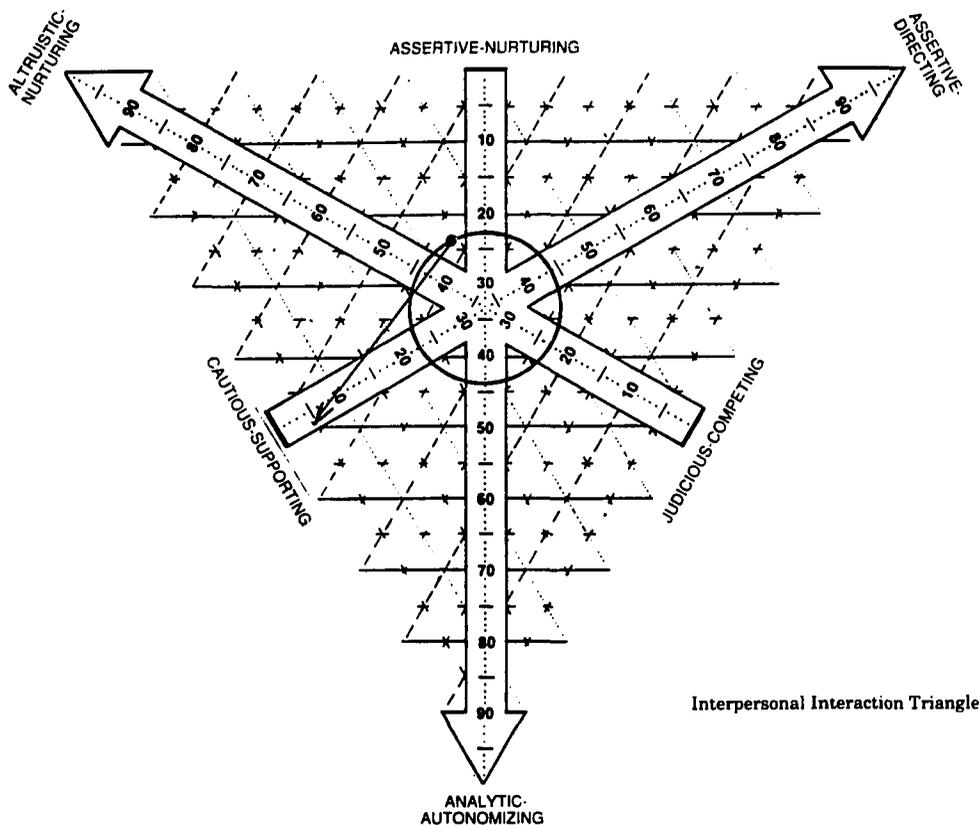
ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 35 | 23 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 46 | 4 | 50 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___20___
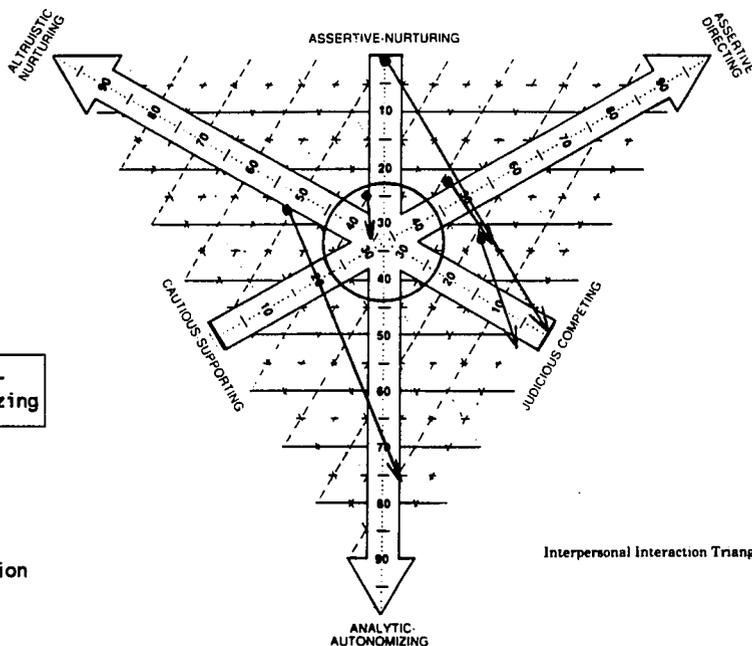


ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

ALTRUISTIC-NURTURING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 50 | 23 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 13 | 77 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 50 | 50 | 0 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 50 | 0 | 50 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 49 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 5 | 44 | 51 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 49 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 49 | 35 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 34 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 32 | 33 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___21___
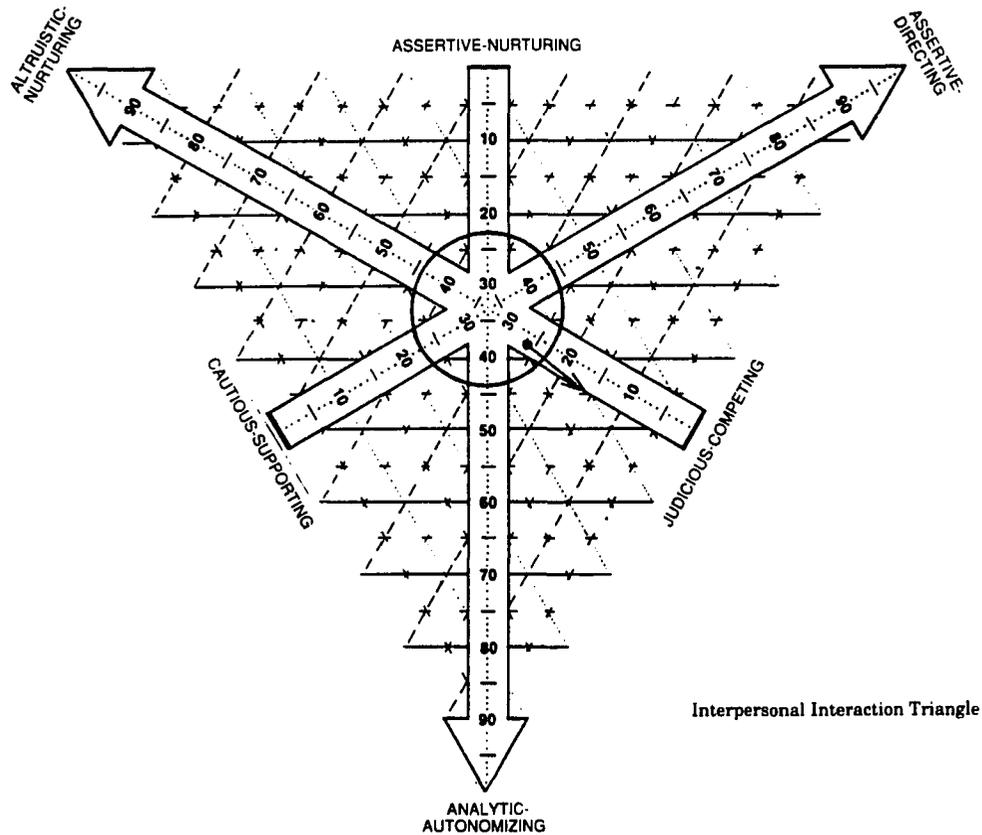


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 35 | 38 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 39 | 44 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___21___
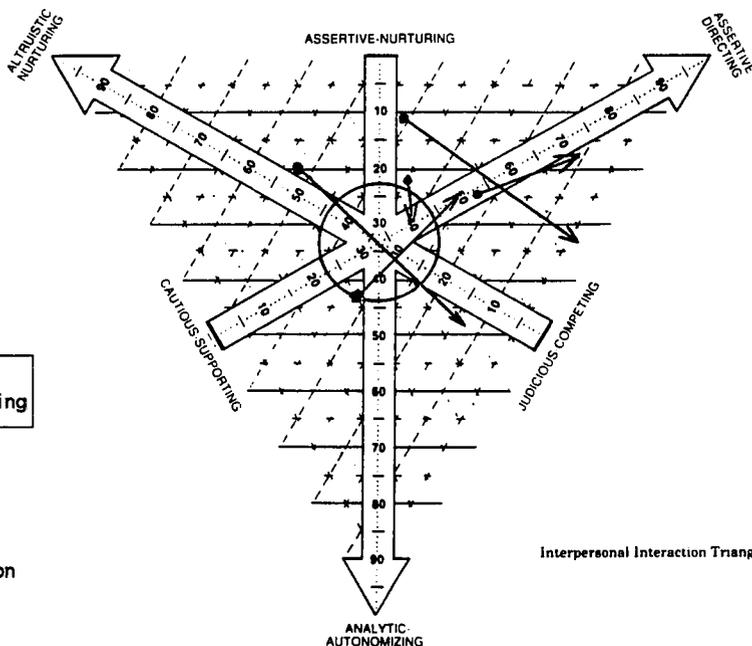


Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 52 | 28 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 38 | 48 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 25 | 43 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 49 | 25 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 48 | 11 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 3 | 63 | 34 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 51 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 70 | 18 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 42 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 39 | 31 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___22___
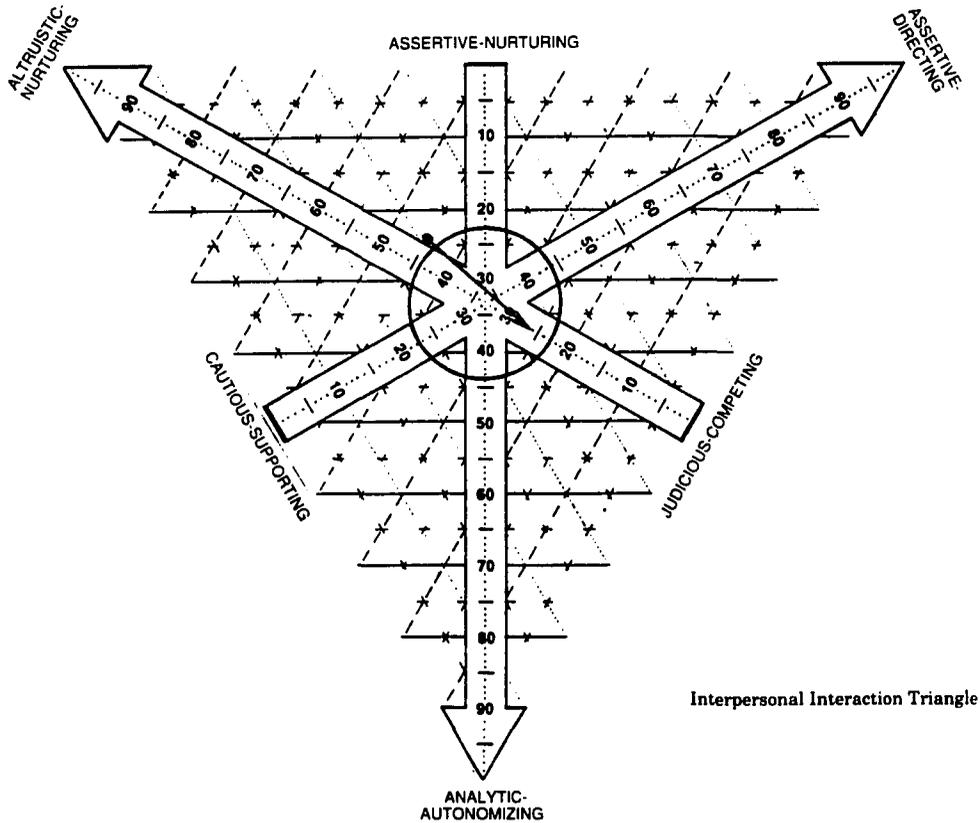


ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 45 | 31 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 36 | 37 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___22___
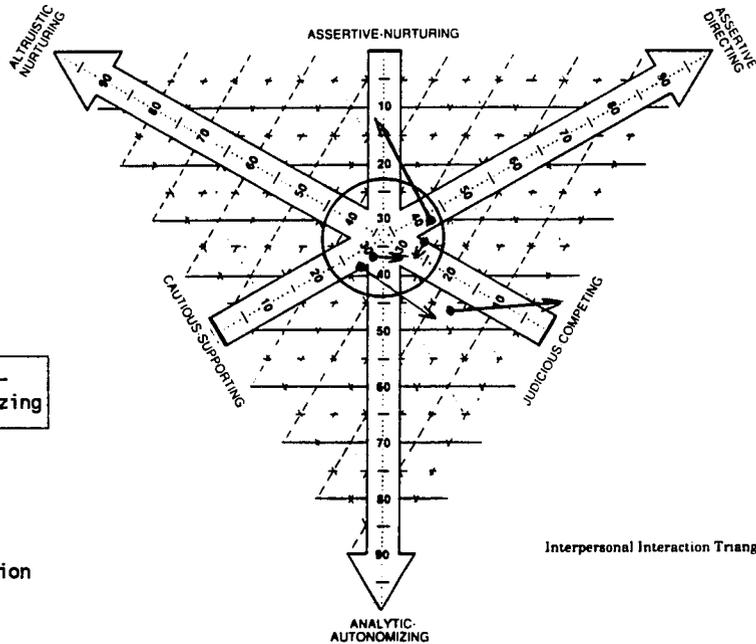


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 41 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 45 | 42 | 13 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 38 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 36 | 36 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 36 | 46 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 1 | 54 | 45 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 29 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 33 | 37 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 31 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 34 | 47 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___23___
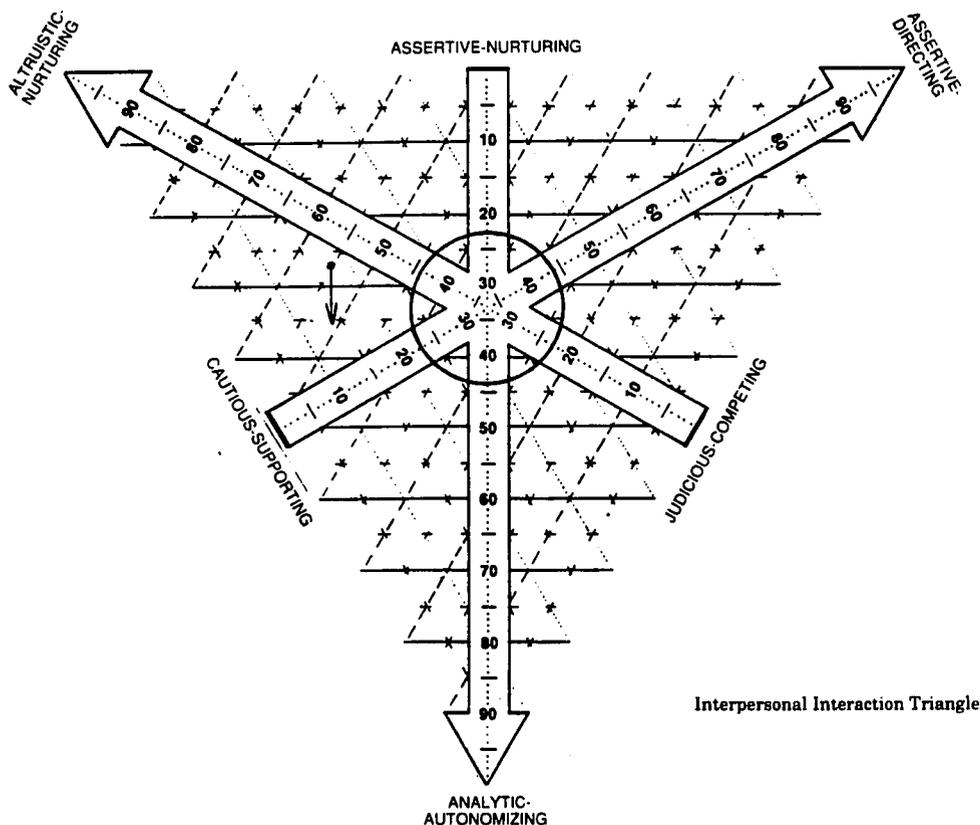
ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 55 | 18 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 51 | 13 | 36 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___23___
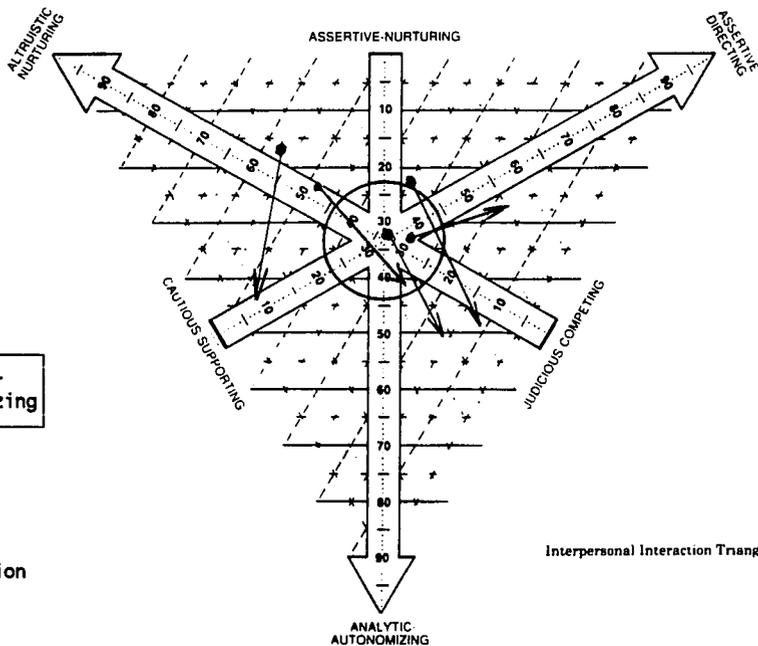
ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

Interpersonal Interaction Triangle

ANALYTIC AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 36 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 34 | 50 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 42 | 23 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 40 | 48 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 49 | 28 | 23 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 33 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 37 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 53 | 28 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 57 | 26 | 17 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 46 | 11 | 43 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___24___



ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-
AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 33 | 34 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 21 | 54 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___24___



Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 45 | 34 | 21 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 43 | 32 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 42 | 16 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 17 | 54 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 24 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 16 | 67 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 50 | 26 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 31 | 44 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 62 | 26 | 12 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 6 | 50 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___25___
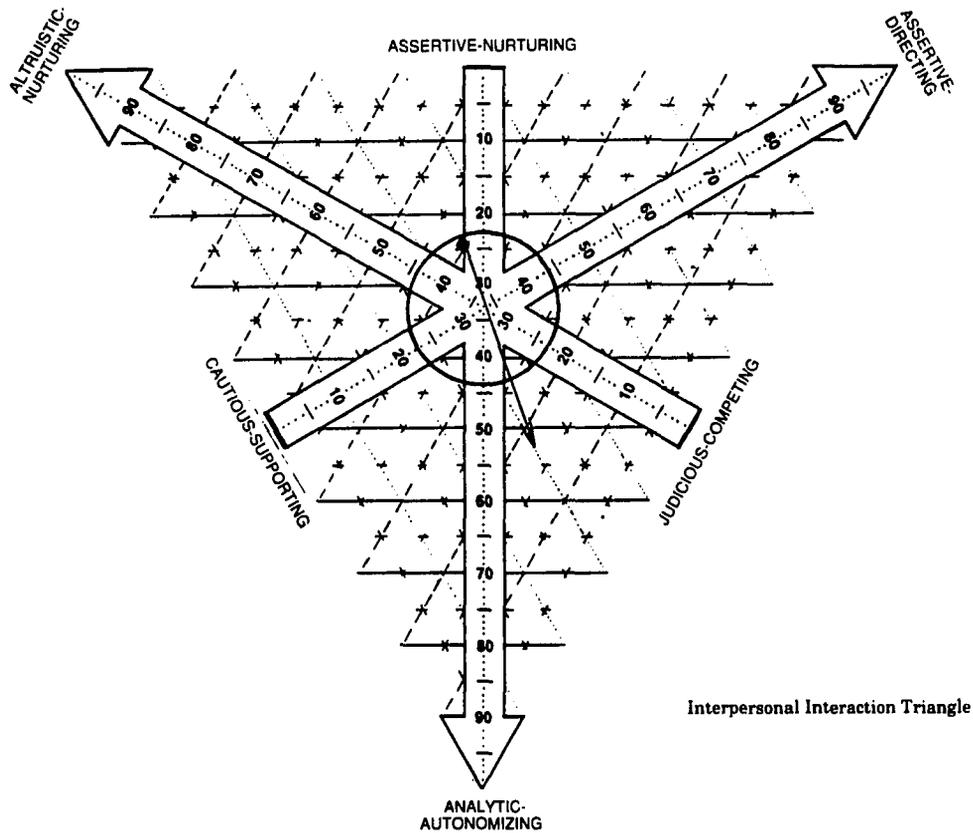
ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-
AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 35 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 30 | 52 |

SCALE OF SCORES

81-100  Unusually high
69-80   Very High
57-68   High
45-56   Above average
22-44   Average
10-21   Low
 0-9    Very low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___25___
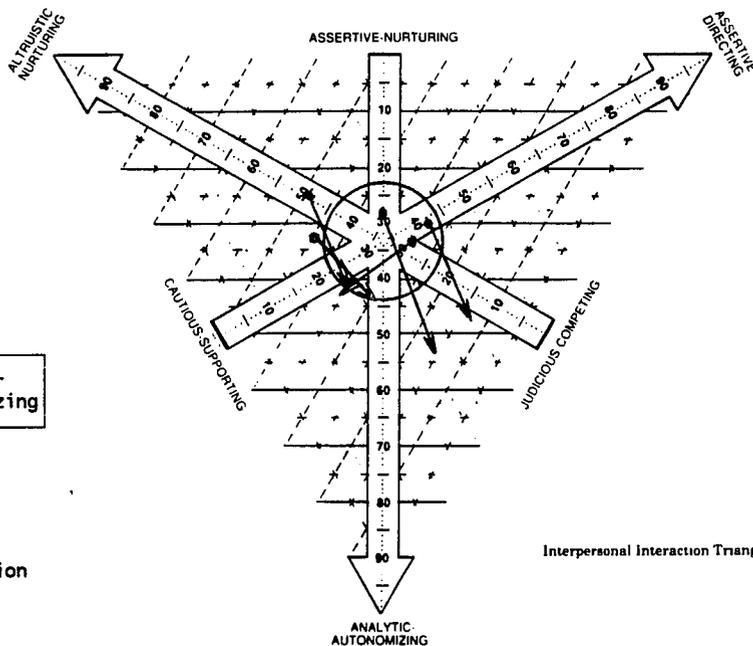


Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 35 | 29 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 31 | 53 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 49 | 26 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 24 | 42 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 38 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 21 | 43 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 41 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 39 | 47 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 23 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 28 | 45 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___26___
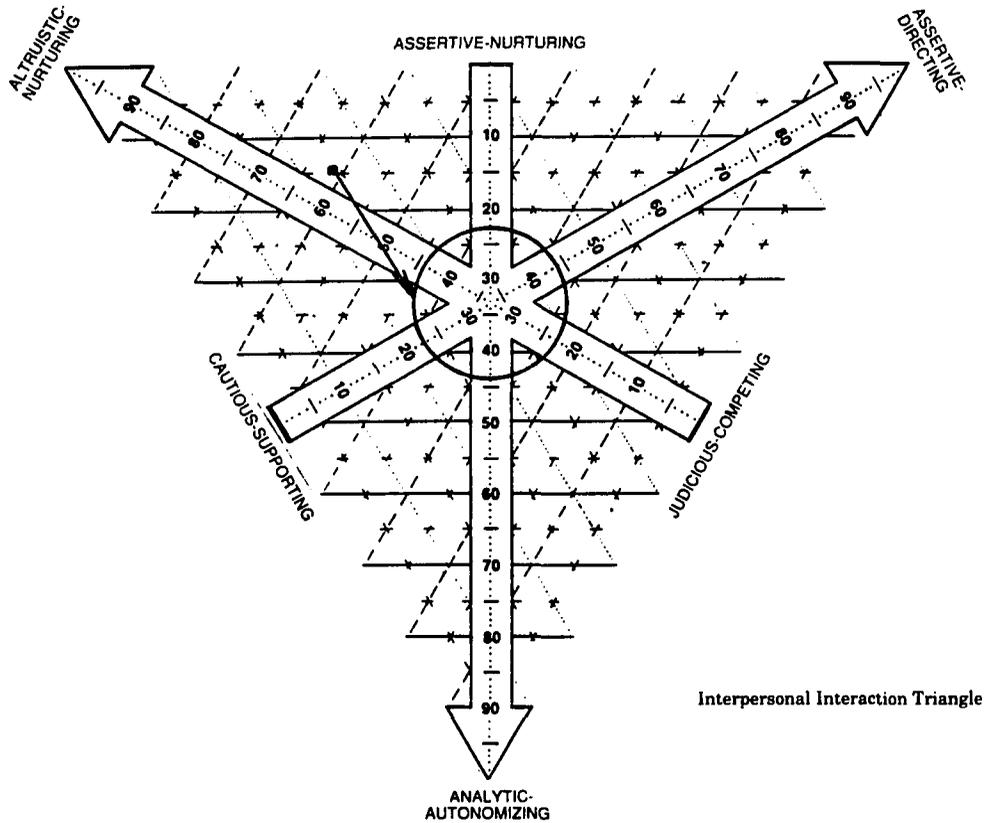


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 61 | 24 | 15 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 25 | 31 |

**SCALE OF SCORES**

81-100  Unusually high
69-80   Very High
57-68   High
45-56   Above average
22-44   Average
10-21   Low
0-9     Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___26___
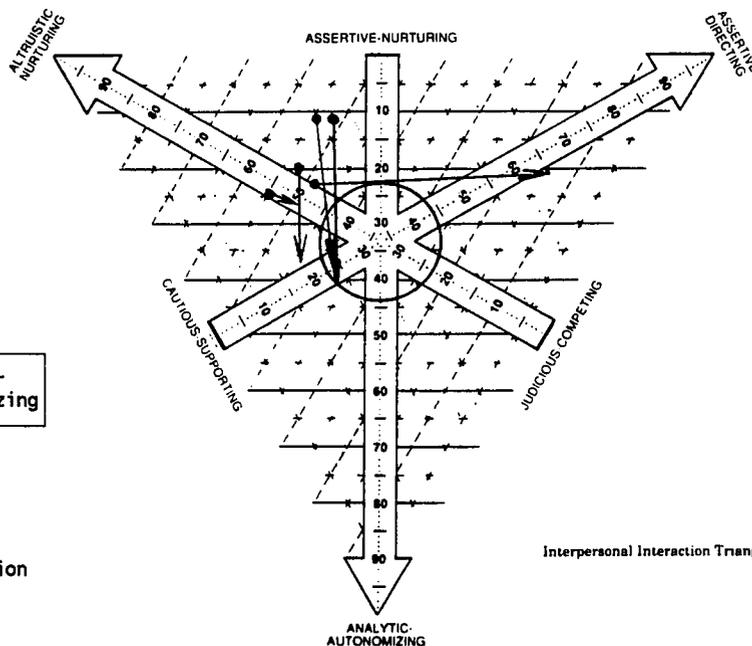


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 50 | 27 | 23 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 64 | 22 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 54 | 34 | 12 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 23 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 52 | 36 | 12 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 39 | 23 | 38 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 54 | 21 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 49 | 24 | 27 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 51 | 29 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 20 | 36 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___27___
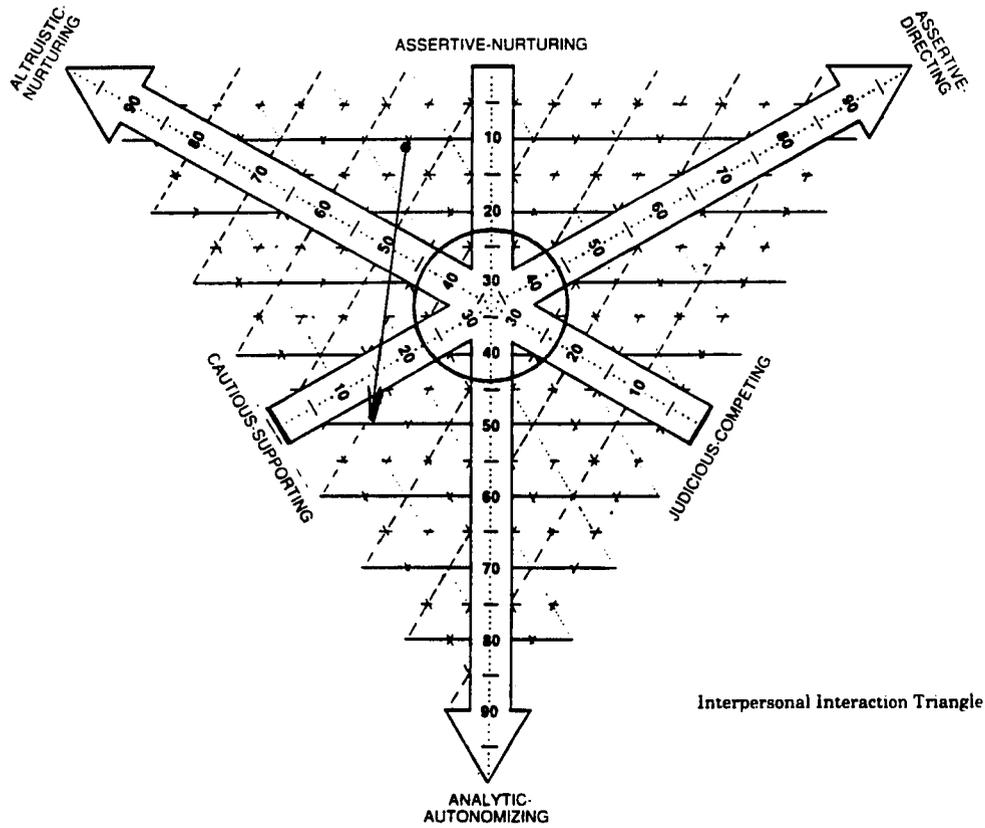


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 55 | 34 | 11 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 39 | 11 | 50 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___27___
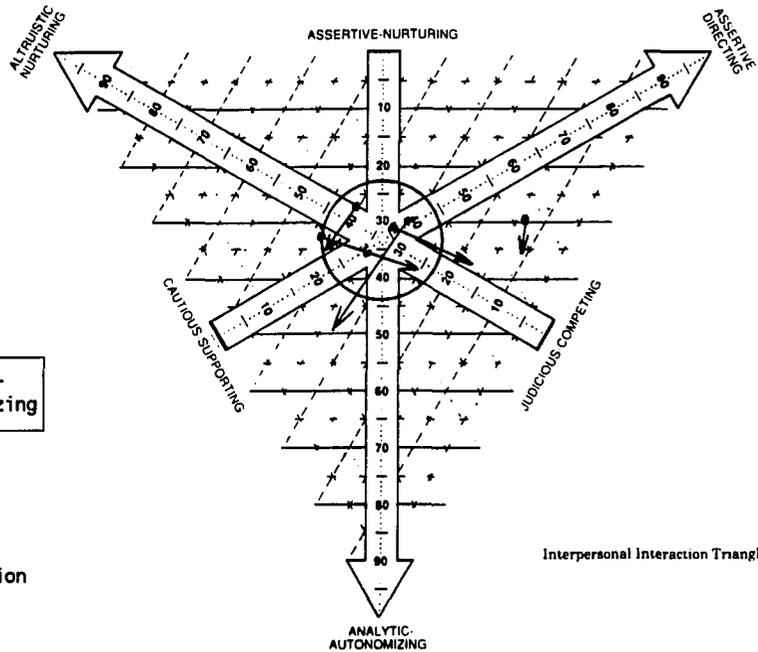


Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 36 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 45 | 38 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 33 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 24 | 35 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 25 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 37 | 39 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 39 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 19 | 48 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 13 | 57 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 11 | 53 | 36 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___28___
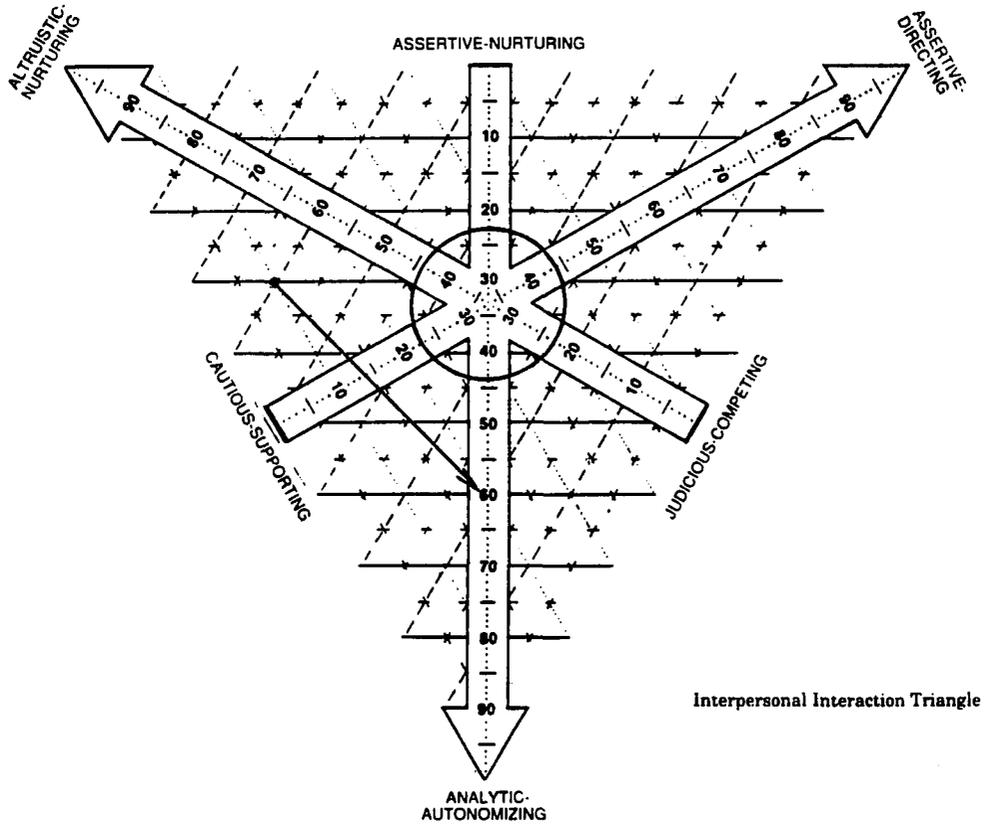


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-
AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 60 | 10 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 20 | 60 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___28___
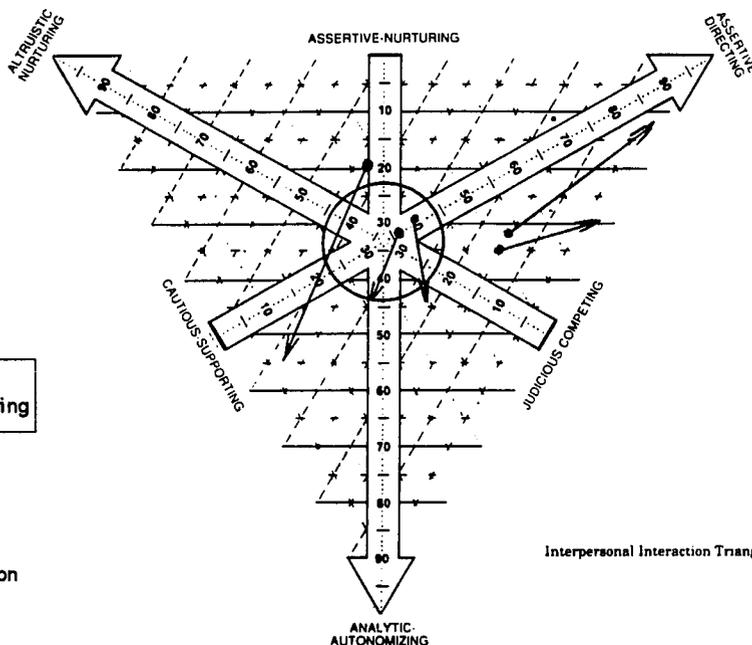


ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS COMPETING

Interpersonal Interaction Triangle

ANALYTIC-
AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 49 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 4 | 66 | 30 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 40 | 29 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 34 | 49 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 36 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 25 | 44 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 38 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 8 | 54 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 52 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 3 | 84 | 13 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___29___
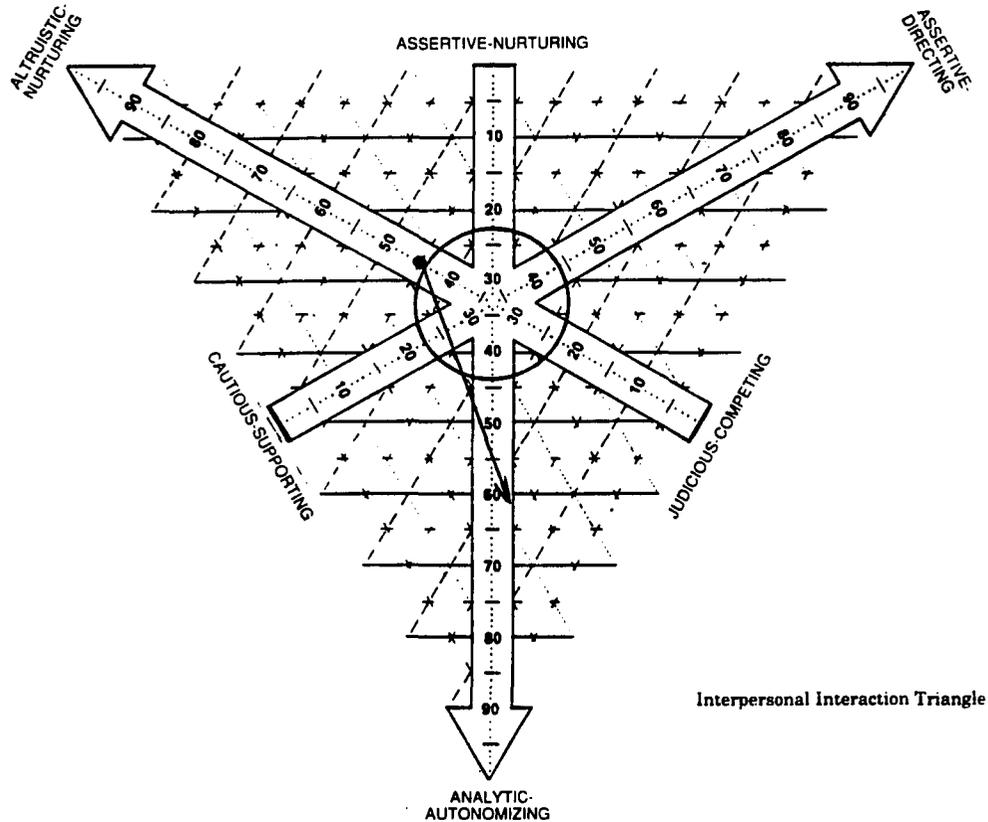


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-
AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 29 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 21 | 61 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___29___
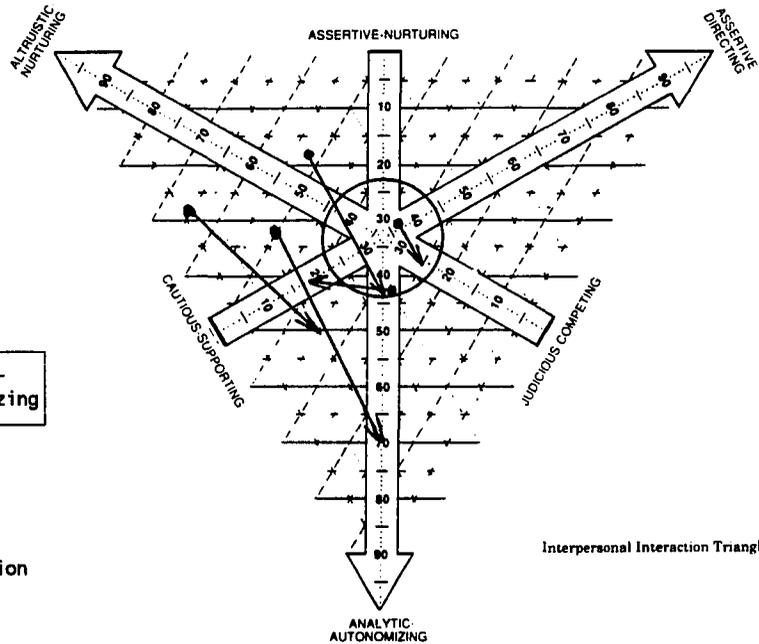


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 65 | 7 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 16 | 51 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 52 | 30 | 18 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 28 | 43 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 28 | 42 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 18 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 50 | 19 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 15 | 70 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 36 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 36 | 38 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___30___
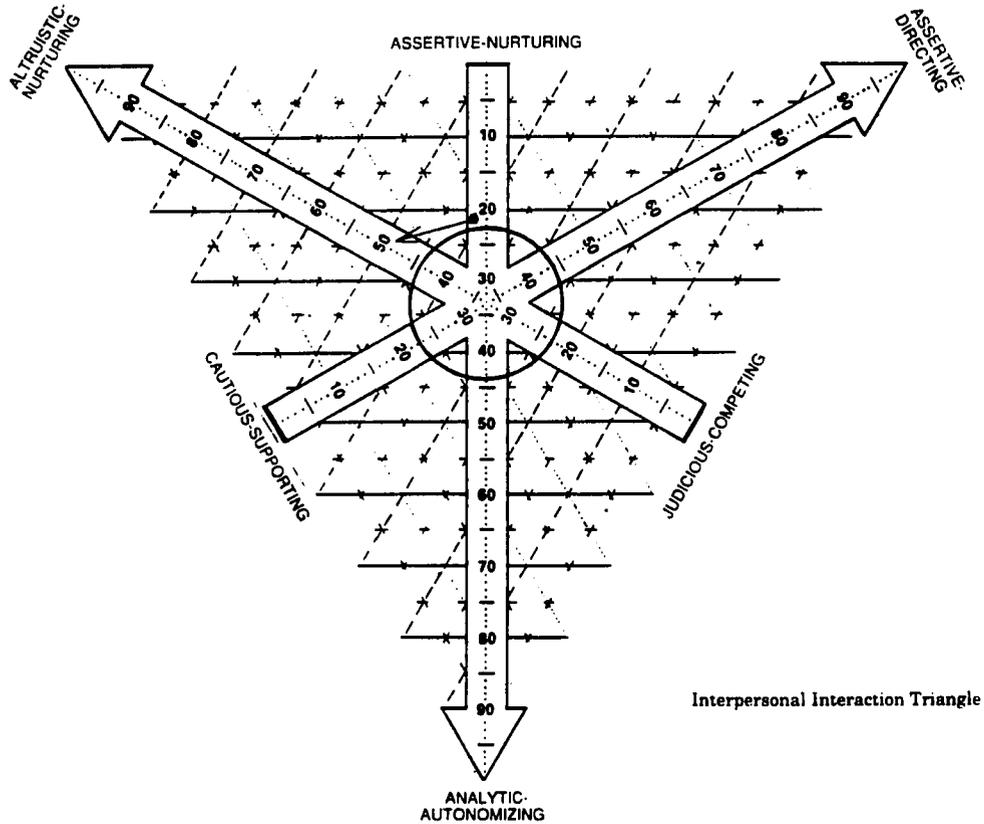


ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 38 | 21 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 49 | 27 | 24 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___30___
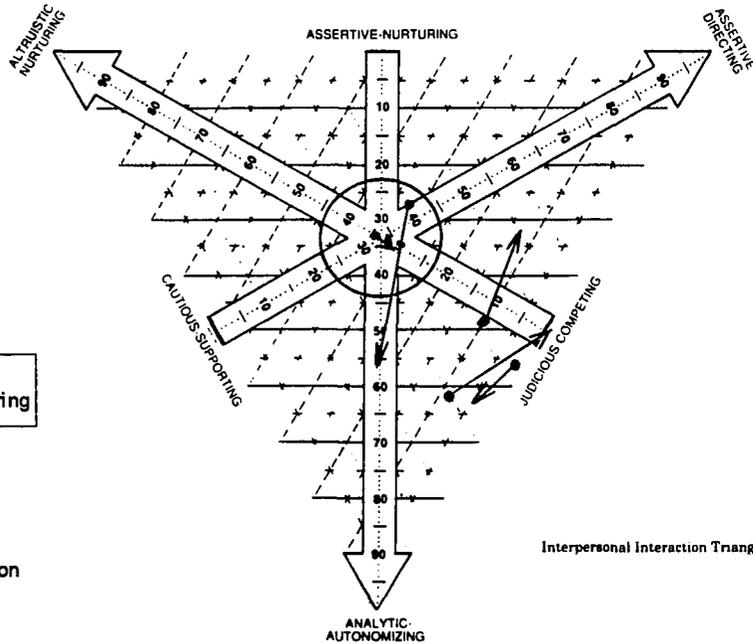


Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 3 | 43 | 54 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 6 | 33 | 61 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 42 | 48 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 54 | 32 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 40 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 23 | 54 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 33 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 33 | 33 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 30 | 60 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 0 | 50 | 50 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___31___
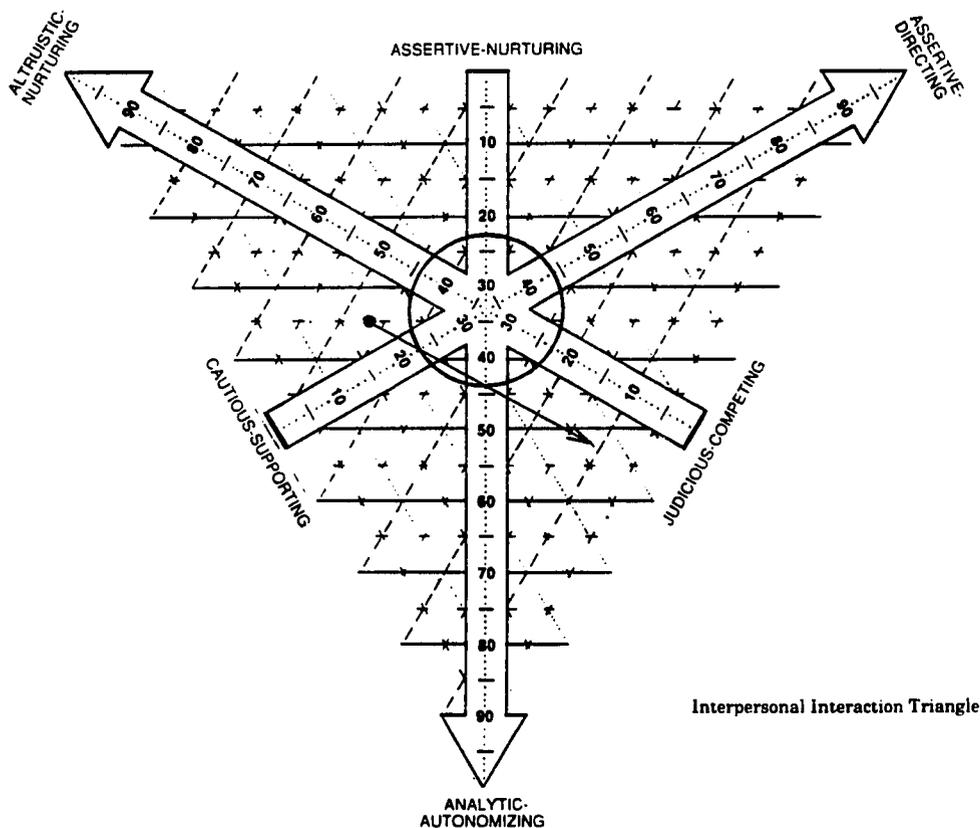


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 19 | 34 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 36 | 52 |

SCALE OF SCORES

| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

176

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___31___
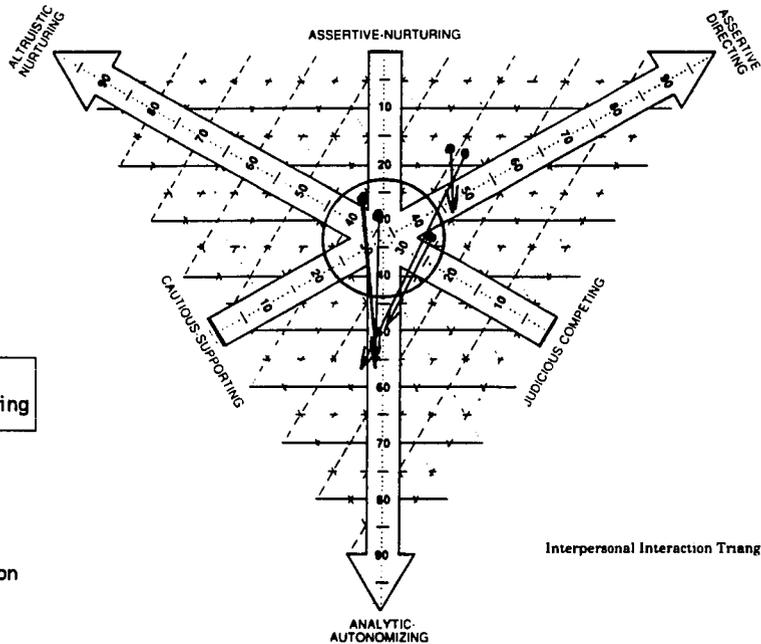


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 34 | 29 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 21 | 55 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 52 | 18 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 46 | 28 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 33 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 21 | 55 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 53 | 18 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 20 | 54 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 41 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 26 | 48 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___32___
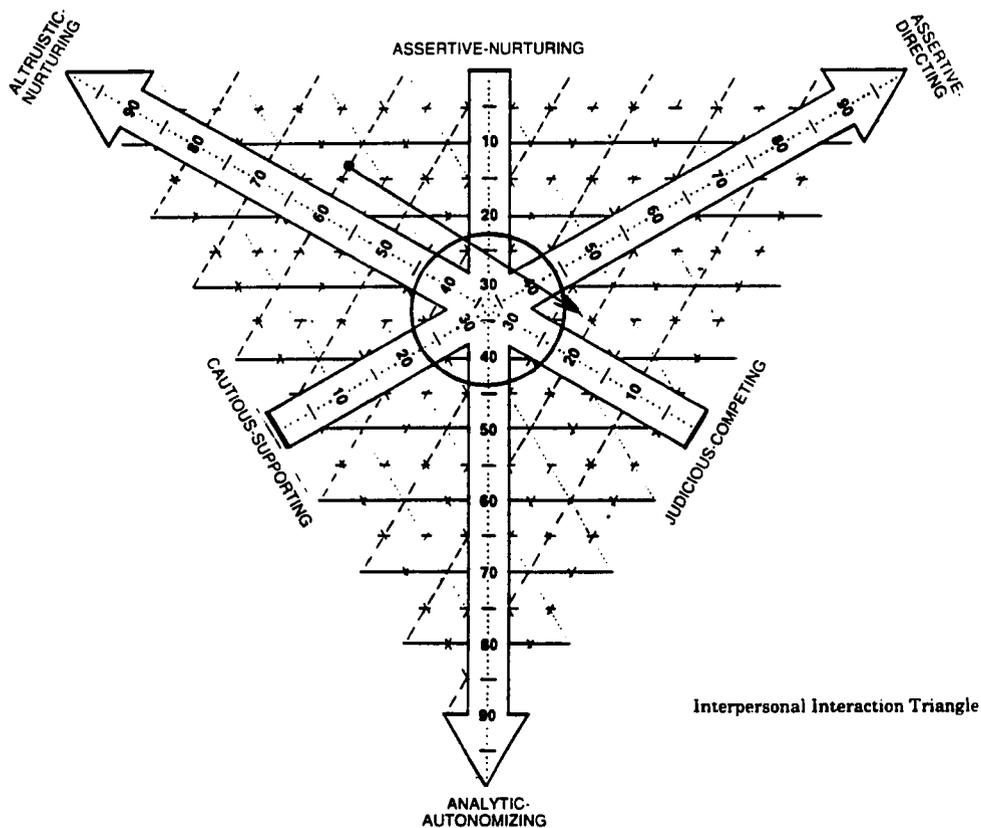


ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 59 | 28 | 13 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 24 | 34 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___32___
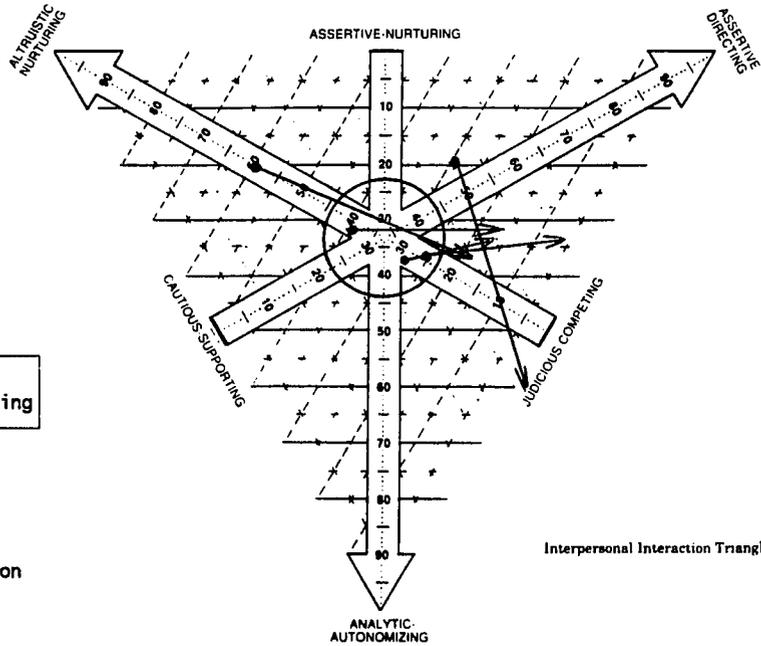


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 58 | 21 | 21 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 45 | 36 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 38 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 50 | 34 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 34 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 6 | 60 | 34 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 30 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 51 | 32 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 50 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 0 | 40 | 60 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___33___
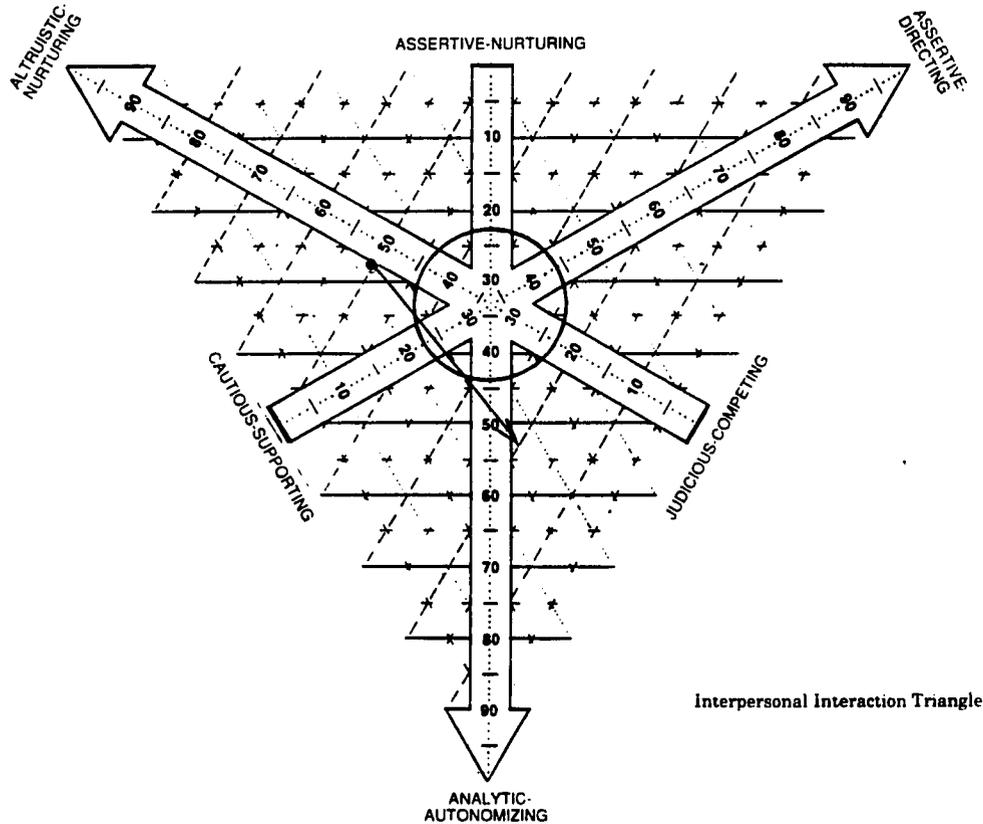


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 51 | 22 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 27 | 52 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___33___
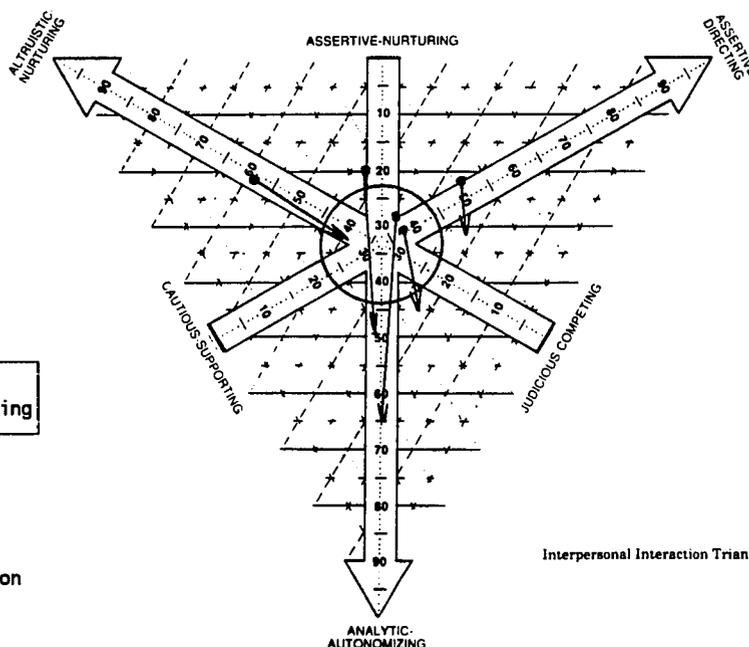


ASSERTIVE-NURTURING

Interpersonal Interaction Triangle

ANALYTIC-
AUTONOMIZING

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 38 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 18 | 63 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 59 | 20 | 21 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 29 | 33 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 50 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 46 | 32 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 38 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 33 | 45 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 38 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 24 | 49 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___34___
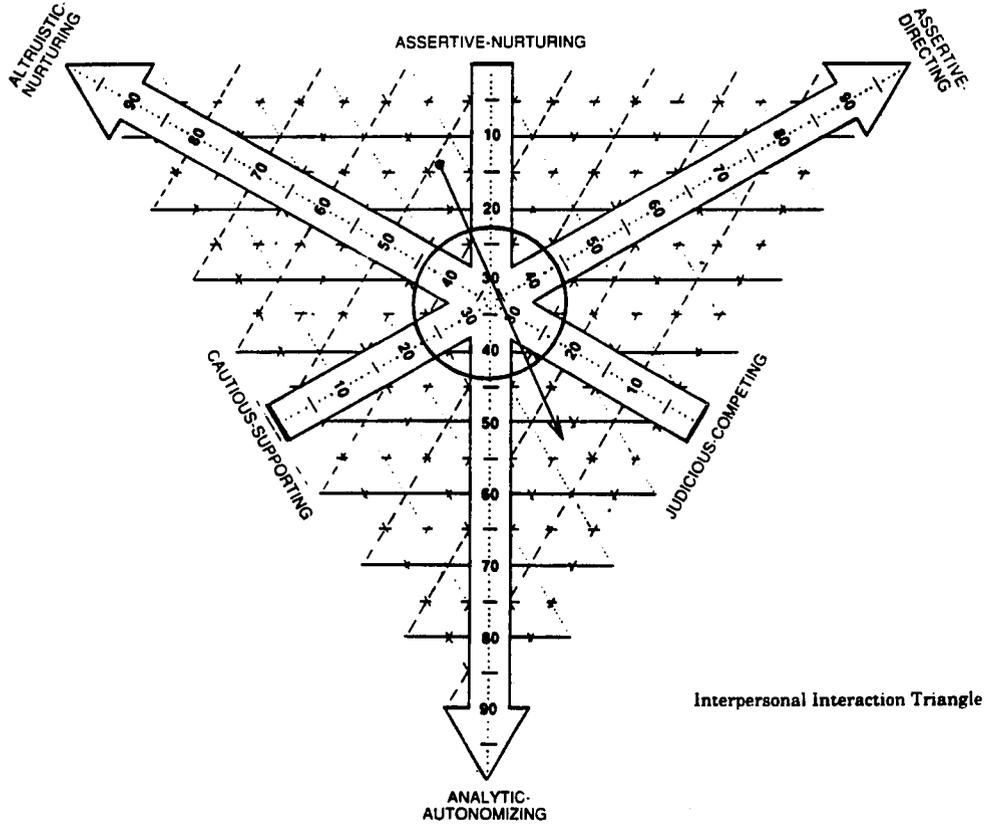


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 49 | 37 | 13 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 32 | 52 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___34___
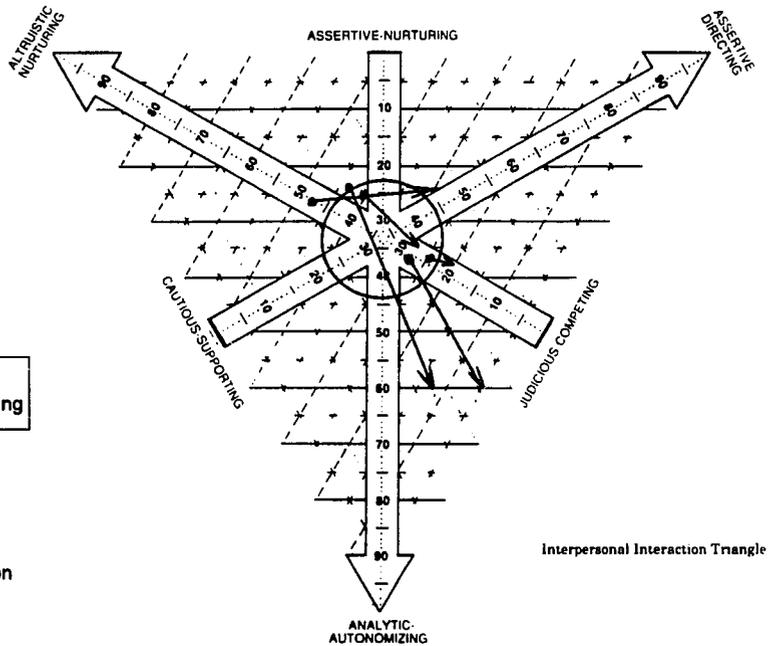


ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

Interpersonal Interaction Triangle

ANALYTIC·
AUTONOMIZING

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 39 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 42 | 38 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 34 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 40 | 36 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 36 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 5 | 35 | 60 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 33 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 27 | 61 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 26 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 45 | 25 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___35___
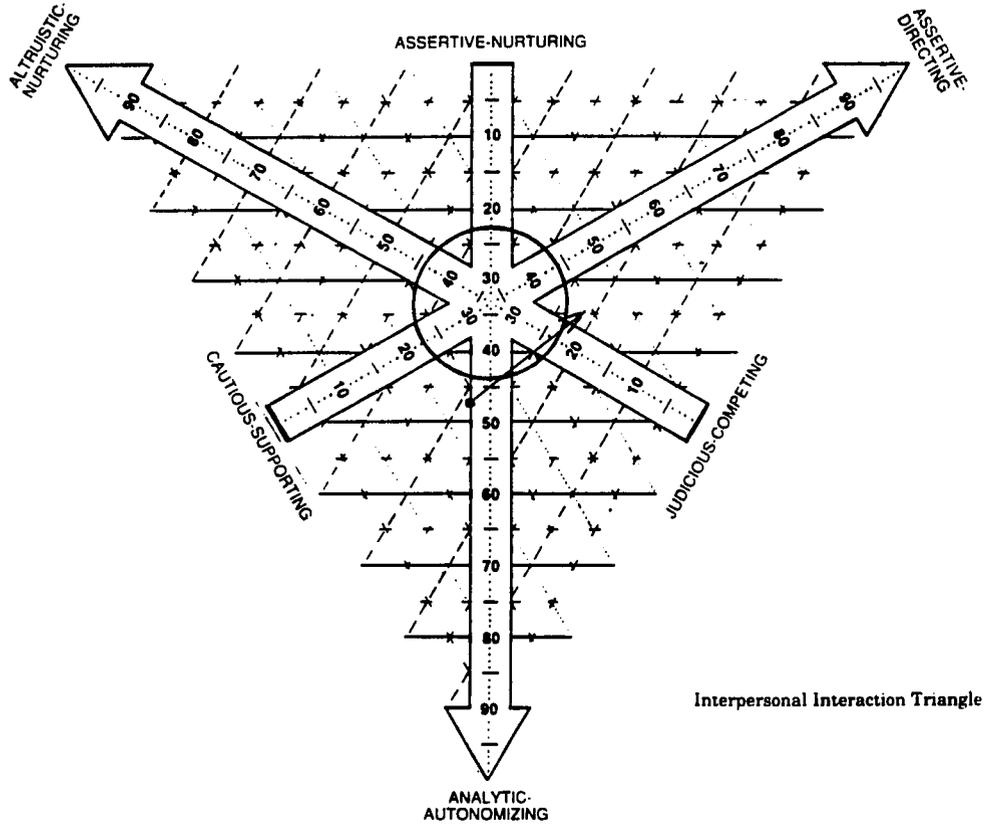


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 24 | 47 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 43 | 35 |

SCALE OF SCORES

| 81-100 | Unusually high |
|---|---|
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very Low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___ 35 ___
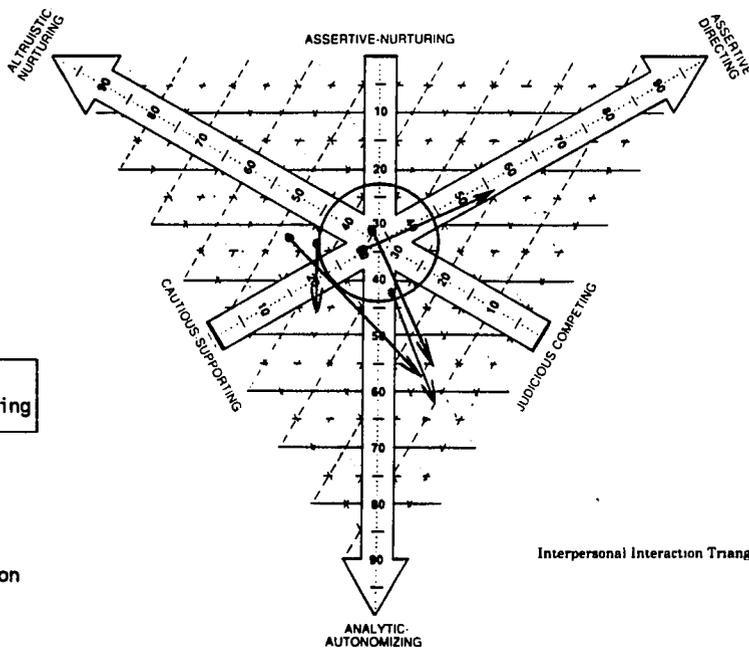


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 32 | 42 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 11 | 27 | 62 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 25 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 17 | 45 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 33 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 30 | 54 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 30 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 55 | 24 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 21 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 29 | 56 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___36___
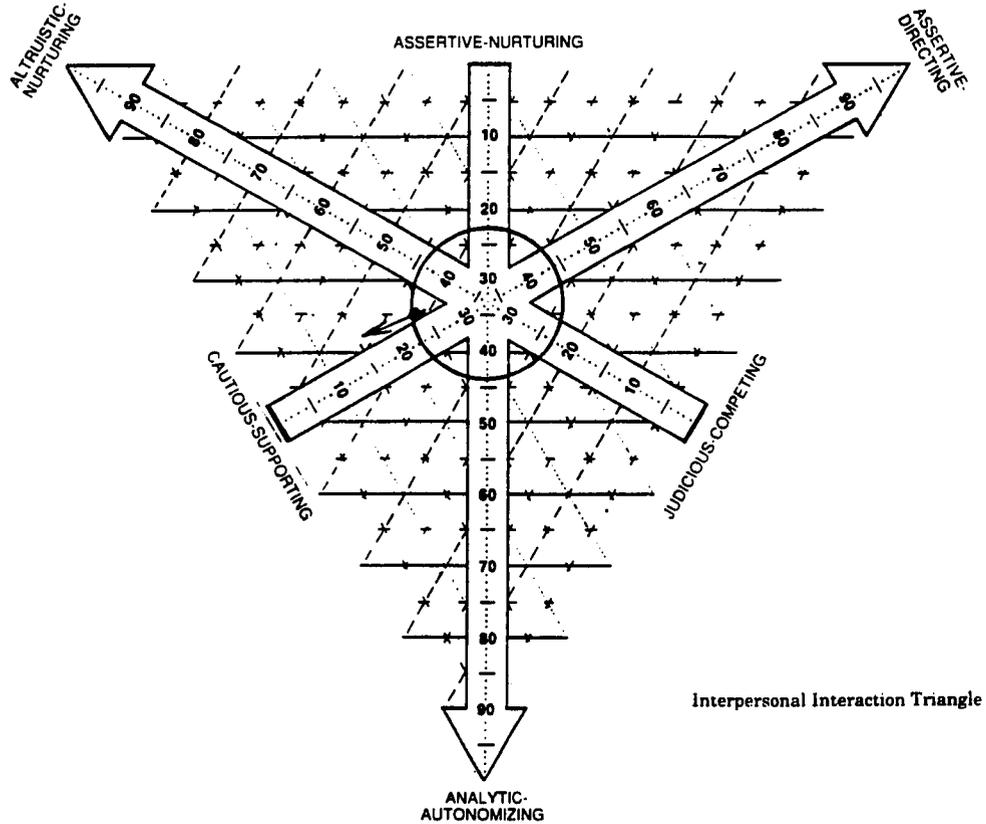


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

When things are going well

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 24 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 46 | 16 | 38 |

SCALE OF SCORES

| | |
|---|---|
| 81–100 | Unusually high |
| 69–80 | Very High |
| 57–68 | High |
| 45–56 | Above average |
| 22–44 | Average |
| 10–21 | Low |
| 0–9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___36___
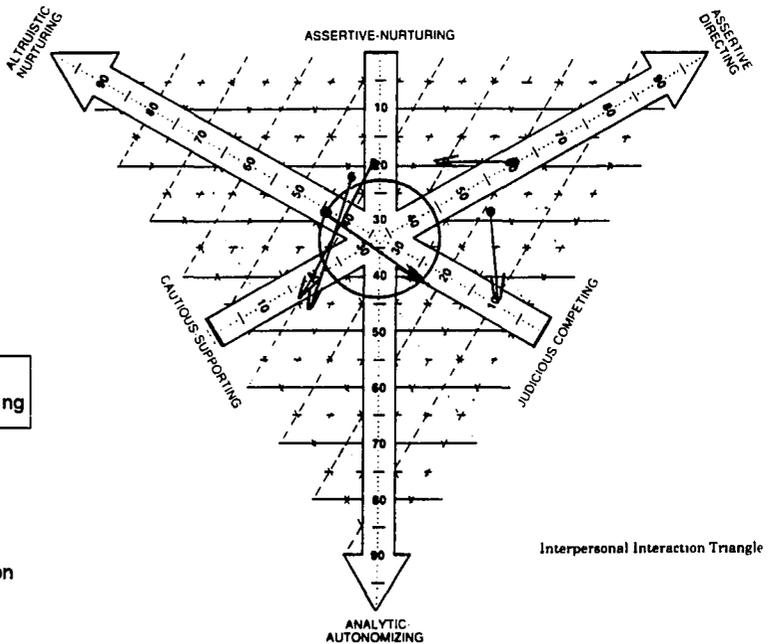


ASSERTIVE-NURTURING

ANALYTIC·
AUTONOMIZING

Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 30 | 29 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 37 | 41 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 43 | 35 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 16 | 46 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 52 | 29 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 46 | 44 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 39 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 16 | 44 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 60 | 20 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 50 | 20 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___37___
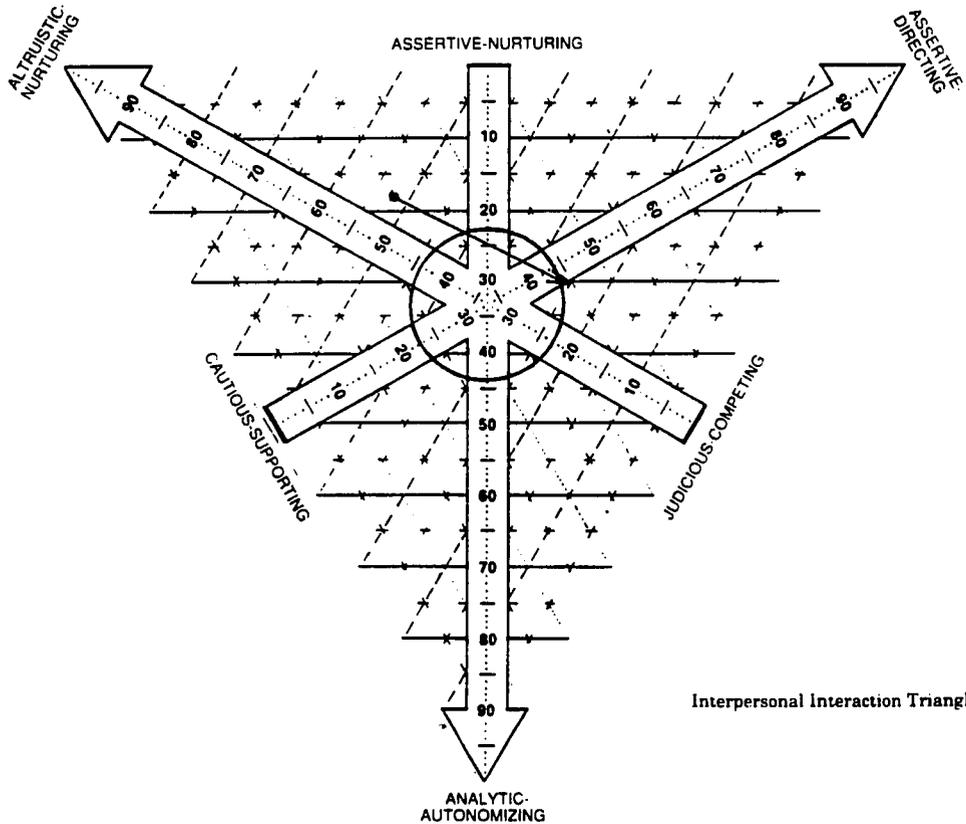


ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 52 | 30 | 18 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 45 | 31 |

**SCALE OF SCORES**

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___37___
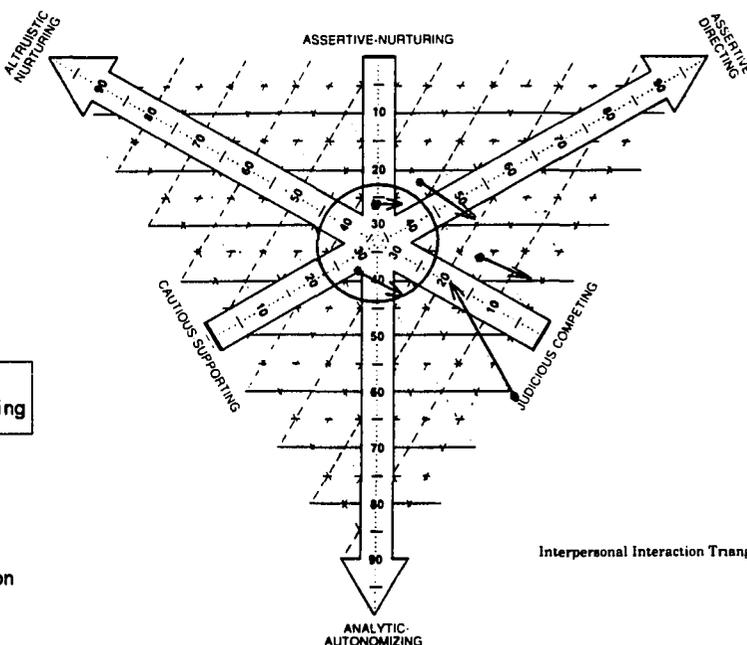


Interpersonal Interaction Triangle

ANALYTIC-
AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 38 | 36 | 26 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 40 | 26 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 27 | 39 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 31 | 42 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 40 | 60 | 0 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 40 | 40 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 45 | 22 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 50 | 28 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 47 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 52 | 40 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___38___
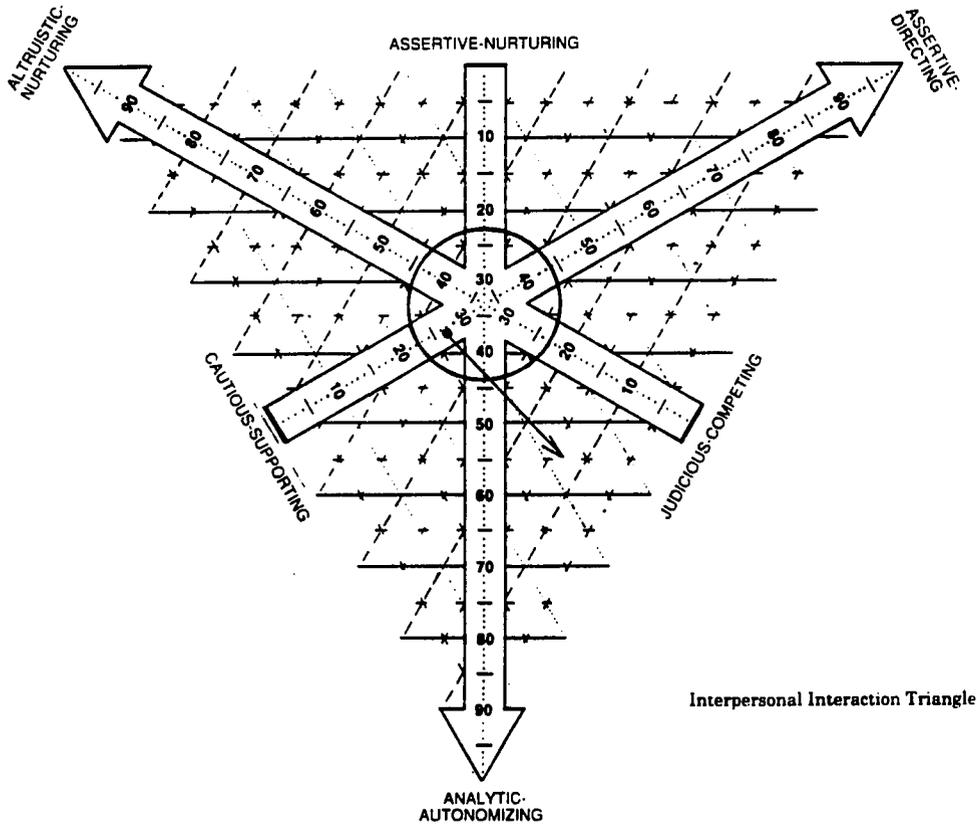


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 26 | 38 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 31 | 55 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___38___
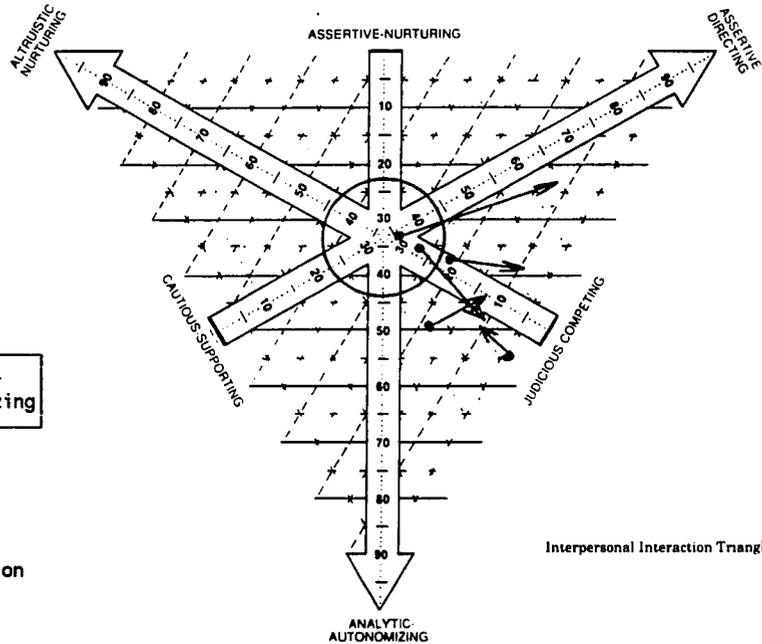


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 31 | 36 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 12 | 64 | 24 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 6 | 41 | 53 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 12 | 40 | 48 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 19 | 33 | 48 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 15 | 42 | 43 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 22 | 41 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 10 | 51 | 39 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
| --- | --- | --- |

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 27 | 38 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
| --- | --- | --- |
| 15 | 40 | 45 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___39___
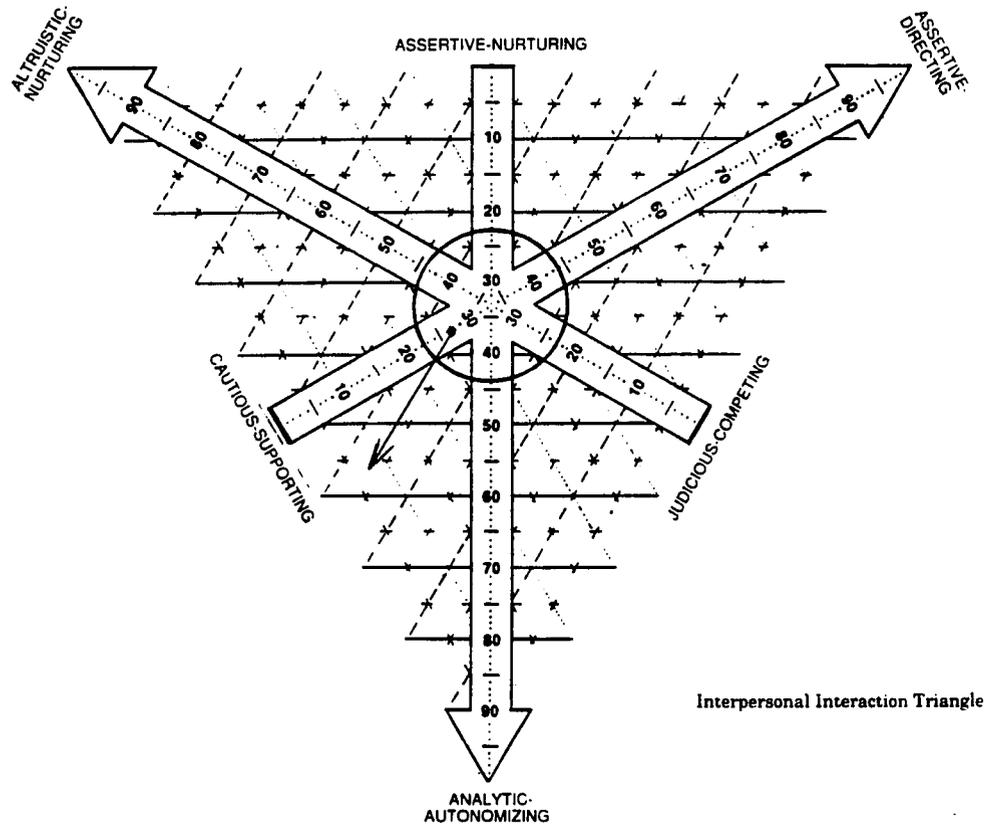


ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 27 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 8 | 56 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___39___
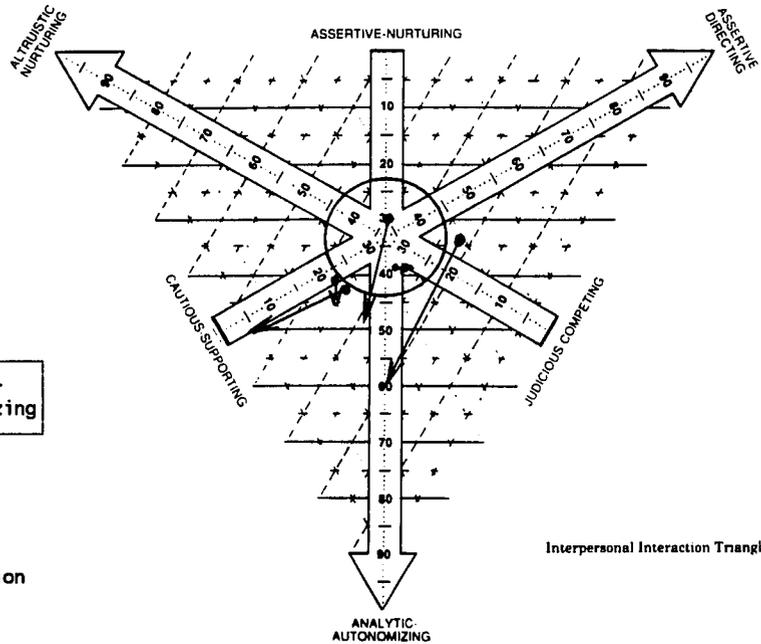


Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 23 | 42 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 45 | 5 | 50 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 22 | 41 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 21 | 43 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 36 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 23 | 48 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 22 | 44 | 34 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 21 | 59 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 32 | 39 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 33 | 39 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___40___
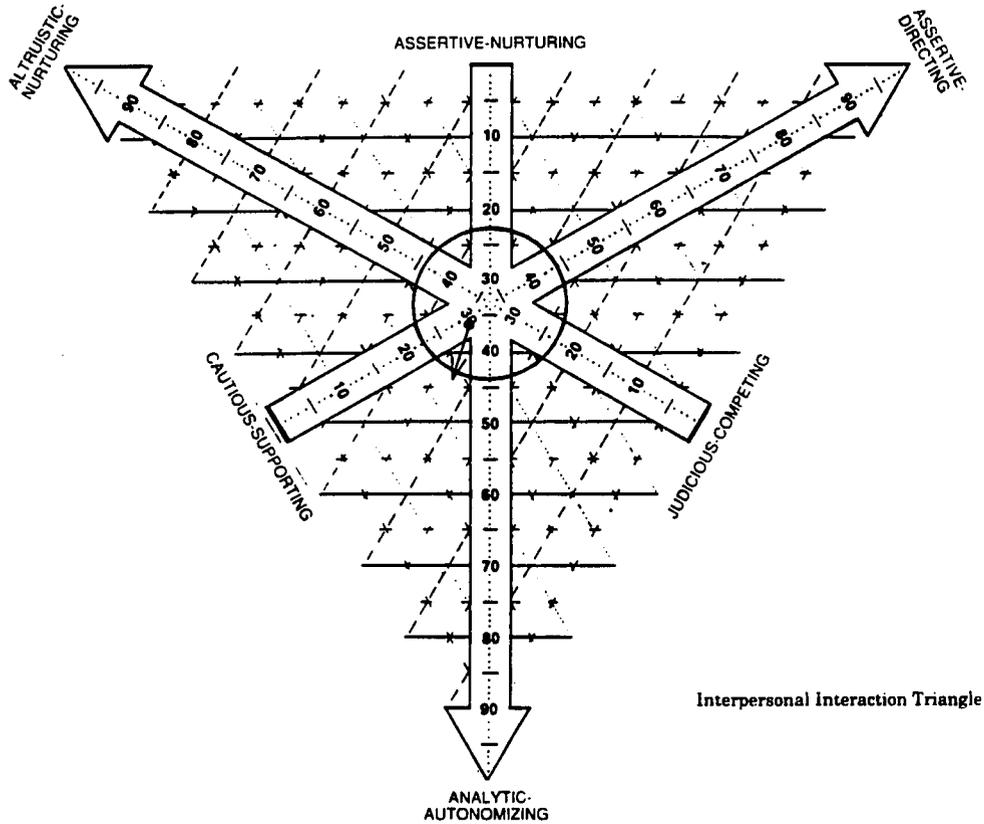
ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-
AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 30 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 24 | 43 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___40___
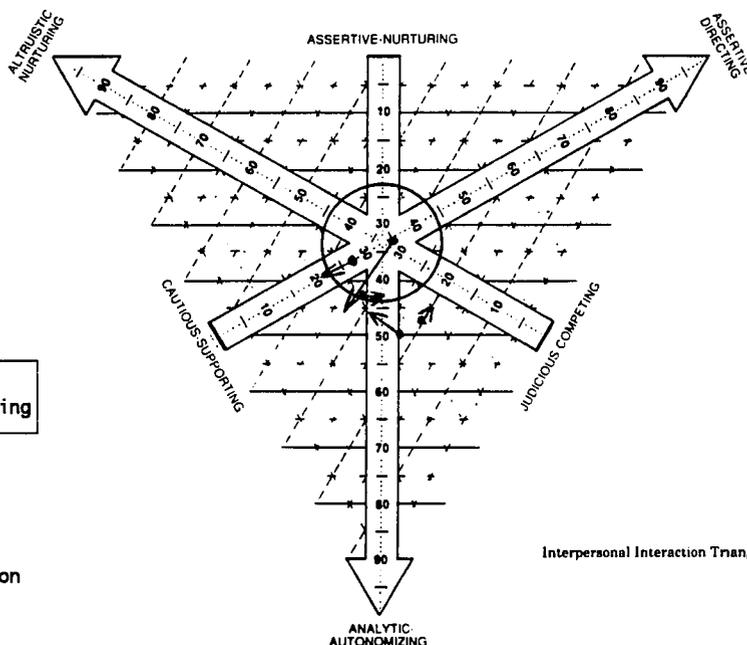


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 27 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 43 | 18 | 39 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 35 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 23 | 46 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 33 | 46 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 36 | 44 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 32 | 26 | 42 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 31 | 27 | 42 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 28 | 49 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 25 | 45 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___41___
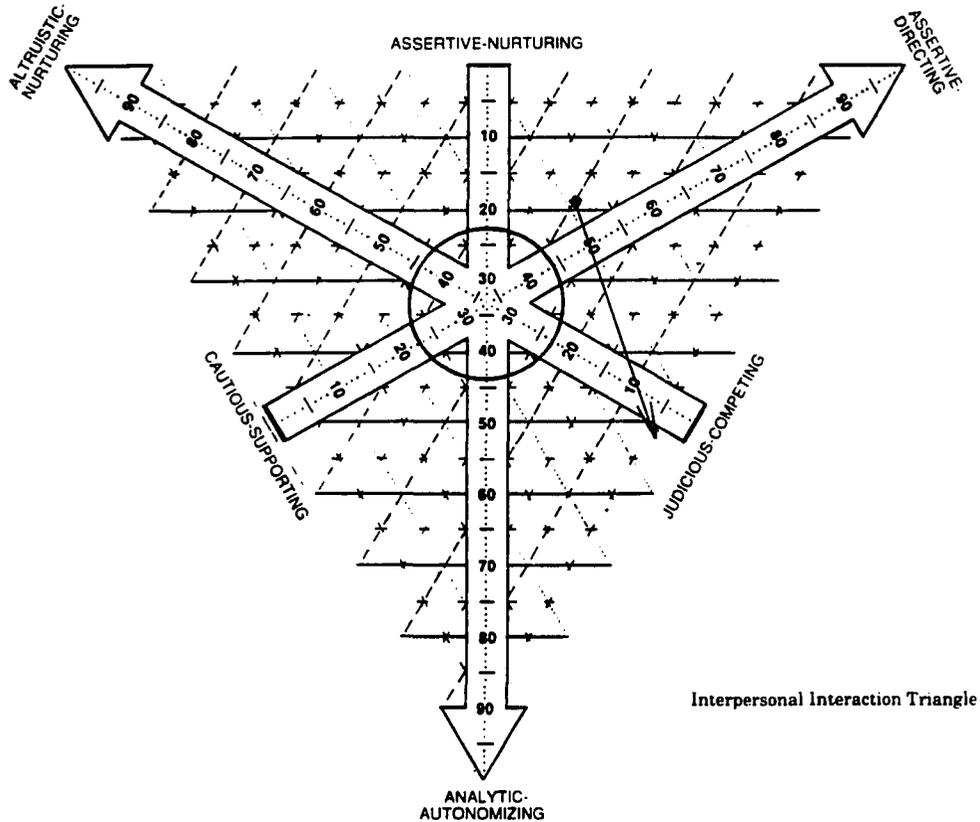


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 51 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 5 | 44 | 51 |

SCALE OF SCORES

81–100 Unusually high
69–80 Very High
57–68 High
45–56 Above average
22–44 Average
10–21 Low
0–9 Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___41___
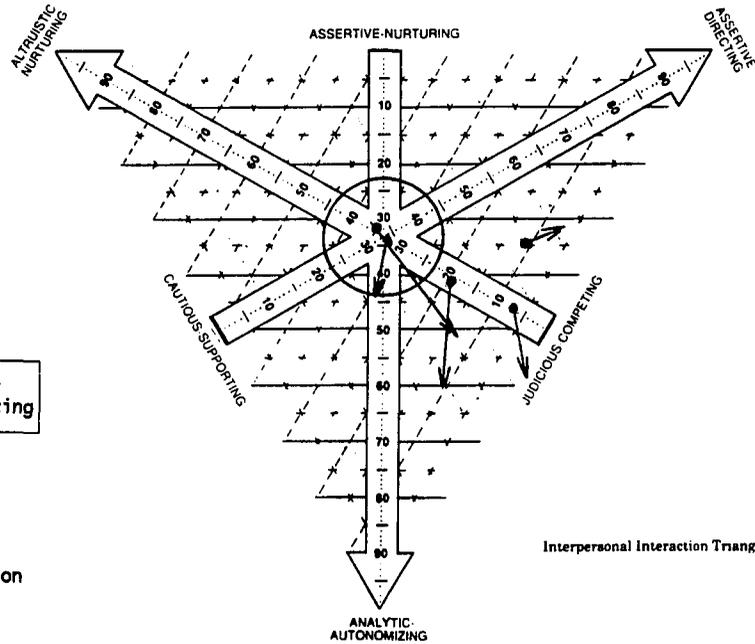
ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 54 | 34 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 7 | 60 | 33 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 19 | 40 | 41 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 28 | 60 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 33 | 34 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 26 | 44 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 33 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 55 | 51 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 46 | 46 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 0 | 44 | 56 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___42___
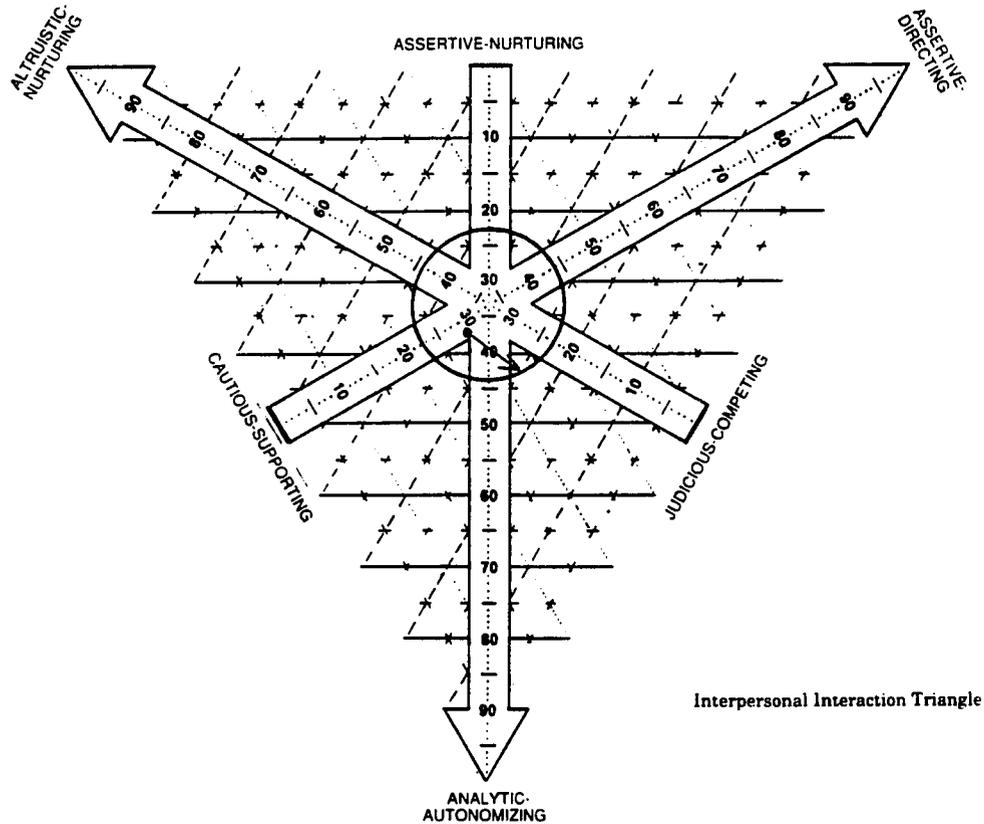


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 29 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 32 | 43 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___42___
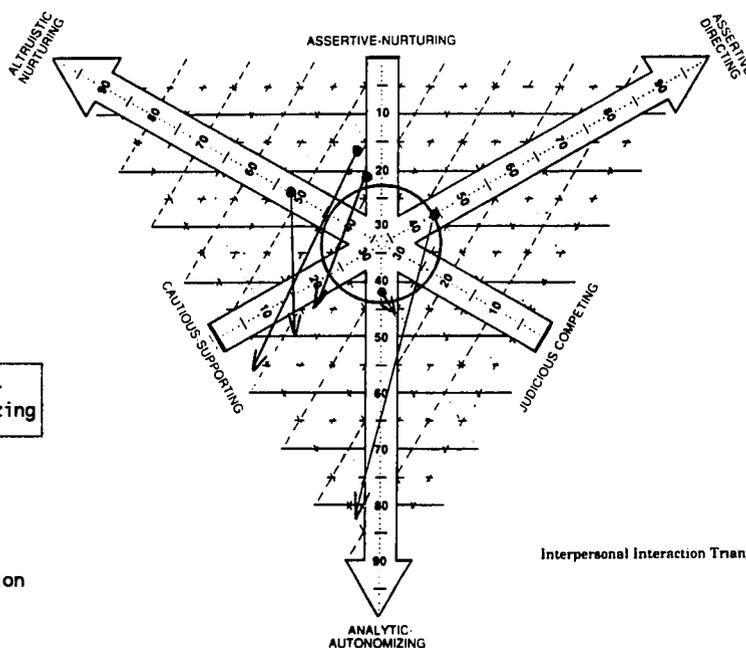


ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

Interpersonal Interaction Triangle

ANALYTIC-
AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 51 | 25 | 24 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 13 | 50 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 44 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 6 | 80 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 30 | 41 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 35 | 45 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 45 | 38 | 17 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 3 | 55 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 37 | 21 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 16 | 49 |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___43___



ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 27 | 45 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 44 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 37 | 39 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 33 | 38 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 29 | 35 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 38 | 41 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 52 | 11 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 51 | 12 | 37 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 32 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 16 | 54 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___44___
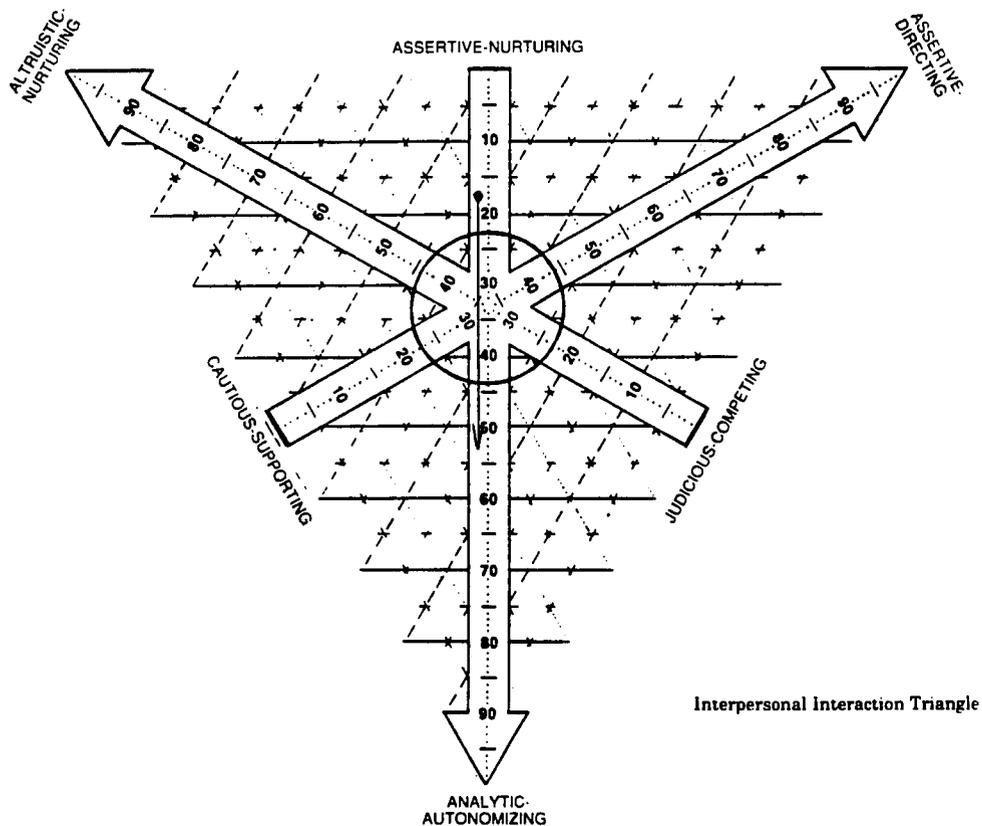


ALTRUISTIC-NURTURING

ASSERTIVE-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 43 | 40 | 17 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 22 | 52 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___44___
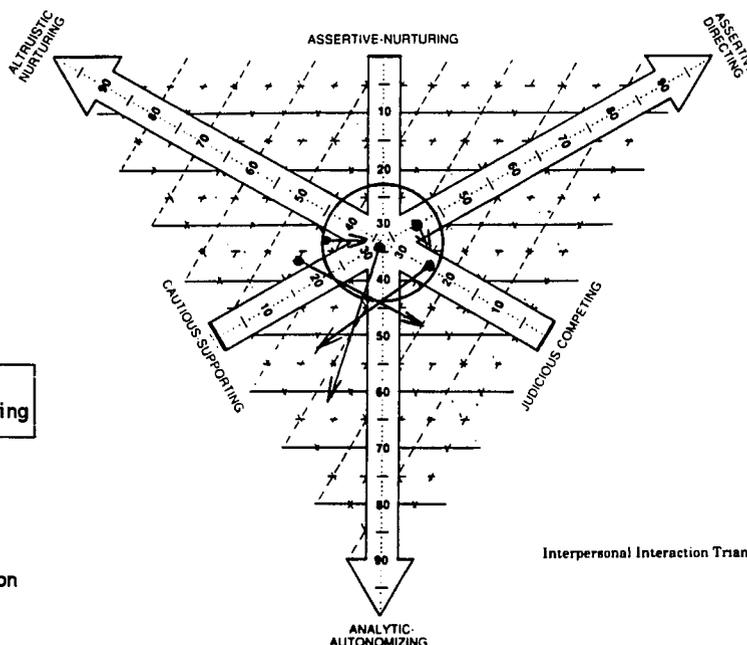
ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-AUTONOMIZING

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 42 | 26 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 37 | 31 | 32 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 30 | 40 | 30 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 41 | 33 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 33 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 11 | 61 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 39 | 37 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 34 | 15 | 51 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 44 | 20 | 36 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 20 | 32 | 48 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___45___
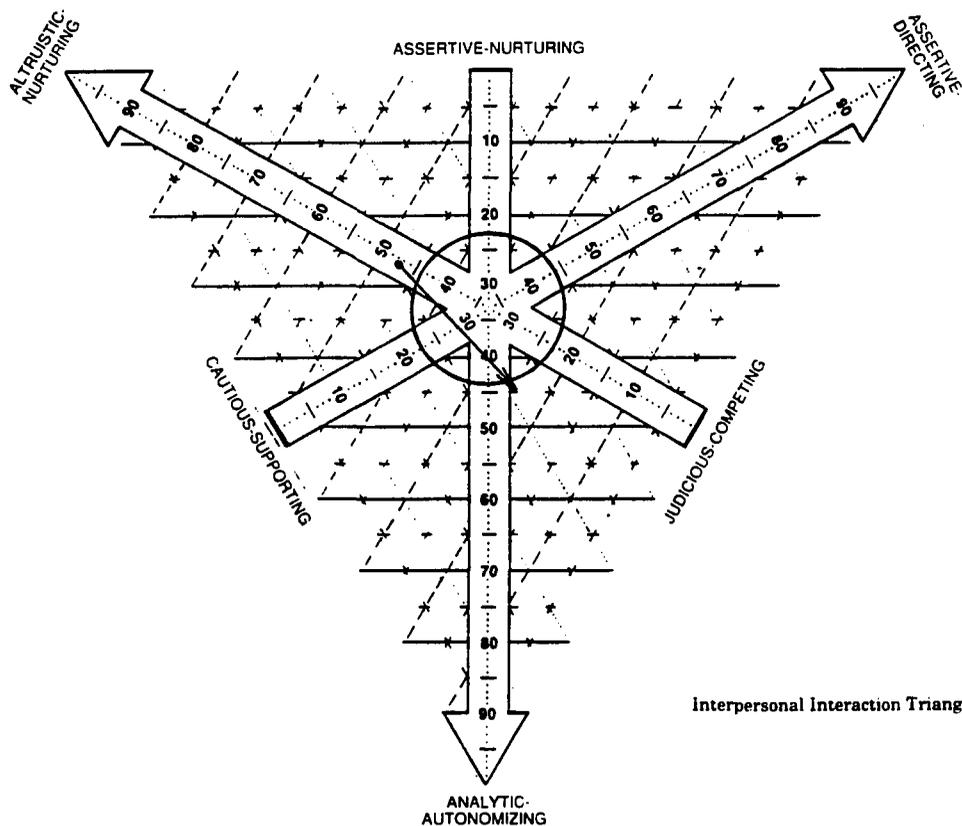


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 47 | 26 | 27 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 31 | 45 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___45___
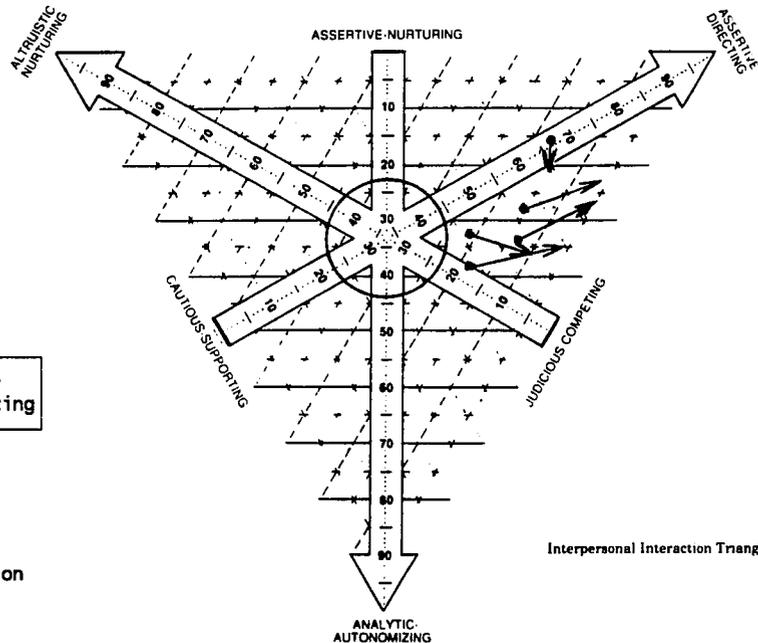
As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 14 | 52 | 34 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 6 | 67 | 27 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 21 | 46 | 33 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 11 | 53 | 36 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 38 | 44 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 6 | 59 | 35 |

ASSERTIVE-NURTURING

ALTRUISTIC NURTURING

ASSERTIVE DIRECTING

CAUTIOUS SUPPORTING

JUDICIOUS COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 18 | 66 | 16 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 62 | 22 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 57 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 7 | 70 | 23 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___46___
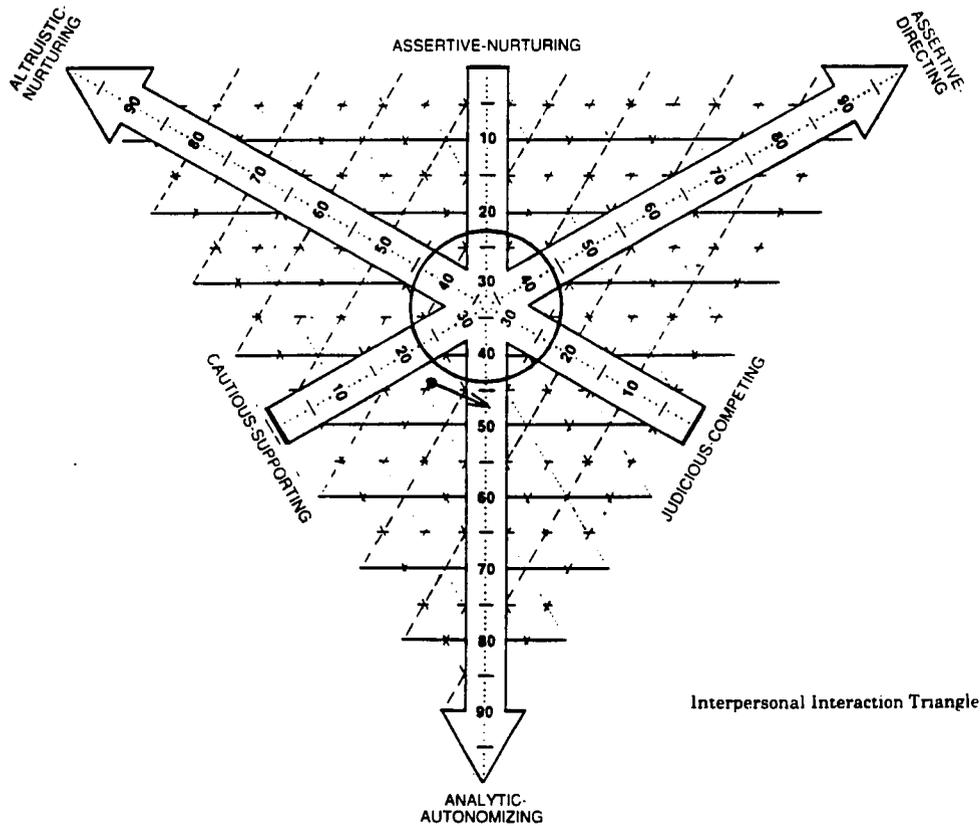
ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

Interpersonal Interaction Triangle

ANALYTIC-
AUTONOMIZING

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 22 | 43 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 26 | 47 |

SCALE OF SCORES

| | |
|---|---|
| 81-100 | Unusually high |
| 69-80 | Very High |
| 57-68 | High |
| 45-56 | Above average |
| 22-44 | Average |
| 10-21 | Low |
| 0-9 | Very low |

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___46___
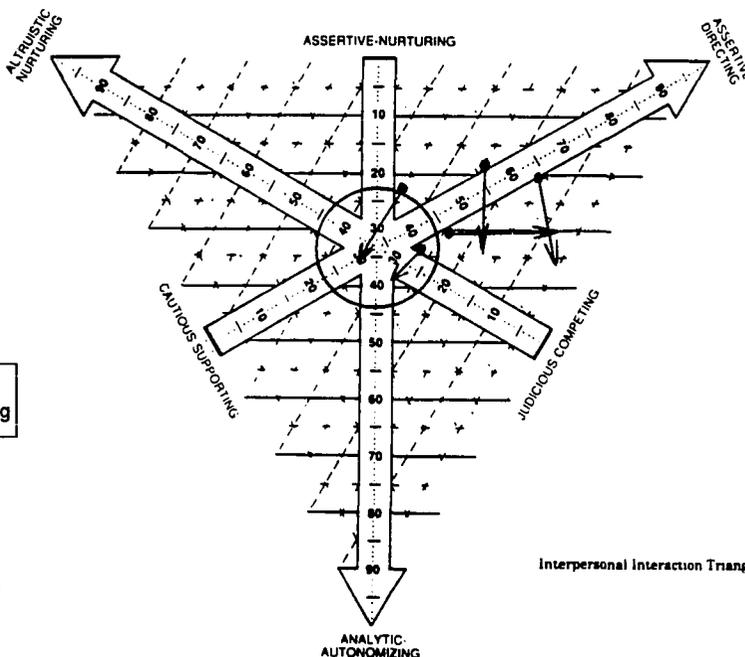


Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 39 | 34 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 33 | 39 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 16 | 63 | 21 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 6 | 58 | 36 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 25 | 56 | 19 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 17 | 48 | 35 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 41 | 23 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 36 | 27 | 37 |

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 24 | 45 | 31 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 8 | 61 | 31 |

# STRENGTH DEPLOYMENT INVENTORY®

## PRINCIPAL ___47___
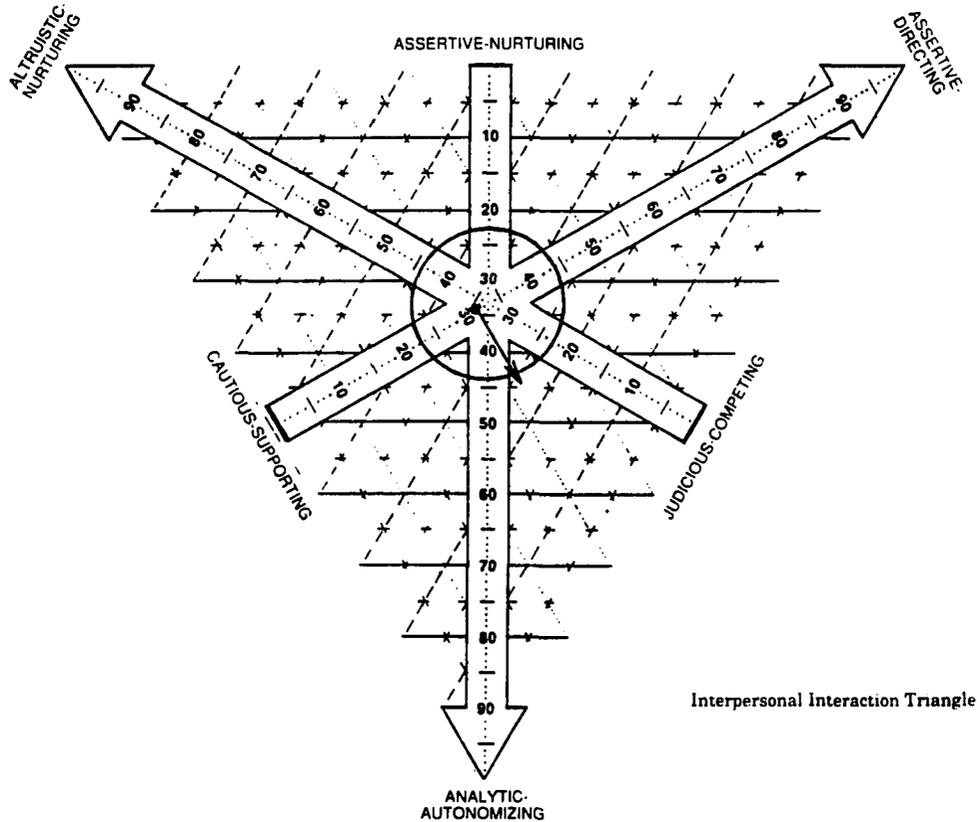


ASSERTIVE-NURTURING

ALTRUISTIC-NURTURING

ASSERTIVE-DIRECTING

CAUTIOUS-SUPPORTING

JUDICIOUS-COMPETING

ANALYTIC-AUTONOMIZING

Interpersonal Interaction Triangle

As I see myself

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 35 | 31 | 34 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 32 | 45 |

SCALE OF SCORES

81-100 Unusually high
69-80 Very High
57-68 High
45-56 Above average
22-44 Average
10-21 Low
0-9 Very Low

# STRENGTH DEPLOYMENT INVENTORY FEEDBACK EDITION®
## PRINCIPAL ___47___
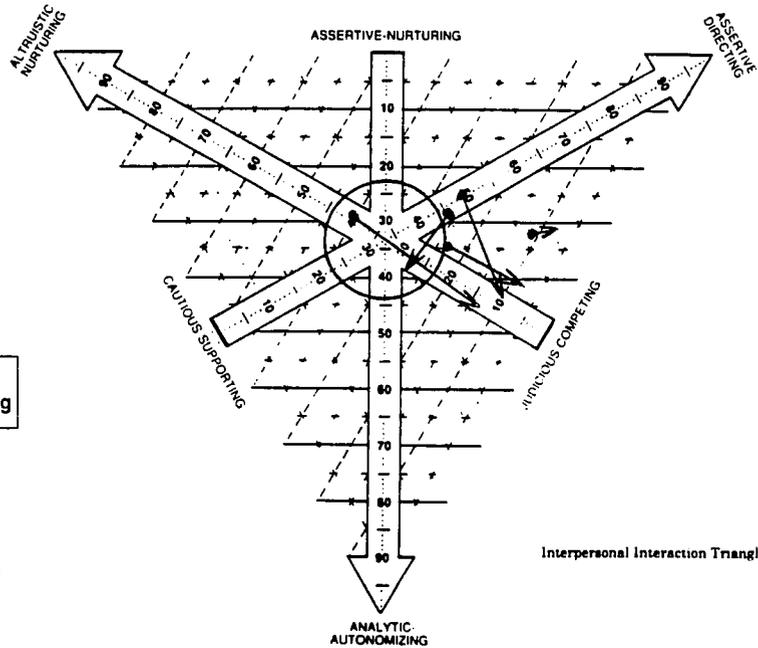


Interpersonal Interaction Triangle

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 23 | 42 | 35 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 4 | 55 | 41 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 26 | 49 | 25 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 11 | 46 | 43 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 27 | 45 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 28 | 33 | 39 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 41 | 31 | 28 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 15 | 41 | 44 |

**As I see myself**

| Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|

When things are going well

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 12 | 56 | 32 |

In the face of conflict/opposition

| Col. 1 | Col. 2 | Col. 3 |
|---|---|---|
| 10 | 58 | 32 |

Summary Of Profiles For The Principals Identified

As Successful

An Assertive-Directing behavioral pattern is shown by
the Strength Deployment Inventory® responses of Principal 1
when things are going well.  When conflict or opposition are
present the principal's responses change to a Judicious-
Competing behavioral pattern.

Three teachers perceive Principal 1's behavioral
pattern for stable conditions as being Flexible-Cohering.
Two other teachers see the principal's behavioral pattern
for stable conditions as being Assertive-Nurturing.  When
contextual conditions are not stable, two teachers see the
principal behaving in an Analytic-Autonomizing manner, but
staying close to the Hub or Flexible-Cohering pattern.  One
teacher's responses agree with the Judicious-Competing style
shown by the principal's responses.  Another teacher
perceives the principal's behavior as Flexible-Cohering and
a fifth teacher's responses show an Assertive-Directing
behavioral pattern.

Flexible-Cohering is the behavioral pattern for stable
conditions shown by Principal 2's responses. The responses
for unstable conditions show a change to Analytic-
Autonomizing behavior.

There is congruency between three sets of teacher's
responses and Principal 2's responses for stable conditions.

Two other teachers perceive the principal as using a
Judicious-Competing style when conditions are stable.  For
unstable conditions, three teachers see the principal as
using an Assertive-Directing pattern of behavior.  Another
set of teachers' responses show Principal 2 as Judicious-
Competing and a fifth set shows the principal using a
Flexible-Cohering style.

A Flexible-Cohering style is indicated by Principal 3's
responses for stable conditions.  The principal's responses
for unstable conditions also show a Flexible-Cohering
behavioral pattern.

The responses of three teachers for stable conditions
agree with those of Principal 3 by supporting a Flexible-
Cohering style.  A fourth teacher perceives the principal as
being Analytic-Autonomizing and another teacher sees the
principal's behavior as being Assertive-Nurturing.  For
unstable conditions four teachers perceive the principal's
behavior as Judicious-Competing.  One teacher's responses
show Principal 3 as being Cautious-Supporting.

Principal 4's responses for stable conditions indicate
that a Flexible-Cohering style is used by the principal.
The principal's style changes to a Judicious-Competing
pattern when oppositions or conflict become evident.

Congruency is shown between three sets of teacher's
responses and Principal 4's responses for stable conditions.

One teacher perceives the principal's behavior as Assertive-Directing and another teacher sees Principal 4 as being Analytic-Autonomizing. Only one teacher's responses for unstable conditions agree with the Judicious-Competing style shown by the principal's responses. Three teachers' responses show the principal acting in an Analytic-Autonomizing manner when conditions are unstable. Another teacher perceives the principal's behavior as Cautious-Supporting.

The responses of Principal 5 show that a Flexible-Cohering behavioral pattern is used when things are going well. The principal's responses for unstable conditions show a change to an Analytic-Autonomizing style.

Three sets of teachers' responses show Principal 5 as using an Analytic-Autonomizing behavioral pattern when things are going well. One teacher's responses for unstable conditions are congruent with the principal's responses. A fifth teacher perceives the principal as being Cautious-Supporting. For unstable conditions, two teachers perceive the principal's behavior as Cautious-Supporting and two other teachers see the principal using an Analytic-Autonomizing style. One teacher's responses show Principal 5 as being Assertive-Directing.

The Strength Deployment Inventory® responses of Principal 6 show a quick change from an Assertive-Nurturing

behavior for stable conditions to a Judicious-Competing pattern for unstable conditions.

The teachers' responses all differ from the principal's responses. One teacher perceives the principal as being Flexible-Cohering when conditions are stable. Two teachers see the principal as being Assertive-Directing and two others see the principal's style as Judicious-Competing. When things are not going well, all five teachers perceive Principal 6 as using an Assertive-Directing style.

Principal 7's responses show a Flexible-Cohering behavioral pattern for stable conditions. A distinct change to an Assertive-Directing style is shown for unstable conditions.

Teachers' responses for stable conditions show congruency between two sets of teacher's responses and Principal 7's responses. Three teachers perceive the principal's style as Assertive-Directing when things are going well. Three teachers' responses for unstable conditions show the principal using an Assertive-Directing style. Two other sets of teachers' responses show a Judicious-Competing behavior pattern.

A Flexible-Cohering style is indicated by Principal 8's responses for both stable and unstable conditions. Both sets of responses are well within the Hub or Flexible-Cohering area.

None of the teachers' responses are congruent with
Principal 8's responses for either stable and unstable
conditions. Three teachers perceive the principal as using
an Altruistic-Nurturing pattern of behavior when conditions
are stable. One teacher see the principal as Assertive-
Nurturing and another sees the principal as being Cautious-
Supporting. Two sets of teachers' responses for unstable
conditions show an Analytic-Autonomizing behavioral pattern
being used by Principal 8. Two other teachers see the
principal as being Assertive-Directing when conditions are
unstable, and one teacher sees the principal as Cautious-
Supporting.

The responses of Principal 9 show the principal as
being Assertive-Directing when conditions are stable. The
responses for unstable conditions show the principal
becoming more Assertive-Directing during unstable
conditions.

Two teachers' responses for stable conditions agree
with those of Principal 9 showing an Assertive-Directing
behavioral pattern. Two other sets of teachers' responses
show the principal using Flexible-Cohering behavior. One
teacher perceives the principal as being Assertive-
Nurturing. For unstable conditions, two teachers' responses
show the principal using an Assertive-Directing style which
is congruent with the principal's responses. Two other

teachers perceived the principal's style as Judicious-
Competing and a fifth teacher sees the principal's style as
Analytic-Autonomizing.

A Flexible-Cohering behavioral pattern is supported by
Principal 10's responses for stable conditions. Principal
10's responses for unstable conditions fall slightly outside
the Flexible-Cohering pattern on the Assertive-Directing
side.

Two teachers' responses for stable conditions are
congruent with those of the principal. Two other sets of
teacher responses show an Altruistic-Nurturing style and one
set shows an Assertive-Nurturing pattern. All of the
teachers' responses for unstable conditions indicate that
Principal 10 uses an Analytic-Autonomizing style.

The responses for stable conditions of Principal 11
indicate an Altruistic-Nurturing pattern is used. For
unstable conditions, the principal's behavioral pattern
becomes Cautious-Supporting.

None of the teachers' responses for stable conditions
agree with the principal's responses. Two teachers perceive
the principal's behavior as Flexible-Cohering. Two other
teachers perceive the principal's behavior as Judicious-
Competing. One teacher sees the principal using a Cautious-
Supporting style. For unstable conditions, one teacher's
responses are congruent with those of the principal. Three

teachers' responses show Principal 11 using a Judicious-Competing style when conditions are unstable. One teacher perceives the principal as Flexible-Cohering.

Principal 12 gave responses for stable conditions which support an Altruistic-Nurturing behavioral style. The principal's responses for unstable conditions show a quick change to a Judicious-Competing style.

Only one teacher's responses for stable conditions agree with those of Principal 12. Another teacher perceives the principal's style as Flexible-Cohering. A third set of teacher responses show the principal as being Altruistic-Nurturing when things are going well and two other sets of teachers' responses show the principal as being Cautious-Supporting. When unstable conditions prevail, two teachers perceive Principal 12 as using an Analytic-Autonomizing style. The other teacher responses indicate three behavioral patterns which are Flexible-Cohering, Cautious-Supporting, and Judicious-Competing.

Principal 13's responses for stable conditions show a Flexible-Cohering pattern of behavior. For unstable conditions, the principal's responses change to a Judicious-Competing pattern.

Three sets of teachers' responses are congruent with Principal 13's responses for stable conditions. The other two sets of teachers' responses show an Assertive-Nurturing

style and a Judicious-Competing pattern for the principal's behavior under stable conditions. When conditions are unstable, three teachers' responses show the principal as using a Judicious-Competing style which agrees with the principal's responses. One teacher perceives the principal as being Assertive-Directing when conditions are unstable and another sees the principal as using an Analytic-Autonomizing pattern of behavior.

An Altruistic-Nurturing behavioral pattern is shown by Principal 14's Strength Deployment Inventory® responses for stable conditions. When conditions are unstable, the principal's responses changes to Judicious-Competing.

None of Principal 14's teachers' responses for stable conditions are congruent with the principal's responses. Three teachers perceive the principal as using a Flexible-Cohering style when conditions are stable. One sees the principal as Cautious-Supporting and another sees Principal 14 as Analytic-Autonomizing. For unstable conditions, one teacher's responses are congruent with the principal's. Two other teachers perceive the principal as using an Analytic-Autonomizing pattern of behavior. A fourth set of teacher responses show the principal as being Cautious-Supporting and another as being Flexible-Cohering.

The responses of Principal 15 show a slow change from being Assertive-Nurturing when conditions are stable to a

Flexible-Cohering pattern of behavior when things are not going well. The Assertive-Nurturing score is close to the Hub, Flexible-Cohering.

Four sets of teachers' responses indicate that the principal uses a Flexible-Cohering style when conditions are stable. One teacher perceives Principal 15 as being Altruistic-Nurturing. However, the plotted responses of that teacher fall just two points outside the Hub, Flexible-Cohering. The teachers' responses for unstable conditions are varied. Two indicate a Judicious-Competing behavior pattern, one shows an Analytic-Autonomizing behavior pattern which is very close to the Hub, and another set of teacher responses show a quick change to an Altruistic-Nurturing style.

Principal 16 provided responses which reveal a Flexible-Cohering behavioral pattern for stable and unstable conditions. Very little change was evident.

Two sets of teachers' responses are congruent with the principal's responses for stable conditions. Of the remaining teachers' responses for stable conditions, one set shows Principal 16's behavior as being Judicious-Competing, another set shows the principal using Assertive-Nurturing behavior, and a fifth teacher's responses showing an Analytic-Autonomizing style. When conditions are unstable, three teachers perceive Principal 16 as using a Judicious-

Competing behavioral pattern. Two other sets of teacher responses show the principal using an Assertive-Directing style.

An Assertive-Nurturing behavioral pattern for stable and unstable conditions is revealed by the responses of Principal 17. The change of behavior is small.

Under stable conditions, two sets of teachers' responses concur with those of Principal 17. Three different behavior patterns are shown by the other teachers' responses. Those behavioral patterns are Assertive-Directing, Flexible-Cohering, and Cautious-Supporting. None of the teachers' responses for unstable conditions match those of the principal. They are the following: one Assertive-Directing, one Flexible-Cohering, one Analytic-Autonomizing, and two Cautious-Supporting.

Principal 18's responses for stable conditions show that an Assertive-Nurturing pattern of behavior is used. The principal's responses for unstable conditions indicate a very quick change to a Judicious-Competing pattern of behavior.

There is very little congruency between the Principal 18's responses and the teachers' responses for stable and unstable conditions. For stable conditions, one teacher's responses showed an Assertive-Nurturing behavioral pattern which agrees with the principal's responses. Two teachers

perceive the principal's behavioral pattern as Altruistic-
Nurturing when conditions are stable and two other teachers
see the principal as being Flexible-Cohering.  Three
teachers' responses for unstable conditions show the
principal as using a Cautious-Supporting style.  One teacher
perceives the principal as behaving in a Judicious-Competing
manner.  Another sees the principal as using an Analytic-
Autonomizing behavioral pattern.

The responses for stable and unstable conditions of
Principal 19 show a Flexible-Cohering pattern of behavior.
Very little change is indicated.

Only one set of teachers' responses are similar to
those of Principal 19 for stable conditions.  Two teachers
perceive the principal as using an Assertive-Directing style
when conditions are stable and one as Judicious-Competing.
A fifth teacher sees the principal as Assertive-Nurturing.
When conditions are unstable, two teachers perceive the
principal as Flexible-Cohering which is congruent with
Principal 19's responses.  Three other sets of teachers'
responses for unstable conditions show Principal 19 as
Assertive-Directing, Judicious-Competing, and Analytic-
Autonomizing.

The responses of Principal 20 reveal that a Flexible-
Cohering behavioral pattern is used when things are going
well.  For unstable conditions, the principal's responses

show the principal using a Cautious-Supporting style.

All five sets of teachers' responses for stable conditions are different. Only one set of teacher responses shows a Flexible-Cohering pattern of behavior which is congruent with the responses of Principal 20. Another teacher perceives the principal as being Altruistic-Nurturing. The responses of three other teachers show Assertive-Nurturing, Assertive-Directing, and Judicious-Competing patterns of behavior being used by the principal. Three teachers' responses for unstable conditions show Principal 20 using a Judicious-Competing pattern of behavior. One teacher perceives the principal as being Flexible-Cohering and another as Analytic-Autonomizing.

A Flexible-Cohering behavioral pattern is indicated by the responses of Principal 21 for stable conditions. A slow change to a Judicious-Competing style is shown by the principal's responses for unstable conditions.

Only one teacher's responses were congruent with those of Principal 21 for stable conditions. Two teachers see the principal as using an Assertive-Nurturing style. One teachers's responses show the principal as using an Assertive-Directing style. For unstable conditions, two teachers' responses indicate the principal uses Judicious-Competing behavior and two other teachers' responses show the principal acting in an Assertive-Directing manner. A

fifth teacher perceives Principal 21 as using a Flexible-Cohering style.

The responses provided by Principal 22 for stable conditions show a pattern of behavior which is Assertive-Nurturing but just outside the Hub, or Flexible-Cohering pattern.  When conditions become unstable, the principal's responses show a moderate change to the Hub or Flexible-Cohering behavior.

Four teachers perceive Principal 22 as being Flexible-Cohering under stable conditions.  One teacher sees the principal as Judicious-Competing.  When conditions are unstable, two teachers' responses show the principal's behavior as Flexible-Cohering which agrees with the principal's responses.  Two other teachers' responses show the principal using a Judicious-Competing style and a fifth set of responses show the principal as being Assertive-Nurturing.

Strength Deployment Inventory® responses of Principal 23 reveal an Altruistic-Nurturing style for stable conditions.  When conditions become unstable, the principal's responses show a slow change to Cautious-Supporting behavior.

For stable conditions, two sets of teachers' responses show the principal using an Altruistic-Nurturing behavioral pattern which is congruent with the behavioral pattern Principal 23's responses reveal.  Three other teachers

perceive the principal's behavior as Flexible-Cohering when things are not going well. One set of teacher responses for unstable conditions is congruent with the principal's responses. Two teachers perceive the principal as using a Judicious-Competing style. The other two sets of teachers' responses for unstable conditions indicate Assertive-Directing and Flexible-Cohering patterns are used by the principal.

A Flexible-Cohering behavior pattern is indicated by Principal 24's responses for stable conditions. The principal's responses for unstable conditions show an Analytic-Autonomizing pattern of behavior is used.

Three teachers' responses for stable conditions show the principal's behavior as being Altruistic-Nurturing. Two other teachers see Principal 24 as using an Assertive-Nurturing style. The teachers' responses for unstable conditions show two teachers perceiving the principal as Analytic-Autonomizing. One sees the principal's behavior as Cautious-Supporting and two others show the principal's style as Flexible-Cohering.

Principal 25 provided responses for stable conditions which reveal a Flexible-Cohering pattern of behavior. The principal's responses for unstable conditions show a change of moderate speed to an Analytic-Autonomizing pattern of behavior.

Three teachers' responses for stable conditions are congruent with the principal's responses showing a Flexible-Cohering pattern of behavior. One teacher sees the principal as being Cautious-Supporting. A fifth teacher perceives the principal as using an Altruistic-Nurturing style. The teachers' responses for unstable conditions show two teachers perceiving Principal 25's style as Flexible-Cohering. Two other sets of teachers' responses show the principal using a Cautious-Supporting style and an Analytic-Autonomizing style. A fifth teacher perceives the principal as using Judicious-Competing behavior.

## Summary Of Profiles For The Randomly Chosen Principals

Principal 26's Strength Deployment Inventory® responses show that an Altruistic-Nurturing pattern of behavior is used when things are going well. When conditions become unstable, the principal's responses show a slow change to a less Altruistic-Nurturing pattern of behavior which is very close to the Hub, or Flexible-Cohering behavior.

Three sets of teachers' responses show Principal 26 as being Altruistic-Nurturing when conditions are stable. Those responses show congruency with the principal's responses. Two other teachers see the principal as being Assertive-Nurturing. When things are not going well, one teacher perceives the principal as Altruistic-Nurturing, two

teachers see the principal as Flexible-Cohering, another teacher perceives the principal's style as Cautious-Supporting, and a fifth teacher's responses show a strong change to Assertive-Directing behavior.

The responses for Principal 27 show a clear change in behavior patterns when contextual conditions change. When varying contextual conditions are stable, the principal's responses show an Assertive-Nurturing pattern of behavior. For unstable, varying contextual conditions, Principal 27's responses change to a Cautious-Supporting pattern of behavior.

The teacher responses for Principal 27 show very little congruency with the responses of the principal. Four of the teachers perceive the principal being in a Flexible-Cohering pattern when conditions are stable. One teacher perceives the principal's actions as Assertive-Directing under stable conditions. When things are not going well, two teachers' responses show a Flexible-Cohering pattern, one teacher's responses show a Cautious-Supporting behavior pattern, and two other teachers perceive the principal's actions as Judicious-Competing.

Principal 28's responses show a strong change from an Altruistic-Nurturing style under stable conditions to an Analytic-Autonomizing style for unstable conditions. The change is very quick.

The teachers' responses for Principal 28 are greatly varied and are not congruent with the principal's responses. For stable conditions one teacher perceives the principal's behavior pattern as Assertive-Nurturing. Two more teachers' responses show a Flexible-Cohering pattern of behavior and two other teachers perceive the principal as using a Judicious-Competing style. Teacher responses for unstable conditions have two teachers seeing Principal 28 as Assertive-Directing. One set of teacher responses indicate a Cautious-Supporting pattern of behavior and another set of responses support a Flexible-Cohering behavioral pattern. The fifth set of teacher responses shows a Judicious-Competing style.

The behavioral pattern of Principal 29 for stable conditions is Altruistic-Nurturing and is very close to the Hub, or Flexible-Cohering. When conditions become unstable, the principal's style changes to Analytic-Autonomizing.

Two teachers' responses show Principal 29 using a Flexible-Cohering behavioral pattern for stable conditions. Three other sets of teachers' responses are congruent with those of the principal in that they indicate an Altruistic-Nurturing style. For unstable conditions two sets of teachers' responses show an Analytic-Autonomizing behavioral pattern being used by Principal 29. Another teacher perceived the principal as acting in a Cautious-Supporting

pattern and two other teachers' responses show a Flexible-Cohering pattern being used for unstable conditions.

The responses of Principal 30 for stable conditions show an Assertive-Nurturing pattern of behavior. When conditions are unstable the principal moves to an Altruistic-Nurturing style.

The five sets of teachers' responses are different from those of Principal 30. Under stable conditions, two teacher's perceive the principal as Flexible-Cohering, another as Analytic-Autonomizing, and two others as Judicious-Competing. When conditions are unstable, three teachers perceive the principal as using a Judicious-Competing style. Another teacher's responses show a Flexible-Cohering style and the fifth teacher's responses shows an Analytic-Autonomizing style.

The responses for stable conditions provided by Principal 31 reveal a Cautious-Supporting behavioral pattern. A noticeable change to Judicious-Competing behavior occurs when conditions become unstable.

Three teachers' feedback responses show Principal 31 using a Flexible-Cohering style when conditions are stable. Two teacher's perceive the principal as being Assertive-Directing when conditions are stable. When unstable conditions exist, four teachers' responses indicate an Analytic-Autonomizing style is used by Principal 31. One

teacher perceives the principal's behavior as Assertive-Directing when things are not going well.

An Altruistic-Nurturing pattern of behavior is shown by the responses of Principal 32 for stable, contextual conditions. When conditions become unstable, Principal 32's responses show a quick change to a Judicious-Competing behavioral pattern.

Only one set of teacher responses is congruent with the Altruistic-Nurturing behavioral pattern shown by Principal 32's responses for stable conditions. Three teachers perceive the principal as acting Flexible-Cohering when conditions are stable. A fifth teacher sees Principal 32 using an Assertive-Directing style when things are going well. All five sets of teachers' responses are congruent with the responses of Principal 32 for unstable conditions which show a Judicious-Competing style.

The responses of Principal 33 support an Altruistic-Nurturing behavioral pattern for stable conditions. Principal 33's responses for unstable conditions show a noticeable change to an Analytic-Autonomizing behavioral pattern.

For stable conditions, one teacher's responses are congruent with those of Principal 33. Two sets of teachers' responses for stable conditions indicate a Flexible-Cohering pattern of behavior. Another set of teacher responses show

an Assertive-Nurturing behavioral pattern. A fifth teacher perceives the principal as using an Assertive-Directing style. Two teachers perceive Principal 33 as making a strong change to an Analytic-Autonomizing style when conditions become unstable. Two other teachers see the principal's behavior as Judicious-Competing and one teacher perceives the principal's style as Flexible-Cohering.

Principal 34 provided responses for stable conditions which indicate an Assertive-Nurturing pattern of behavior is used. The principal's responses for unstable conditions show a Judicious-Competing style of leadership.

Four sets of teacher's responses identify Principal 34's behavioral pattern for stable conditions as being Flexible-Cohering. A fifth teacher's responses for stable conditions show an Altruistic-Nurturing style which is very close to the Hub, or Flexible-Cohering. There is no congruency between the responses of the principal and the responses of the teachers for stable conditions. When things are not going well, two teachers' responses agree with those of Principal 34 by showing a Judicious-Competing style. Of the remaining teachers' responses, one set shows a Flexible-Cohering style, another set shows an Assertive-Directing pattern, and a third set shows an Analytic-Autonomizing style.

An Analytic-Autonomizing behavioral pattern is
indicated by Principal 35's responses for stable conditions.
When conditions become unstable, Principal 35's responses
show a moderate change to Judicious-Competing behavior.

None of the teachers' responses for Principal 35 are
congruent with those of the principal. Four teachers
perceive the principal as Flexible-Cohering when conditions
are stable. A fifth teacher sees the principal's behavior
as Cautious-Supporting. When conditions are unstable, three
teachers' responses indicate an Analytic-Autonomizing style
is used by the principal. Another teacher's responses show
a Cautious-Supporting style and a fifth teacher perceives
the principal's style as Assertive-Directing.

The Strength Deployment Inventory® responses of
Principal 36 for stable conditions indicate a Flexible-
Cohering approach. The principal's responses for unstable
conditions show a slow change to a Cautious-Supporting
behavioral pattern.

For stable conditions, one teachers' responses show a
Flexible-Cohering pattern of behavior which agrees with the
responses of Principal 36. Two teachers perceive the
principal as Assertive-Nurturing while two other teachers
see the principal as Assertive-Directing. When unstable
conditions prevail, two teachers' responses show a Cautious-
Supporting style being used by the principal. One teacher

perceives the principal as Flexible-Cohering, another
teacher sees the principal as being Assertive-Nurturing, and
a fifth teacher perceives the principal's style as
Judicious-Competing.

Altruistic-Nurturing behavior is revealed by the
responses of Principal 37 for stable conditions. However, a
very clear change to an Assertive-Directing behavioral
pattern is shown for unstable conditions.

None of the teachers' responses for stable conditions
are congruent with those of Principal 37. Two sets of
teacher responses show a Flexible-Cohering pattern of
behavior, while two other sets of teachers' responses
support a Judicious-Competing style. The fifth teacher
perceives the principal as using an Assertive-Directing
style. Only one set of teacher responses are congruent with
those of Principal 37 for unstable conditions, which show an
Assertive-Directing style. Two sets of teacher responses
support a Flexible-Cohering behavior pattern and two other
sets show a Judicious-Competing style.

Principal 38's responses for stable, contextual
conditions reveal a Flexible-Cohering pattern of behavior.
Under unstable conditions, the responses show an Analytic-
Autonomizing style is utilized.

Only two sets of teachers responses agree with the
Flexible-Cohering pattern shown by the principal's responses

for stable conditions. Responses from three other teachers show a Judicious-Competing behavioral pattern is used by Principal 38 when conditions are stable. When things are not going well and contextual conditions are unstable, four teachers perceive the principal as being Judicious-Competing. A fifth teacher perceives the principal as using an Assertive-Directing style.

A Flexible-Cohering style of behavior is shown by the responses of Principal 39 for stable conditions. When conditions change to unstable, the principal's responses show a quick move to a Cautious-Supporting behavioral pattern.

Two sets of teachers' responses agree with the principal's responses for stable conditions. Two other sets of teachers' responses show that a Cautious-Supporting style is perceived and the pattern is very close to the Hub, or Flexible-Cohering. A fifth teacher perceives Principal 39 as being Judicious-Competing and close to the Flexible-Cohering pattern. For unstable conditions, three teachers' responses agree with those of the principal, showing a Cautious-Supporting behavioral pattern. Two other teachers see the principal's behavior as Flexible-Cohering and Analytic-Autonomizing when conflict or opposition are present.

The same behavioral pattern is shown for stable and unstable conditions by responses of Principal 40. Both sets

of responses reveal a Flexible-Cohering pattern of behavior.

Three sets of teachers' responses are congruent with
the responses of Principal 40 for stable, contextual
conditions. They show a Flexible-Cohering pattern. One
teacher perceives the principal as being Judicious-Competing
when conditions are stable. Another teacher sees the
principal as moving to the Analytic-Autonomizing behavioral
pattern. When unstable conditions prevail, three teachers
perceive the principal moderately changing to the Cautious-
Supporting pattern. A fourth teacher's responses show the
principal's behavior as Judicious-Competing when conditions
are unstable. One other teacher sees the principal as
Flexible-Cohering under stable conditions.

Principal 41 produced responses which show an
Assertive-Nurturing style of leadership for contextual
conditions which are stable. However, when contextual
conditions become unstable, the principal's responses
demonstrate a strong change to the Judicious-Competing
pattern of behavior.

No congruency between the teachers' responses and
Principal 41's responses for stable conditions is evident.
Two sets of teachers' responses show the principal as being
Flexible-Cohering when things are going well and three other
teachers see the principal's behavior as Judicious-
Competing. When contextual conditions are unstable, four

teachers perceive the principal as using a Judicious-Competing behavioral pattern which is congruent with the principal's responses or unstable conditions. The fifth teacher perceived the principal's style as Flexible-Cohering when conditions are unstable.

The responses of Principal 42 show a Flexible-Cohering behavior pattern for both stable and unstable contextual conditions. Very little change is shown in behavioral patterns by the principal's responses when contextual conditions change.

Only one set of teacher responses was similar to the principal's responses. That teacher perceived the principal's behavioral pattern as being Flexible-Cohering under stable conditions. Two sets of teachers' responses show Principal 42 using an Assertive-Nurturing pattern of behavior under stable conditions and the other two teachers perceived the principal as being Altruistic-Nurturing but very close to the Hub. For unstable conditions, one teacher's responses showed the principal's behavior as just outside the Hub on the Judicious-Competing scale. The other four sets of teachers' responses revealed a stronger vector of change when contextual conditions become stable. Three of those teachers' responses reveal a quick move by the principal to a Cautious-Supporting behavioral pattern when contextual conditions become stable. The remaining teacher

perceives the principal as making an extremely quick change to Analytic-Autonomizing behavior when unstable conditions exist.

The responses of Principal 43 show a Flexible-Cohering pattern of behavior when the principal is free to pursue goals and objectives. When conflict or opposition are present, the responses show a quick move to a pattern of Assertive-Directing behavior.

Three sets of teacher feedback responses are congruent with Principal 43's responses for stable conditions showing a Flexible-Cohering pattern. One teacher perceives the principal as using a Cautious-Supporting style when conditions are stable. The fifth teacher's responses show the principal's behavior pattern for stable conditions as Analytic-Autonomizing. The teachers' responses for unstable conditions all differ from the principal's responses. Two teachers see the principal's behavior as being Judicious-Competing. Another teacher perceives the behavioral pattern of the principal under stable conditions as Flexible-Cohering. One teacher sees the principal acting in a Cautious-Supporting pattern. A fifth teacher's responses show the principal using an Analytic-Autonomizing style.

Principal 44 shows Assertive-Nurturing characteristics of leadership behavior when things are going well. When things are not going well, the principal's leadership

behaviors become more Analytic-Autonomizing.

Four of the teachers' responses show Principal 44 as being Flexible-Cohering when conditions are stable. One teacher's responses show the principal's behavior as Cautious-Supporting. None of the teachers' responses for stable conditions agree with the principal's responses. When conflict or opposition exist, three teachers' responses agree with those of the principal by showing an Analytic-Autonomizing pattern of behavior. Two teachers perceive the principal's behavior as Flexible-Cohering when conditions are not stable.

The responses of Principal 45 show an Altruistic-Nurturing pattern of behavior which is very close to the Hub. When faced with opposition or conflict the principal's responses show an Analytic-Autonomizing pattern of behavior which is also very close to the Hub.

All of the teachers' responses contrast with Principal 45's responses. For stable conditions, four teachers see the principal acting in a Judicious-Competing manner. One teacher sees the principal's behavior as being Assertive-Directing. When conditions are unstable, all five teachers' responses show the principal moving to an Assertive-Directing pattern.

Principal 46's Strength Deployment Inventory® responses do not show a strong change when changing from stable to

unstable conditions. Both sets of responses are within three points of the Hub. The principal's responses for stable conditions are in the Cautious-Supporting pattern. Responses provided by the principal for unstable conditions show an Analytic-Autonomizing behavioral pattern.

None of the teachers' responses for Principal 46 match the principal's responses. Two sets of teachers' responses show the principal's patterns of leadership behavior are Flexible-Cohering during stable conditions. Three sets of teacher responses show the principal to be Assertive-Directing when conditions are stable. Two sets of teachers' responses for unstable conditions show the principal's leadership behaviors as Judicious-Competing. Another set of teacher responses shows the principal as being Assertive-Directing under unstable conditions. Two other teachers perceive Principal 46's style for unstable conditions as Flexible-Cohering.

A Flexible-Cohering behavioral pattern is revealed by the responses of Principal 47 for stable conditions. The principal's responses for unstable conditions show an Analytic-Autonomizing behavioral pattern.

Three teachers perceive Principal 47 as using an Assertive-Directing style when things are going well. One teacher's responses show a Judicious-Competing pattern and

another teacher sees the principal's behavior as being Flexible-Cohering. For unstable conditions, three teachers' responses show the principal using a Judicious-Competing behavior pattern. One teacher perceives the principal's behavior as Assertive-Directing and another teacher sees the principal using a Flexible-Cohering style.

## Results of the Analysis of Variance

A vector of change was established to represent changes in behavioral patterns of the two groups of high school principals when contextual conditions change from stable to unstable. A difference between the stable, contextual conditions scores and the unstable, contextual conditions scores was established as shown on Tables A and B.

Differences Between The Scores Obtained From The High School

Principals Identified As Successful For Stable, Contextual

Conditions And Unstable, Contextual Conditions

Table A

| Principal | Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|---|
| 1 | 15 | 22 | 37 |
| 2 | 7 | 10 | 17 |
| 3 | 6 | 3 | 9 |
| 4 | 21 | 8 | 13 |
| 5 | 22 | 16 | 6 |
| 6 | 33 | 2 | 35 |
| 7 | 46 | 30 | 4 |
| 8 | 12 | 2 | 10 |
| 9 | 5 | 16 | 11 |
| 10 | 14 | 8 | 6 |
| 11 | 16 | 10 | 26 |
| 12 | 44 | 31 | 13 |
| 13 | 19 | 2 | 17 |
| 14 | 30 | 15 | 15 |
| 15 | 8 | 11 | 19 |
| 16 | 3 | 8 | 11 |
| 17 | 9 | 6 | 3 |
| 18 | 40 | 0 | 40 |
| 19 | 3 | 5 | 2 |
| 20 | 4 | 31 | 27 |
| 21 | 10 | 4 | 6 |
| 22 | 18 | 5 | 13 |
| 23 | 4 | 5 | 9 |
| 24 | 8 | 12 | 20 |
| 25 | 22 | 5 | 27 |

## Differences Between The Scores Obtained From The High School Principals Randomly Chosen For Stable, Contextual Conditions And Unstable, Contextual Conditions

### Table B

| Principal | Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing |
|---|---|---|---|
| 26 | 17 | 1 | 16 |
| 27 | 16 | 23 | 39 |
| 28 | 40 | 10 | 30 |
| 29 | 26 | 8 | 32 |
| 30 | 8 | 11 | 3 |
| 31 | 35 | 17 | 18 |
| 32 | 17 | 4 | 21 |
| 33 | 30 | 5 | 25 |
| 34 | 33 | 5 | 38 |
| 35 | 7 | 19 | 12 |
| 36 | 5 | 8 | 3 |
| 37 | 28 | 15 | 13 |
| 38 | 22 | 5 | 17 |
| 39 | 0 | 19 | 19 |
| 40 | 1 | 6 | 7 |
| 41 | 14 | 7 | 21 |
| 42 | 9 | 3 | 6 |
| 43 | 27 | 30 | 3 |
| 44 | 17 | 18 | 35 |
| 45 | 23 | 5 | 18 |
| 46 | 8 | 4 | 4 |
| 47 | 12 | 1 | 11 |

The differences between the two contextual conditions of the two groups of high school principals were then compared by use of an analysis of variance. The resulting F-ratios shown on Table C do not reveal any significant differences between the differences in change from stable, contextual conditions to unstable, contextual conditions of the high school principals identified as successful and the high school principals randomly chosen. The following is a model representing the establishment of the vector of change and the comparisons of those vectors by an analysis of variance.

## Model For The Establishment Of Vectors Of Change In

## The Principals Leadership Behaviors When

## Contextual Conditions Change From Stable To Unstable

## And The Comparison Of The Two Groups By The

## Use Of Analysis Of Variance

### Variables
P1AN
P1AD
P1AA
P2AN
P2AD
P2AA

### Establishment Of Vectors Of Change From Stable, Contextual Conditions To Unstable, Contextual Conditions
P1AN - P1AN2 = C1
P1AD - P1AD2 = C2
P1AA - P1AA2 = C3
P2AN - P2AN2 = C4
P2AD - P2AD2 = C5
P2AA - P2AA2 = C6

### Analysis Of Variance For Vectors Of Change From Stable, Contextual Conditions To Unstable, Contextual Conditions
C1 v.s. C4
C2 v.s. C5
C3 v.s. C6

### Codes
P1 = High school principals identified as successful
P2 = High school principals chosen randomly
AN - Altruistric-Nurturing Scores For Stable, Contextual Conditions
AD = Assertive-Directing Scores For Stable, Contextual Conditions
AA = Analytic-Autonomizing Scores For Stable, Contextual Conditions
AN2 = Altruistic-Nurturing Scores For Unstable, Contextual Conditions
AD2 = Assertive-Directing Scores For Unstable, Contextual Conditions
AA2 = Analytic-Autonomizing Scores For Unstable, Contextual Conditions
C = Difference or Vector of Change

High School Principals Identified As Successful

vs. High School Principals Randomly Chosen

F-Ratios Resulting From A Comparison Of

Differences Between Stable, Contextual Conditions

Scores and Unstable, Contextual Conditions Scores

Table   C

| | P1<br>Altruistic-Nurturing | P1<br>Assertive-Directing | P1<br>Analytic-Autonomizing |
|---|---|---|---|
| P2 | .113 | .04 | .354 |

No Significant Differences at 95%

Codes
P1 = High school principals identified as successful
P2 = High school principals chosen randomly

A comparison of the means of the Strength Deployment

Inventory® scores of the principals identified as successful

for stable, contextual conditions and unstable, contextual

conditions, reveals a definite change in behavioral patterns

when contextual conditions change.  The same is also true

for the group of principals randomly chosen when comparing

the means of their Strength Deployment Inventory® scores for

stable, contextual conditions and unstable, contextual

conditions.  Table D, shown below, has a listing of the

means resulting from the analysis of variance.

## STATISTICAL SUMMARY OF ANALYSIS

## OF VARIANCE MEANS

Stable, Contextual Conditions vs.

Unstable, Contextual Conditions

Table D

| Variables | Count | Mean-Stable | Mean-Unstable |
|-----------|-------|-------------|---------------|
| P1AN | 25 | 38 | 23.8 |
| P1AD | 25 | 35.84 | 35.28 |
| P1AA | 25 | 26.16 | 40.92 |
| P2AN | 22 | 43.227 | 26.455 |
| P2AD | 22 | 28.773 | 29.045 |
| P2AA | 22 | 28 | 44.5 |
| T1AN | 125 | 34.48 | 21.6 |
| T1AD | 125 | 36.496 | 37.416 |
| T1AA | 125 | 29.024 | 40.984 |
| T2AN | 110 | 31.955 | 22.409 |
| T2AD | 110 | 36.927 | 35.536 |
| T2AA | 110 | 31.209 | 42.236 |

Codes
P1 = High school principals identified as successful
P2 = High school principals chosen randomly
T1 = Teachers associated with the principals identified as
     successful
T2 = Teachers associated with the principals chosen randomly
AN = Altruistic-Nurturing
AD = Assertive-Directing
AA = Analytic-Autonomizing

Both groups of principals yielded higher scores on the Altruistic-Nurturing scale for stable, contextual conditions when comparing stable, contextual conditions scores to unstable, contextual conditions scores for each group of principals as shown by the F-ratios on Table E and the comparison of means on Table D.

Stable, Contextual Conditions vs.

Unstable, Contextual Conditions

P1 vs. P1 and P2 vs. P2

Table E

|  | P1AN | P1AD | P1AA | P2AN | P2AD | P2AA |
|---|---|---|---|---|---|---|
| P1AN | 18.69* |  |  |  |  |  |
| P1AD |  | 0.03 |  |  |  |  |
| P1AA |  |  | 28.99* |  |  |  |
| P2AN |  |  |  | 24.26* |  |  |
| P2AD |  |  |  |  | .01 |  |
| P2AA |  |  |  |  |  | 26.21* |

* = Significant at 95%

For unstable, contextual conditions, both groups of principals scored higher on the Analytic-Autonomizing scale. There were no significant differences in the scores of the two groups of principals when comparing their changes in Assertive-Directing leadership styles under stable, contextual conditions and unstable, contextual conditions.

The means of the teachers' Strength Deployment Inventory: Feedback Edition® responses as shown in Table A

show a congruency between the teachers' and principals'
responses. When contextual conditions are stable, F-ratios
for both groups of teachers' responses, shown below on Table
F, show the majority of the principals as using an
Altruistic-Nurturing style.


Stable, Contextual Conditions vs.

Unstable, Contextual Conditions

T1 vs. T1 and T2 vs. T2

Table F

|  | T1AN | T1AD | T1AA | T2AN | T2AD | T2AA |
|---|---|---|---|---|---|---|
| T1AN | 80.55* |  |  |  |  |  |
| T1AD |  | .233 |  |  |  |  |
| T1AA |  |  | 65.18* |  |  |  |
| T2AN |  |  |  | 34.066* |  |  |
| T2AD |  |  |  |  | .56 |  |
| T2AA |  |  |  |  |  | 61.245* |

\* = Significant at 95%

When conflict or opposition are present, both groups of
teachers perceive more of the principals using an Analytic-
Autonomizing style. There were no significant differences
in the responses of the two groups of teachers when a
comparison was made between the two groups for changes in
the principals' styles under stable and unstable, contextual
conditions.

Table G presents the F-ratios resulting from a comparison of the responses of the principals identified as successful and the principals randomly chosen for stable, contextual conditions.

STATISTICAL SUMMARY OF F-RATIOS FOR ANALYSIS OF VARIANCE

Stable, Contextual Conditions vs.

Stable, Contextual Conditions

P1 vs. P2 and T1 vs. T2

Table G

|        | P1AN  | P1AD  | P1AA | T1AN | T1AD | T1AA  |
|--------|-------|-------|------|------|------|-------|
| P2AN   | 2.78  |       |      |      |      |       |
| P2AD   |       | 6.08* |      |      |      |       |
| P2AA   |       |       | .396 |      |      |       |
| T2AN   |       |       |      | 2.81 |      |       |
| T2AD   |       |       |      |      | .097 |       |
| T2AA   |       |       |      |      |      | 2.861 |

* = Significant at 95%

No significant differences were revealed between the scores of the two groups of principals for the Altruistic-Nurturing pattern and the Analytic-Autonomizing pattern. A comparison of the Assertive-Directing behavior pattern scores for the two groups of principals reveal that the high school principals identified as successful scored higher for stable, contextual conditions. The F-ratios presented on Table D for the comparison of the scores of the teachers

associated with the principals identified as successful and the teachers associated with the randomly chosen principals for stable, contextual conditions did not reveal any significant differences.

Table H shows the F-ratios resulting from a comparison of the <u>Strength Deployment Inventory</u>® responses for unstable, contextual conditions of the two groups of principals and the <u>Strength Deployment Inventory: Feedback Edition</u>® responses of the two groups of teachers.

Unstable, Contextual Conditions vs.

Unstable, Contextual Conditions

P1 vs. P2 and T1 vs. T2

Table H

|  | P1AN | P1AD | P1AA | T1AN | T1AD | T1AA |
|---|---|---|---|---|---|---|
| P2AN | .56 |  |  |  |  |  |
| P2AD | . | 2.78 |  |  |  |  |
| P2AA |  |  | 1.403 |  |  |  |
| T2AN |  |  |  | .27 |  |  |
| T2AD |  |  |  |  | .673 |  |
| T2AA |  |  |  |  |  | .61 |

* = Significant at 95%

No significant differences were found in the comparison of the Altruistic-Nurturing, Assertive-Directing, and Analytic -Autonomizing scores of the two groups of principals for unstable, contextual conditions. The F-ratios resulting from

the comparison of the scores of the two groups of teachers for unstable, contextual conditions do not reveal any significant differences between the scores of the two groups.

The F-ratios resulting from the comparison of the responses of the principals identified as successful and their respective teachers and the comparison of the principals randomly chosen and their respective teachers revealed some differences. As shown on Table I for stable, contextual conditions, the teachers associated with the principals randomly chosen perceived those principals as being less Altruistic-Nurturing when contextual conditions are stable than the principals themselves do.

Stable, Contextual Conditions vs.

Stable, Contextual Conditions

P1 vs. T1 and P2 vs. T2

Table I

| | P1AN | P1AD | P1AA | P2AN | P2AD | P2AA |
|-------|-------|-------|-------|--------|--------|-------|
| T1AN | 2.21 | | | | | |
| T1AD | | 0.08 | | | | |
| T1AA | | | 1.639 | | | |
| T2AN | | | | 16.09* | | |
| T2AD | | | | | 11.18* | |
| T2AA | | | | | | 2.077 |

* = Significant at 95%

Also, those same teachers perceive the randomly chosen
principals as using the Assertive-Directing style more when
stable, contextual conditions prevail. There were no
significant differences between the Analytic-Autonomizing
scores of the principals identified as successful and their
respective teachers and the randomly chosen principals and
their respective teachers.

The F-scores resulting from the comparison of the
principals scores and the scores of their respective
teachers for unstable, contextual conditions are shown on
Table J.

Unstable, Contextual Conditions vs.

Unstable, Contextual Conditions

P1 vs. T1 and P2 vs. T2

Table J

|  | P1AN | P1AD | P1AA | P2AN | P2AD | P2AA |
|------|------|-------|-------|-------|------|------|
| T1AN | 0.71 | | | | | |
| T1AD | | 0.298 | | | | |
| T1AA | | | 0.001 | | | |
| T2AN | | | | 2.097 | | |
| T2AD | | | | | 3.16 | |
| T2AA | | | | | | 0.73 |

* = Significant at 95%

No significant differences were revealed for those
comparisons.

Blends of Behavioral Patterns Results

The Strength Deployment Inventory® and the Strength
Deployment Inventory: Feedback Edition® do not provide
scores for blends of the three basic behavioral patterns
which are the Altruistic-Nurturing pattern, the Assertive-
Directing pattern, and the Analytic-Autonomizing pattern.
The blends formed by the overlapping of those basic patterns
on the Strength Deployment Inventory® Interpersonal
Interaction Triangle are identified as Assertive-Nurturing,
Cautious-Supporting, and Judicious-Competing. The Flexible-
Cohering pattern, or the Hub is considered to be a basic
behavioral pattern but does not have a numerical value. It
is looked at as a joining point of the Altruistic-Nurturing,
Assertive-Directing, and Analytic-Autonomizing patterns.
Tables K, L, M, and N, present an identification of the
number of Strength Deployment Inventory® and Strength
Deployment Inventory: Feedback Edition® responses given by
the two groups of principals and the two groups of teachers
for the blends. They are presented with the three basic
behavioral patterns, as percentages.

Table K shows that fourteen or fifty-six percent of the
high school principals identified as successful perceive
themselves as using a Flexible-Cohering behavioral pattern
when contextual conditions are stable.

Blends And Basic Patterns For The Principals

Identified As Successful

Table K

| | Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing | Assertive-Nurturing | Judicious-Competing | Cautious-Supporting | Flexible-Cohering, Hub |
|---|---|---|---|---|---|---|---|
| Stable | 5 = 20% | 2 = 8% | | 4 = 16% | | | 14 = 56% |
| Unstable | | 4 = 16% | 3 = 12% | 1 = 4% | 9 = 36% | 4 = 16% | 4 = 16% |

This is an indication that they believe they are team members and will determine how they should act after considering the situation. When contextual conditions are unstable, the number of principals identified as successful who see themselves as using the Flexible-Cohering pattern drops to four or sixteen percent. Nine of the principals identified as successful or thirty-six percent perceive themselves as using a Judicious-Competing style when contextual conditions are unstable.

The group of principals randomly chose are represented on Table L.

Blends And Basic Patterns For Principals

Randomly Chosen

Table L

| | Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing | Assertive-Nurturing | Judicious-Competing | Cautious-Supporting | Flexible-Cohering, Hub |
|---|---|---|---|---|---|---|---|
| Stable | 7 = 31.81% | 1 = 4.55% | 3 = 13.64% | 3 = 13.64% | | 1 = 4.55% | 7 = 31.81% |
| Unstable | 2 = 9.09% | 2 = 9.09% | 8 = 36.36% | | 5 = 22.73% | 4 = 18.18% | 1 = 4.55% |

Seven or thirty-one and eighty-one hundredths percent of those principals perceive themselves as using a Flexible-Cohering style when contextual conditions are stable. When opposition or conflict exists, eight or about thirty-six and thirty-six hundredths percent of the randomly chosen principals choose an Analytic-Autonomizing behavioral pattern.

The main differences between the two groups of principals when comparing their blended patterns is that twenty-four and nineteen hundredths percent more of the principals identified as successful perceive themselves as using the Flexible-Cohering style when contextual conditions are stable.

The highest percentage of teachers in both groups, as shown on Tables M and N perceive the principals as using the Flexible-Cohering, or Hub pattern when contextual conditions are stable.

Blends And Basic Behavioral Patterns For The

Teachers Group Associated With The Principals

Identified As Successful

Table M

| | Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing | Assertive-Nurturing | Judicious-Competing | Cautious-Supporting | Flexible-Cohering, Hub |
|---|---|---|---|---|---|---|---|
| Stable | 21 = 16.8% | 15 = 12% | 6 = 4.8% | 17 = 13.6% | 9 = 7.2% | 6 = 4.8% | 51 = 40.8% |
| Unstable | 1 = .8% | 25 = 20% | 29 = 23.2% | 1 = .8% | 35 = 28% | 20 = 16% | 14 = 11.2% |

Forty and eight-tenths percent of the group of teachers
associated with the principals identified as successful
perceive those principals as being Flexible-Cohering.
Forty-five and forty-five hundredths percent of the group of
teachers associated with the randomly chosen principals
perceive those principals as using the Flexible-Cohering
style when contextual conditions are stable.

Blends And Basic Behavioral Patterns For The

Teachers Group Associated With The Principals

Randomly Chosen

Table N

|  | Altruistic-Nurturing | Assertive-Directing | Analytic-Autonomizing | Assertive-Nurturing | Judicious-Competing | Cautious-Supporting | Flexible-Cohering, Hub |
|---|---|---|---|---|---|---|---|
| Stable | 11 = 10% | 16 = 14.545% | 4 = 3.64% | 9 = 8.18% | 16 = 14.545% | 4 = 3.64% | 50 = 45.45% |
| Unstable | 1 = .91% | 16 = 14.55% | 22 = 20% |  | 33 = 30% | 18 = 16.36% | 20 = 18.18% |

Both groups of teachers show more principals acting in a
Judicious-Competing pattern when contextual conditions
become unstable.


The Decision Concerning the Null Hypothesis

The means resulting from the analysis of variance were
compared by the use of Scheffe's F test for multiple
comparisons and Fisher's Protected Least Significant
Difference (PLSD).  Only those means which were significant

on both tests were accepted in determining if the null hypothesis should be accepted or rejected.

The results of the analysis of variance do not reveal any significant differences between the group of North Carolina high school principals identified as successful and the randomly chosen group of North Carolina high school principals. Based on the results of the data analysis, the null hypothesis has been confirmed and is accepted.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Introduction

Characteristics of leadership behaviors have been given much attention in the business world. The establishment of a knowledge base and methods to evaluate and train leaders have been contributed to greatly by researchers. Situational leadership and how leaders respond to various conditions continue to be topics of great interest. Also, other theories of leadership such as the trait theory continue to cause some to raise questions about what makes an effective leader. More studies of leadership which are education oriented are needed so that more effective leadership of public schools and public school systems can be developed.

This study of the characteristics of leadership behaviors of some high school principals in North Carolina was intended to "shine some light" on characteristics and situations related to leadership role of the principalship. This chapter will provide the following concerning this study: a brief summary of the study; a discussion of the findings; conclusions; implications; and recommendations.

## Summary

The problem this study investigated is whether the leadership behaviors of two groups of high school principals are stable across varying contextual situations or whether they are modified with different situations. One group of principals was identified as successful by selected groups and organizations within the educational community. The second group was randomly chosen.

The purpose of this study was to investigate characteristics of leadership behaviors of two groups of North Carolina high school principals under varying contextual situations. The varying contextual situations are represented by two conditions which are the following:

1. When contextual conditions are stable and the principal is free to pursue desired objectives without opposition or conflict being present.

2. When contextual conditions are unstable and the principal is confronted with opposition or conflict and cannot pursue desired objectives freely.

School-based management, teacher empowerment, and the demand to be more customer oriented are examples of challenges which are placing greater demands on principals. The pressures and difficulties created by those challenges are requiring principals to develop different leadership

behaviors for the purpose of working with people.

The study of leadership of organizations continues to place significance on characteristics of situations and characteristics of leadership behaviors.

The inclusion of situational characteristics and leadership behavior characteristics and their interaction may help to provide more balanced studies. That concept was used for this investigation of characteristics of leadership behaviors of two groups of high school principals under varying contextual situations. In order to address the purpose of this study the following hypothesis was developed. The successful principals as a group will not exhibit mean differences which are significantly different from the mean differences of the randomly chosen principals as a group on patterns of leadership behaviors in regard to their change in scores on these variables from stable, contextual conditions to unstable, contextual conditions.

The first of the basic procedures used in this study was to form two groups of North Carolina high school principals. One group was defined as successful and the second group was randomly chosen. Fifty names of high school principals were determined for each group and sets of instruments along with instructions were mailed to the principals. Each principal received a letter of introduction and instructions, a copy of Porter's <u>Strength</u>

Deployment Inventory,® five copies of Porter's Strength

Deployment Inventory: Feedback Edition,® instructions for

five randomly chosen teachers, and a self-addressed, stamped

envelope for return mailing of the instruments. The

principals were asked to return the instruments within one

month. The second step was to tabulate and ready the

returned instruments for analysis. The scores were plotted

on the Strength Deployment Inventory® Interaction Triangle

to show the vectors of change in behavioral patterns. The

third step involved the use of a multiple analysis of

variance to analyze the scores. One analysis was done by

finding the difference between each principal's scores for

stable and unstable contextual conditions. The differences

of the two groups of principals were then compared to each

other through the use of an analysis of variance. A second

analysis was done by comparing the raw scores of the two

groups of principals and the randomly chosen teachers

associated with them. A level of significance of $p = .05$

was used for all analyses of variance. The means which

resulted from the analysis of variance were compared by the

use of Scheffe's F test for multiple comparisons and

Fisher's Protected Least Significant Difference (PLSD).

Only those means which were significant on both tests were

accepted in determining if the null hypothesis should be

accepted or rejected.

The results of the analysis of variance did not reveal any significant differences between the group of North Carolina high school principals identified as successful and the randomly chosen group of North Carolina high school principals. Based on the results of the data analysis, the null hypothesis has been confirmed and accepted.

## Discussion

Statistically significant differences between the characteristics of leadership behaviors across varying contextual situations were not shown by the data resulting from this study. Thus, the null hypothesis which stated that there would not be a significant difference between the means of the patterns of leadership behaviors of the two groups of principals was supported.

It appears that there are varying contextual situations which did have an effect on the leadership behaviors of the two groups of high school principals. The change vectors plotted on the Strength Deployment Inventory® Interaction Triangle and the differences between the scores of each principal for stable and unstable contextual conditions shown on Table A support the conclusion. Support is also provided by the analysis of variance means shown on Table D. The responses of the majority of the principals in both groups showed a definite change in behavior patterns when

contextual conditions become unstable. More principals in both groups appeared to use an Altruistic-Nurturing style when contextual conditions are stable. Table E shows that there is a significant difference between the Altruistic-Nurturing scores of principals in both groups when scores for stable and unstable, contextual conditions are compared. Table E also shows a significant change in the Analytic-Autonomizing scores of the principals in each group when contextual conditions change. The analysis of variance indicated on Table D revealed that more principals in both groups are more likely to use an Analytic-Autonomizing style when unstable, contextual conditions prevail. This finding is also supported by the results of the analysis of scores provided by teachers associated with the principals as shown on Table F.

Statistically, there was not a great deal to support the concept that the group of principals identified as successful might respond differently to varying contextual situations than the group of randomly chosen principals. The only exception is shown on Table G. When the scores for stable, contextual conditions of the principals identified as successful were compared to the scores for stable, contextual conditions of the randomly chosen principals, the principals identified as successful had higher scores on the Assertive-Directing scale or pattern.

Principals need to develop and acquire different
leadership behaviors for the purpose of working with people
in more complex situations. They may experience great
difficulty if they maintain a rigid approach to all
situations. The <u>Strength Deployment Inventory</u>® Interaction
Triangle provides a means for examining behavioral patterns
which are a combination or overlapping of the Altruistic-
Nurturing, Assertive-Directing, and Analytic-Autonomizing
behavioral patterns. Those blends do not have a numerical
score. However, one can look at how many principal's
vectors of change fall into the different blends of patterns
which are the following: Assertive-Nurturing; Cautious-
Supporting; and Judicious-Competing. Also, the Flexible-
Cohering behavioral pattern or the Hub is included here
because it does not have numerical value even though it is
considered a basic behavioral pattern. More of the
principals identified as successful indicated that they used
a Flexible-Cohering pattern when contextual conditions were
stable. This is shown on Table K. This may indicate that
more of the principals identified as successful use a team
approach and consider flexibility to be very important in
the pursuit of goals. This is also supported by the
teachers' vectors of change as shown on Table M.

## Conclusions

The data seem to support the concept that there are
varying contextual situations which do have an effect on the
leadership behaviors of high school principals in North
Carolina. The data do not support a statistically
significant difference between the leadership styles of
those high school principals identified as successful and
those high school principals randomly chosen. However, the
data do support a high probability that North Carolina high
school principals respond to varying contextual situations
by changing their leadership behaviors.

It seems likely that North Carolina high school
principals prefer to use an Altruistic-Nurturing behavioral
pattern when contextual conditions are stable. This was
indicated by more principals in both groups scoring higher
on the Altruistic-Nurturing scale for stable, contextual
conditions. The fact that most of the high school
principals in this study were male makes that more
interesting. They may tend to show concern for the
protection, growth, and welfare of others when conflict and
opposition do not prevail. Also, it seems likely that North
Carolina high school principals tend to work toward
establishing order and check to make sure things are
properly thought though and sorted out when contextual
conditions become unstable. This is supported by the

finding that more principals in this study preferred the
Analytic-Autonomizing style when contextual conditions were
unstable.

Principals identified as successful in this study
showed a tendency to use the Assertive-Directing style more
than the randomly chosen principals when contextual
conditions are stable. Those principals may find it easier
to assert and direct when things are going well and conflict
does not prevail. When people are feeling good about their
situation, they may interpret assertiveness in a more
positive manner.

More principals identified as successful indicated the
use of a Flexible-Cohering behavioral pattern when stable,
contextual conditions prevail. This may indicate that they
are more open to the ideas and concerns of others when
things are going well and want to help the team effort grow.


## Implications

An implication for administrators, school boards, and
higher education resulting from this study is that those who
become high school principals in North Carolina should be
flexible in their leadership, have a high concern for people
and their ideas, and be able to use a leadership style such
as Assertive-Directing when it is most effective. Whether

or not an individual can adjust to varying contextual conditions while involving others and their innovative ideas may be a strong indicator for success as a high school principal in today's changing world. Having insight about when to use a specific leadership style to accomplish objectives may be very helpful. An example of this may be the use of the Assertive-Directing behavioral pattern more often when contextual conditions are stable.

## Recommendations

The study was carried out by relying on those asked to participate to do so willingly and provide honest, sincere responses. Both groups of principals showed some reluctance to participate as reflected by the number of sets of instruments returned. Also, some teachers gave the indication that they feared reprisals if their principals saw their responses. Thus, I would recommend that anyone using such instruments as the Strength Deployment Inventory® and the accompanying instruments for future studies similar to this one, do the following:

1. Develop an approach and communication method which will assure the participants that their participation will not reflect on them negatively in any manner.

2. Provide envelopes for everyone participating to return their instruments personally.

3.  Prepare follow-up letters to remind participants to return their instruments.

4.  If the number of participants is not too large and too widely spread, go to the work sites and administer the instruments. This could decrease the number of instruments completed incorrectly.

For future studies, I would recommend that two groups of high school principals be selected on the basis of schools with high student achievement as compared to schools with average or low student achievement. The achievement level would be determined by comparing the students' achievement levels to their potential for achievement. For example, a school with high student achievement could be one in which overall student achievement exceeds the overall student potential for achievement. Follow that by doing a comparison of the leadership behaviors of the two groups of principals to determine if there are significant differences.

## Postscript

The null hypothesis which stated that there would not be a statistically significant difference between the leadership behaviors of the principals identified as successful and the randomly chosen principals under two types of varying contextual conditions previously stated, was accepted. However, the researcher assumed more statistically significant differences between the two groups

would be revealed. Some possible reasons for the results obtained, other than the possibility that no significant differences actually exist, are the following: the return rates of fifty percent and forty-four percent of the instruments used by the principals; the possibility of a "halo effect"; and the lack of a numerical value for the blends of motivational patterns used in the Strength Deployment Inventory.®

The return rate of correctly completed sets of instruments by the principals identified as successful was fifty percent. The randomly chosen principals returned forty-four percent of their instruments completed correctly. If both groups had been represented by more data, the mean scores of the two groups may have been affected, causing more statistically significant differences to be revealed.

Elias Porter did not make any effort to avoid any "halo effect" resulting from the Strength Deployment Inventory.® Thus, some possibility did exist for the manipulation of answers by some individuals to achieve certain profile scores. Such manipulation could influence the means scores of any groups involved in a study.

The three basic patterns of motivation, the Altruistic-Nurturing pattern, the Assertive-Directing pattern, and the Analytic-Autonomizing pattern, shown by Porter's Strength Deployment Inventory® are represented by numerical scores

when they are used as data. However, when the basic patterns are blended, the resulting patterns are not represented numerically when used as data. Those blends resulting from the overlapping of the three basic patterns are the following: the Flexible-Cohering pattern; the Assertive-Nurturing pattern; the Judicious-Competing pattern; and the Cautious-Supporting pattern. If those blends of patterns could have been assigned numerical values, more statistically significant differences might have been revealed.

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APPENDIX A

LETTER TO HIGH SCHOOL PRINCIPALS

Dear

    I am writing to request your help in a research project I am involved in.  The project is part of my doctoral studies at the University of North Carolina at Greensboro in educational administration.  Dr. Joseph Bryson, Professor, is chairman of my committee.

    You have been chosen from high school principals in North Carolina to participate in a study to investigate characteristics of leadership behaviors of high school principals in North Carolina under varying contextual situations.  Leadership behaviors will be looked at under two types of contextual conditions which are represented by stable and unstable conditions. This data to be gathered will not be judged as good or bad. The main thing to be determined is if there are differences in high school principals' leadership behaviors under stable and unstable conditions.  We believe information from this study can contribute to the development of programs in school systems and universities which will help new and veteran principals to perform more effectively in our rapidly changing world. Therefore, your participation in the study will be highly significant and I assure you that the data will be kept confidential.

    Enclosed is a <u>Strength Deployment Inventory</u>® instrument you are being asked to complete.  Please read the instructions on the front page of the instrument and complete the statements on the following pages accordingly. Please check to be sure your total for each item is ten points.  I will take care of totaling the columns and other analyzing procedures.

    Also enclosed are six <u>Strength Deployment Inventory: Feedback Edition</u>® instruments for six of your teachers to complete.  Please ask the third, sixth, eighth, eleventh, fifteenth, and twentieth teachers on your alphabetical staff listing to complete the <u>Strength Deployment Inventory: Feedback Edition</u>.®  Each instrument should have a letter of explanation attached to it.

The data from the <u>Strength Deployment Inventory</u>® will provide information about how you think you behave as a leader when things are going well and when things are not going well. The responses of the teachers will provide some information about how your teachers perceive your leadership when things are going well and when things are not going well. There are no right or wrong answers to the questions on the inventories. When completed, place your instrument and the teachers' instruments in the self-addressed envelope and mail to me by _____.

I have worked as an assistant principal at the high school level, the junior high school level, and the elementary school level. Thus, I know your schedule is a busy one. However, it is my belief and hope that knowledge gained from this study will help school boards, higher education, and principals' organizations improve the effectiveness of principals in the creation of successful school settings.

If you decide not to participate in the study, please return the instruments to me in the enclosed self-addressed envelope. I hope you will help me. Your contribution will be greatly appreciated. If you have concerns or questions, you may phone me collect at _____ after 6:00 p.m.

Sincerely,

Tommy Reid

APPENDIX B

LETTER TO TEACHERS OF RANDOMLY CHOSEN PRINCIPALS


Dear Teacher:

Thank you for participating in this study which is part
of my doctoral studies at the University of North Carolina
at Greensboro.  The purpose of this study is to investigate
characteristics of leadership behaviors of high school
principals in North Carolina.  The principal of your school
has been chosen to participate in this study.  There are no
right and wrong answers or good and bad answers in the
instrument you are being asked to complete.  We are simply
looking for differences in leadership behaviors of high
school principals under varying contextual situations which
are represented by stable and unstable conditions.

Your part in this study will be to provide responses on
a Strength Deployment Inventory: Feedback Edition® about
your principal's leadership when things are going well and
when things are not going well.  Please do the following:

1. Read the cover page of the instrument.  It will
   inform you of how to complete the statements in
   the instrument and something about their meaning.
   Be aware that your answers for each statement
   should total ten points.  Please check your answer
   to be sure the totals are correct.

2. Complete the twenty statements inside by following
   the explanation on the cover.

3. Please do not total any columns or do any scoring.
   I will do that for you.

4. When you have completed answering the statements,
   return the instrument to your principal.  Your
   principal will mail it to me by _____.

5. Please keep all the information you provide
   confidential.

Your accuracy and help are very important for this
study to be successful.  It is my hope that the information
gathered will help school boards, principals' organizations,

institutions of higher learning, and those interested in leadership by principals do a better job of helping new and veteran principals continue to be effective in the creation of successful school settings.

Again, I thank you for your participation. If you have any questions or concerns, you may phone me collect at _____ after 6:00 p.m.


Sincerely,


Tommy Reid