

THE IMPACT OF THE EDUCATORS' LEADERSHIP
ACADEMY ON SELECTED LEADERSHIP
VARIABLES AMONG OKLAHOMA
VOCATIONAL ADMINISTRATORS

By

TERRY L. MOSLEY

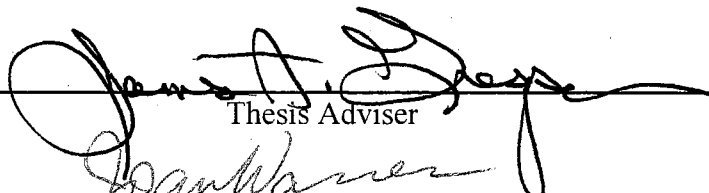
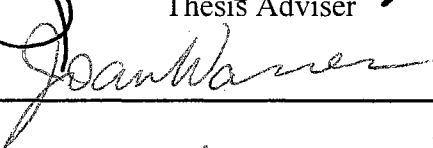

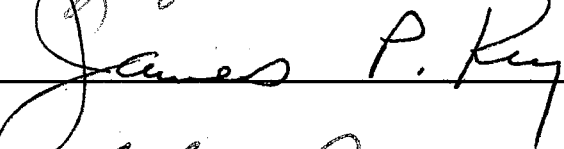
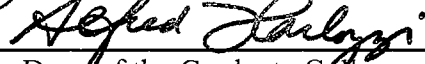
Bachelor of Science
Southwestern Oklahoma State University
Weatherford, Oklahoma
1983

Master of Education
Southwestern Oklahoma State University
Weatherford, Oklahoma
1992

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 2000

THE IMPACT OF THE EDUCATORS' LEADERSHIP
ACADEMY ON SELECTED LEADERSHIP
VARIABLES AMONG OKLAHOMA
VOCATIONAL ADMINISTRATORS

Thesis Approved:


Thesis Adviser




Dean of the Graduate College

ACKNOWLEDGMENTS

This doctoral journey definitely stands as a life changing event for me. But, I did not travel alone, and for that reason, there are those whom I must recognize for they have been instrumental in insuring the successful completion of this study.

In the early stages of this process, Garry and Juanita Bice provided the guidance and encouragement necessary for the development of the study. Juanita's attention to the process made me work harder and smarter. I admire and greatly appreciate Garry for his integrity and honesty, and for taking care of me during the transition to a new committee. It has been a privilege and an honor to have worked with both of them.

I must extend to Joan Warren, Lynna Ausburn, and Jim Key, my sincerest appreciation and utmost respect for the caring and helpful manner in which they approached this project.

A special thanks is in order for Jim Gregson. Words cannot express my gratitude for the manner in which he conducted the final weeks of this project. His thoughtfulness and reassurance helped me to stay focused during a period of great anxiety. His skillful guidance and mentoring during this process have allowed me to grow both intellectually and personally. It has indeed been a pleasure.

Most importantly, I need to acknowledge the role that my family has played in the completion of this project. Without the support of my wife Kim, this would not have been possible. Her love, understanding and patience were invaluable. I recognized early on

that she and the boys would be called upon to make sacrifices on my behalf, and for that I will always be eternally grateful. I have long admired the tremendous work ethic that my oldest son Mitchell has diligently displayed throughout his young life. It has truly been an inspiration to me. This study has allowed me to see and identify many of the referenced leadership qualities in him. And last but not least, my youngest son, Brigham, has such a sweet spirit and an endless capacity for learning. These qualities, along with his admirable independence have always been a source of pride and joy for me. And yes, having been the first member of our family to be published, he has set a wonderful example for all of us to follow.

To my family collectively my hope is that this body of work will serve as an example of what dedication, commitment, and hard work can accomplish, for these are values that I hold in high personal regard. With that in mind, I dedicate this degree to you as a tribute to the faith and love that you have placed in me over the years.

TABLE OF CONTENTS

Chapter	Page
I. RESEARCH PROBLEM	1
Introduction	1
Statement of the Problem	4
Purpose of the Research	4
Research Questions	4
Hypothesis	5
Limitations of the Study	5
Assumptions of the Study	6
Scope of the Study	6
Definition of Terms	7
Organization of the Study	8
II. REVIEW OF THE LITERATURE	9
Historical Background of the Development of Leadership Theories and Significant Leadership Studies	9
The Ohio State Study	12
The University of Michigan Studies	12
The Harvard Group Leadership Studies	13
Review of Current Leadership Models	14
Review of Leadership Assessment and Measuring Dimensions	21
The Personal Orientation Inventory (POI)	21
The Leadership Effectiveness Profile (LEP)	24
Leadership Characteristics and Their Relationship to the Study of Leadership	25
Historical Background on the Educators' Leadership Academy	28
Theoretical Framework and Design of the Educators' Leadership Academy	34
Leadership Studies Related to Vocational Education	41
Summary	48
III. METHODOLOGY	50
Introduction	50

Chapter	Page
Research Design of the Study	50
Population and Sample	51
Instrumentation	54
Data Collection Procedures	57
Analysis of the Data	59
 IV. FINDINGS	 60
Introduction	60
Description of the Sample	61
Study Group	61
Control Group	61
Statistical Analysis	63
Findings Related to Research Questions	66
Research Question One	66
Research Question Two	68
Research Question Three	69
Examination of the Null Hypothesis	71
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	 74
Summary	74
Results of the Study	76
Conclusions	77
Recommendations	79
Recommendations for Further Research	80
Implications for Practice	83
Researcher Comments	84
 BIBLIOGRAPHY	 87
 APPENDIXES	 92
APPENDIX A – DATA AND DATA COLLECTION SURVEYS USED TO ESTABLISH THE CRITERIA FOR MATCHING THE CONTROL GROUP TO THE STUDY GROUP	93
APPENDIX B – PANEL OF EXPERTS BALLOT USED IN SELECTION OF CONTROL GROUP	96
APPENDIX C – ASSESSMENT INSTRUMENTS USED IN THE STUDY	98

Chapter	Page
APPENDIX D – PRE-TEST INSTRUCTIONS FOR THE CONTROL GROUP	113
APPENDIX E – POSTTEST INSTRUCTIONS FOR THE STUDY AND CONTROL GROUPS	115
APPENDIX F – POI NORMATIVE DATA TABLE	118
APPENDIX G – OKLAHOMA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL FORM FOR HUMAN SUBJECTS STUDY	120

LIST OF TABLES

Table	Page
I. Comparison of the Criteria of Likeness	54
II. Demographic Data of the Study and Control Groups	62
III. T-Test Comparisons of Pre and Posttest Scores for the Leadership Effectiveness Profile	64
IV. T-Test Comparisons of Pre and Posttest Scores for the Personal Orientation Inventory Scales	64

LIST OF FIGURES

Figure	Page
1. ELA Content and Activities Outline	35
2. From the Educators' Leadership Academy-Ron Heifetz on the Jungle of Contemporary Leadership: The Masters Forum	37
3. From the Educators' Leadership Academy, Content/Process Time Allocation Chart	40
4. Leadership Attributes	44
5. Based upon a Sample of 48 College Students from a Study by Klavetter and Mogar	56
6. Normative Data for the Leadership Effectiveness Profile	57

CHAPTER I

RESEARCH PROBLEM

Introduction

Over the past fifty to sixty years there has been a great deal of attention given to the study of leadership. Many researchers have devoted an enormous amount of time and energy to just simply defining leadership. One could contend that even after fifty years, we are no closer to defining leadership than we are to being able to provide a scholarly consensus on how to measure or even to conceptualize the ambiguous nature of leadership.

The final definition of leadership has not been written. Perhaps it never will be. The final word has not been written for many reasons, one of which is that the concept of leadership cannot be studied in the precise way that many physical phenomena are. (Doneghy, online, 1997)

According to Howard, Stogdill would suggest that “four decades of research on leadership have produced a bewildering mass of findings . . . the endless accumulation of empirical data has not produced an integrated understanding of leadership” (Howard & Scheffler, 1996, pg. 104). Along the same lines of thought, Howard and Scheffler, (1996), describe leadership as an “elusive phenomena” and contends that much of the research devoted to leadership has been focused on the hope of finding both an “understanding and procedural” knowledge of leadership (p. 103).

However difficult the study of leadership appears to be, we cannot ignore the quest for a deeper understanding of what leadership is and how to identify and develop the elements and variables associated with the concept “leadership” (whatever that might be). As much as we may not be able to agree on a definitive or comprehensive definition of leadership, it (leadership) is a real and identifiable concept that has been woven into the fabric of our society. Because of the vast complexities of leadership, some researchers have even suggested abandoning the term leadership, but as Howard and Scheffler, (1996) suggest, “abandoning the term leadership is a bit like suggesting that we abandon the term motion in physics because the phenomena of motion are so complex.” So perhaps more from a societal standpoint than a scientific standpoint, we must continue the discussion and debate relative to leadership.

One might question: Why all the attention to defining and developing the concept of leadership? One obvious answer would be the readily accepted notion that as a society, as a government, as an educational system, etc., we suffer from a lack of it. Leadership (however one chooses to define it), appears to be in high demand. Gardner (1990), would contend that we are at a “crisis” stage relative to leadership in this country. Bennis (1989b), says we need leaders “as much as ever,” and identifies the lack of leadership as a “metaproblem” lying just beneath the surface of more dominating social problems. It appears that leadership is a needed and desired commodity at any given level of organizational structure whether it be governmental, corporate, or societal. With this in mind, let us focus our attention to leadership issues within education, and specifically vocational education.

The National Center for Research in Vocational Education (NCRVE) has devoted the past decade to studying relevant issues in vocational education and one predominate area of study has been in the field of leadership. Researchers from the NCRVE acknowledge the need for leadership within vocational education.

The need for high quality leadership in vocational education is as critical today as it has ever been. Some would argue that with the major educational reform initiatives currently underway, quality leadership is even more important than at any time in the past. (Lambrecht, Hopkins, Moss, & Finch, 1997)

Such is the case in Oklahoma, as evidenced by the recent introduction of reform efforts such as outcomes based education, tech-prep, school-to-work, and most recently, House Bill 1759. These reform efforts and their impact on education only magnify the need for effective leadership within education, and for the purposes of this study, vocational education.

In an effort to address the need for educational leadership in Oklahoma, Leo Presley and Charlie Hollar have developed and instituted the Educators' Leadership Academy. A goal of the Academy was and is to bring the same caliber of training that is currently available to national and international political and business leaders to the educational community in Oklahoma.

The Educators' Leadership Academy uses concepts modeled from programs such as the Aspen Institute's Executive Management Seminar (Aspen Institute, on-line, 1999) and Harvard University's Executive Leadership Program (Leadership for the 21st Century, on-line, 1999). The Aspen Institute's program focuses on the "enhancement of the quality of leadership through informed dialogue," and Harvard's program is "designed to help a person shift assumptions that can impact the way you understand and respond to situations

that call for leadership.” The Academy’s focus is on the upper level administrative positions within common education, higher education and vocational education. The Academy strives to give our educational leadership in Oklahoma the skills necessary to affect change through leadership. The Academy is based upon the work of Dr. Ronald Heifetz, specifically, *Leadership Without Easy Answers* (1994).

Statement of the Problem

In Oklahoma, a number of leadership development programs, conferences, courses, seminars and other leadership development activities have been made available. The problem is that in order to develop and meet the demand for leadership that can effectively identify and manage the challenges presented in today’s educational climate, we must identify leadership development programs and/or components of such programs that do so. Currently these are unknown.

Purpose of the Research

The purpose of the study is to determine if the Educators’ Leadership Academy has an impact on upper level vocational administrator’s perceived leadership abilities.

Research Questions

Specific research questions for the study were:

1. To what extent does the Educators’ Leadership Academy contribute to the self-perceived Leadership ability of the administrator, as evidenced by its impact on self-perceived leadership skills?

2. To what extent does the Educators' Leadership Academy have an impact on the identification of or on the development of selected leadership variables among vo-tech administrators?
3. To what extent should programs such as the Educators' Leadership Academy be included in the development and preparation of vocational administrators?

Hypothesis

The following null hypothesis were formulated for this study:

1. The Educators' Leadership Academy does not significantly contribute to the self-perceived leadership ability of vo-tech administrators.
2. The Educators' Leadership Academy does not have a significant impact on the identification of or the development of selected leadership variables among vo-tech administrators.

Limitations of the Study

The following limitations applied to the study.

1. The study only looks at one group of participants from the Educators' Leadership Academy.
2. The study was limited to changes over a period of one year.
3. The study was limited to a loss of subject on the return of the posttest assessments. The posttest completion rate for the study group was 70%

for the LEP, and 90% for the POI. The control group completion rate was 85% for the LEP and 100% for the POI.

Assumptions of the Study

The following assumptions were made in the conduct of this study.

1. The study participants have not been exposed to any other significant leadership activities during the year that might influence the outcome of the study.
2. The control group participant have not been exposed to any other significant leadership activities during the year that might influence the outcome of the study.

Scope of the Study

1. This study looks at only the vocational education participants of the Educator's Leadership Academy.
2. The participants in the vocational Educators' Leadership Academy were made up of various upper level administrators from the twenty-nine area vocational-technical school districts in Oklahoma as well as participants from the Oklahoma Department of Vocational-Technical Education.

Definition of Terms

The following definitions were used in the conduct of the study:

Educators' Leadership Academy – A leadership training program that focuses on the development of leadership skills based upon the latest concepts in leadership theory and application. The Educators' Leadership Academy is headquartered at the University of Central Oklahoma, under the Direction of Dr. Leo Presley, and co-founded by Presley and Mr. Charlie Hollar.

The Academy – An abbreviated term for the Educators' Leadership Academy.

ELA – The Educators' Leadership Academy.

Study Group – This refers to the participants in the vocational Educators' Leadership Academy during the academic year 1999-2000.

Control Group – A nominated sample of vocational administrators who are not participants in the vocational Educators' Leadership Academy during the academic year 1999-2000.

Area Vocational-Technical School – A school established within commuting distance of neighboring high schools to provide occupational training for 1) high school juniors and seniors, 2) adult students, and 3) training for local industry (ODVTE Public Information Office, 1985).

POI – The acronym used for the Personal Orientation Inventory, a copyrighted assessment instrument used in this study and available commercially.

LEP – The acronym used for the Leadership Effectiveness Profile, a copyrighted assessment instrument used in this study and available commercially.

Organization of the Study

Chapter I introduces the study and contains the statement of the problem, the purpose, objectives, research questions, limitations, assumptions, scope, and definitions used in the study. Chapter II provides a review of the literature that addresses: 1) an historical background on leadership theories and significant leadership studies, 2) a review of current leadership models, 3) a review of leadership assessments and measuring dimensions, 4) leadership characteristics and their relationship to the study of leadership, 5) historical background on the Educators' Leadership Academy, 6) theoretical framework and design of the Educators' Leadership Academy, and 7) leadership studies related to vocational education. Chapter III outlines the methodology and procedures used in the study. Chapter IV presents the findings. Chapter V provides the summary, conclusions, and recommendations relative to the study.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature will address seven different topics relative to the study. The topics are as follows: A historical background of leadership theories and significant leadership studies, a review of current leadership models, a review of leadership assessment and measuring dimensions, leadership characteristics and their relationship to the study of leadership, historical background on the Educators' Leadership Academy, theoretical framework, design of the Educators' Leadership Academy, and leadership studies related to vocational education.

Historical Background of the Development of Leadership

Theories and Significant Leadership Studies

The historical relevance of leadership discussion can be traced as far back as the classical Greek philosophers such as Socrates, Plato, and Aristotle. As significant as the early research on leadership may be, for the purposes of this study we will focus the historical relevance as far back as the nineteenth century.

During the nineteenth century, America was a country undergoing drastic social and economic change. As a result, people began to have the "notion that history is the story of great men and their impact on society. Thomas Carlyle crystallized this view in

his 1841 volume *On Heroes, Hero-Worship, and the Heroic in History*” (Heifetz, 1994, pg. 16). Out of this dialogue, emerged what is known as the trait theory of leadership or the “trait approach.” The trait approach “typically attempts to identify any distinctive physical or psychological characteristics of the individual that relate or explain the behavior of leaders” (Hoy & Miskel, pg. 221). The trait theory of leadership dominated the study of leadership well into the 1950s, and Heifetz contends that it “continues to set the terms of popular debate” (pg. 16).

There were numerous studies done during the early 1900s that centered around the trait approach, but perhaps the study that had the most significant impact on the trait theory of leadership was done by Ralph M. Stogdill. After reviewing 125 studies that had generated 750 findings about personality traits tied to leadership, he concluded that “the trait approach by itself had yielded negligible and confusing results” (Stogdill, 1948). The conclusions of Stogdill’s study set the stage for the next evolution of leadership theory, the situational approach.

The situational approach was a relatively short-lived theory of leadership that resulted from the highly critical analysis of the trait theory during the 40’s and 50’s. The basic premise behind the situational theory was “to identify any distinctive characteristics of the setting to which the leaders’ behavior can be attributed” (Hoy & Miskel, pg. 223). Heifetz (1994), termed those who adhered to a situation approach to leadership as *situationalist* (pg. 16), and contends that their view would assert that “What an individual actually does when acting as a leader is in large part dependent upon characteristics of the situation in which he functions” (Hemphill, 1949). Many of the leadership studies that were done in the 1950s would not support the notion that leaders were created out of

particular situations. The situations could not be readily or more importantly, consistently identified. This led some researchers to find the association of leadership behavior to one single theory somewhat problematic. "To restrict the study of leadership to a single approach is unduly restrictive and counterproductive. Many investigations since 1950 clearly indicate that both personality and situational factors are important to leadership effectiveness" (Hoy & Miskell, pg. 223). The acknowledgment of a multi-theory approach to studying leadership, namely the merging of the trait and situational approaches, gave rise to a third historically dominate theory called the contingency approach (House & Baetz, 1979).

The synthesizing of these two theories (trait and situational) into one (contingency) requires one to contend that there is a particular style of leadership that more appropriately addresses a particular situation (Heifetz, 1994, pg. 16). The contingency approach requires one to "specify the conditions, or situational variables, that moderate the relationship between leader traits and performance criteria" (House & Baetz, 1979, pg. 348). The contingency approach leads us to what may be the basis of most modern day research on leadership. An important element of the contingency approach was discovered by Merton, who said "Leadership does not, indeed cannot, result merely from the individual traits of leaders; it must also involve attributes of the transactions between those who lead and those who follow...Leadership is, then, some sort of social transaction" (1969, pg. 216). These "transactions" identified by Merton, appear to be the cornerstone of present day leadership studies.

The evolution of leadership theory since the beginning of the twentieth century has produced some notable studies on the subject. Specific studies that have had an impact on

the practice of leadership began in the 1940s and did much to formally move away from the old trait and situational theories in and of themselves. Much of the research substantiated the marriage of the trait and situational theories into the contingency theory approach. Hoy and Miskel (1982) provide an adequate historical look at specific studies that were born out of the forties and fifties, and still provide a foundation for relevant leadership research today.

The Ohio State Study

Stogdill's research is associated with the Ohio State Study. Stogdill and his associates are credited with the development of the "twelve dimensions of leadership." Stogdill (1963), continuing the original work of Hemphill and Coons (1950) developed the Leader Behavior Description Questionnaire (LBDQ). The LBDQ is familiar terminology to those in educational management circles. The LBDQ measures two basic dimensions of leader behavior which are initiating structure and consideration. The LBDQ also attempts to describe leader behavior based upon a five point scale consisting of "always, often, occasionally, seldom, or never." The LBDQ has been used extensively in educational studies.

The University of Michigan Studies

The University of Michigan Survey Research Center conducted a series of studies that focused on leadership behavior (Likert, 1961, 1967). These studies differed from the Ohio State Studies in that they focused primarily on business and industry leadership. The Michigan studies complemented the Ohio State studies from the stand point that the two

identified behavioral “styles,” production oriented and employee centered leaders, were comparable to the initiating structure and consideration dimensions of the Ohio State’s LBDQ.

The Harvard Group Leadership Studies

The significance of the Harvard study was that it posited “dual leadership roles” within organizations or groups (Bales, 1954). Robert F. Bales’ research identified two types of leadership roles, the task leader and the social leader (Bales, pp. 45-46). The task leader keeps the group working while the social leader helps to maintain group unity and morale. According to Hoy and Miskel (1982) the Harvard study is significant because the results indirectly supported both the Ohio State and Michigan studies (pg. 235).

As mentioned earlier, the contingency approach to leadership is considered as perhaps the contemporary theory relative to the study of leadership. The contingency approach was the dominant influence of leadership studies that emerged during the 1960s and 70s. The most widely held contingency theories that emerged during this period are Fiedler’s contingency model (Fiedler & Chemers, 1974), and House’s path-goal theory (House, 1971).

Fred E. Fiedler is credited with the development of the first major leadership theory constructed from the contingency approach to leadership (Hoy & Miskel, 1982, pg. 235). Fiedler’s model is based upon the following postulates:

1. Leadership style is determined by the motivation of the leader.
2. Group effectiveness is a joint function of the leader’s style and the situation’s favorableness; that is, group performance is contingent upon the

leader's motivations and upon the leader's control of and influence in the situation (Fiedler, 1967).

The Least Preferred Co-worker Scale (LPC) was developed as a result of Fiedler's work. Fiedler's contingency model attempted to determine what style of leadership is best for a particular situation (Fiedler, 1967).

Robert J. House (1971) developed a contingency theory that also looked at styles and situations. House took his model a step further and focused on "how leaders influenced their subordinate's perception of work goals, personal goals, and paths to goal attainment" (Hoy & Miskel, 1982, pg. 244), resulting in the emergence of the Path-Goal theory of leadership. The difference between the two theories lie in the fact that Fiedler's theory focused on the work, while House's theory focused on the worker.

Current leadership theories and models contain various elements of earlier research that has been tied to the contingency approach. In as much as the work done in the early 60s and on into the 70s focused on the relationship between leadership styles and situations, it appears that present day leadership theories tend to focus on the relationship between leader and follower while attempting to identify and manage the diversity that values and culture contribute to leadership.

Review of Current Leadership Models

Modern or current leadership research study has taken on a more sophisticated and complex view of what transpires to actually form the context of leadership. It is no longer adequate to view leadership in simple terms of behavior and situations. The relationships that were identified in the contingency model research, i.e., situation and style and leader

and follower, have demanded closer scrutiny in dissecting the constructs of leadership. Modern leadership researchers have not only focused on the relationships identified by past researchers, but on the motives and circumstances that constitute the foundation and formation of those relationships. When reviewing current literature relative to leadership, one will encounter terms such as values, vision, stewardship, ethics, and cultures, just to name a few (Adams, 1998; Bennis, 1989a, 1998b; Block, 1993; Burns, 1978). It appears that much emphasis is placed upon underlying human factors that influence behavior that in turn influences other people either positively or negatively. Current leadership theory examines those human factors and where they come from, and how they may or may not affect the effectiveness of organizations. Current leadership theory works to identify and manage these human factors in a manner that is conducive to making organizations effective and efficient while preserving the integrity and morale of the followers.

Current leadership theory addresses the complexity of organizations and the degree to which organizational dynamics are subject to change. Leadership within organizations has moved away from a very rigid corporate structure that worked from a top down hierarchical leadership structure to one that is relatively flat and relies on the empowerment of the worker to be successful. The leader-follower relationships have changed due to the re-structuring of corporate America and consequently, so have leadership roles.

Much of today's literature on leadership is focused on the management of change and what type of leadership is effective while managing change. In doing so, a lot of attention is placed upon values, ethics and the organizational cultures that are present in the leader-follower relationship within an organization. Perhaps the focus of modern day

leadership research is framed best by Burns (1978), who would contend that “gifted leadership” comes from sources such as values which are strengthened by conflict. Burns (1978) uses terms such as “Mobilized and shaped” which relate to the relationships that are essential in defining modern leadership, and “strengthened by conflict” which identifies the diversity in which we all live and work, and at the core of these relationships and perhaps the key to influential leadership is “values.” Heifetz’s (1994) theory attempts to address the management of conflict, anxiety and tension that lie within each of us, either personally or institutionally. Heifetz would contend that conflict, anxiety and tension are the by-products of change, and it is change or specifically, the management of change that demands the attention of modern day leadership.

Researchers such as Heifetz have focused on the relationship of the leader and follower. Heifetz uses the term “transactional approach” to describe the study of these relationships or “transactions.” To understand true leadership, it is important to study “the transactions by which an individual gains influence and sustains it over time. The process is based upon reciprocity. Leaders not only influence followers but are under their influence as well” (Heifetz, 1994, pg. 17). This relationship between leader and follower is expanded and formalized in another descriptive term that Burns calls “transformative” (Burns, 1978). According to Burns, transformative leadership goes beyond the existence of a simple “transaction between leader and follower” and he contends that the relationship between leader and follower contain socially useful needs and wants. Burns provides a working definition of transforming leadership:

Transforming Leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purposes, which might have

started out separate but related, in the case of transactional leadership, become fused. Power bases are linked not as counterweights but as mutual support for common purpose. Various names are used for such leadership: elevating, mobilizing, inspiring, exalting, uplifting, exhorting, evangelizing. The relationship can be moralistic, of course. But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both the leader and the led, and thus has a transforming effect on both . . . Transforming leadership is dynamic leadership in the sense that the leaders throw themselves into a relationship with followers who will feel “elevated” by it and often become more active themselves, thereby creating new cadres of leaders. (Burns, 1978, pg. 20)

Burns’ work has been influential in shaping the restructuring efforts of corporate America as they attempt to provide leadership in an ever-changing economy. In today’s climate, organizations must be able to manage change while preserving their adaptability. John Gardner also references Burns’ work and makes the distinction that “transactional leadership accepts and works within the structure as it is. Transformational leadership renews” (Gardner, 1990).

In their book, *In Search of Excellence*, Peters and Waterman (1982) discuss the importance of Burn’s posit of transformational leadership.

Transforming leadership is leadership that builds on man’s need for meaning, leadership that creates institutional purpose. We are fairly sure that the culture of almost every excellent company that seems now to be meeting the needs of “irrational man” . . . can be traced to transforming leadership somewhere in its history. (pg. 82)

Peters and Waterman also go on to say that Bennis addresses transforming leadership by using the term “social architect” (Bennis & Nanus, 1985). Bennis advocates that “people in authority must be social architects, studying and shaping what we call “the culture of work” (Bennis, 1976). Examining the culture of work, dictates that the relationships involved in work must be studied. Bennis advocated that the leader’s goals must be in sync with the follower’s goals, or to use Burns’ terminology, wants and needs. Bennis’

view of transformational leadership and the connection to society and social issues relates well to what Heifetz calls a “prescriptive concept of leadership.” Heifetz (1994) used four concepts to define this leadership concept. The definition of leadership must:

1. Sufficiently resemble current cultural assumptions so that, when feasible, one’s normal understanding of what it means to lead will apply.
2. The definition should be practical, so that practitioners can make use of it.
3. It should point toward socially useful activities.
4. The concept should offer a broad definition of social usefulness (pg. 19).

There appears to be some variations of transformational leadership studies, and one might see the term “facilitative” used in its place. Current trends in leadership studies, and those specifically related to the educational setting appear to be focused on transformative and facilitative models of leadership (Lashway, 1995; Liontos, 1992). Liontos attributes this trend to a “shift in businesses away from Type A to Type Z organizations.” Type A organizations being those with rigid hierarchical systems and lines of authority compared to the type Z that “emphasize participative decision-making, and are based upon a form of “consensual” or “facilitative” power that is manifested through people and not over other people” (Leithwood, 1992). As a result of this movement in businesses, the “views of school leadership are changing largely because of current restructuring initiatives and the demands of the 90s. Advocates for school reform also usually advocate altering power relationships” (Liontos, 1992). Once again, even in the educational setting, leadership studies are focusing on the “relationship” between leaders and followers therefore tying these studies to a transformational model of leadership.

A review of current leadership models and theories reveal a strong emphasis on leader-follower relationships. However, as the study of the leader-follower relationship becomes more sophisticated and comprehensive in scope, researchers such as Heifetz (1994) have begun to determine the secondary or underlying cause-and-affect behaviors that help to constitute these relationships.

One re-occurring topic that seems to be of particular importance to the study of leadership is that of values. Kouzes and Posner (1987) believe that values are what we deem to be important personally. They are the “standards” by which we make decisions that impact our lives on a daily basis. Values are the cornerstones for establishing relationships and commitment whether it be personal or organizational. As stated earlier, values and references to morals and ethics appear to be indicators of the type of behavior associated with current leadership theories.

Heifetz (1994) devoted the first chapter of his book *Leadership Without Easy Answers* to values. Heifetz contends that part of the problem of even defining leadership from an historical perspective was that previous researchers excluded any consideration for values in their definitions. Historically, leadership definitions sought to remain “value-neutral.” This was the least controversial and in terms of research, the simplest. “When defining leadership in terms of prominence, authority, and influence, . . . these theories (trait, situational, and contingency) introduce value biases implicitly without declaring their introduction and without arguing for the necessity of the values introduced” (pg. 18). Heifetz is simply saying that values either have to be disclosed or accounted for in a practical working definition of leadership. Leadership in one culture may not be perceived as leadership in another because of that culture’s “orienting values.”

Mitchell and Scott have written several critical essays on the status of American leaders (Mitchell & Scott, 1987, 1990). Chemers and Ayman (1993) contend that the Mitchell and Scott research indicates that this country has serious problems that can be related to the values of our leaders.

Bennis (1989a) addresses the significance of values from a personal perspective in his book *On Becoming a Leader*. He looks at values from two perspectives; one of which is tied to knowing and understanding a person's own value system and what is important to that person vs. the value system of an organization and how well the two mesh. The other looks at values from an ethical stand-point. Bennis, much like Mitchell, has identified "corporate malfeasance" as "a major challenge that all leaders are now facing" (pg. 164). He cites studies done by Frederick at the University of Pittsburgh that tie the current business climate to a lack of professional ethics (pg. 164). His contention is that a lack of integrity on the part of the leader undermines trust within an organization.

The personal values of a leader are typically mirrored within the organization. "A fundamental challenge leaders face is how to translate their values and purposes into practice while operating in a rapidly changing environment" (Adams, 1998, pg. 42). John Adams did an analysis of four major studies that identified exceptional companies within the United States. What he found was that "corporate innovators" and the "most excellent companies" identified by Peters and Waterman (1982) were "strong culture companies. These leaders are creating sleeker, more responsive, customer-oriented corporations that stress values like quality, service, and reliability . . . they exalt values like teamwork, initiative, creativity, and risk-taking" (Adams, 1998, pg. 42).

Earlier in this chapter, the term “social architect” was used to tie the work of Bennis and Nanus (1985) to a transformational approach to the study of leadership.

Within their view of a leader as social architect, they include “the values and norms that are subtly transmitted to groups and individuals” as the “construct of binding and bonding” within an organization; therefore, key elements within the context of leading.

The significance of values relative to leadership is based upon the influence that leaders have over others within an organization. It is the influence and example that leaders provide that sets the standard for other people in the organization to follow. Because leaders have the responsibility for setting examples, or setting the standard, they must “know their values and live them” (Kouzes & Posner, 1987).

Review of Leadership Assessment and Measuring Dimensions

A review of the literature has shown that current leadership models have a tendency to focus on the relationship between leader and follower, along with consideration for values within the study of leadership. When one is attempting to study the impact of a leadership program it is imperative to use a form of assessment that will measure those variables that would perhaps be indicators to the effectiveness of the program.

The Personal Orientation Inventory (POI)

The Personal Orientation Inventory (POI) was created to provide a comprehensive measure of values and behavior that was relevant to the “self-actualized” individual. Although the instrument was primarily developed for use by counselors and therapists, it

has been shown to have some value in uses other than a clinical setting. “Since the POI scales were developed around value concepts having broad and social relevance, the instrument may be expected to find general use in colleges, in business and industrial settings, in clinics, and in counseling agencies” (Shostrum, 1974).

The POI was developed by Shostrum and is based upon the work of Maslow and his “hierarchy of needs.” Maslow contends that “the self actualizing person” is one “who is more freely functioning and lives a more enriched life than does the average person” (Shostrum, 1974, pg. 4). This concept is significant when analyzing the motives that help to develop and establish leadership. Administration of the POI gives an indication as to whether a person possesses the values and behaviors characteristic of self-actualizing persons.

A review of the literature has shown that a person’s values are a critical component in identifying and defining current leadership behavior. Secondly, there is significance in the use of the POI in this particular study based on the work of Burns. Since the POI is not a “leadership assessment” it is important to establish the rationale behind its use. Burns addresses the role of self-actualization and how it relates to leadership by suggesting that the concepts of self-actualization are actually motivation for leaders to evolve. A working definition of self-actualization from Maslow’s perspective would be:

a complex class of higher needs, a need less imperative than that for sheer survival, less related to brute physical and psychological needs, a need more healthy psychologically, tending toward more creativity and a better balance between individual and collective claims, a continuing striving for efficacy in a series of challenges and tasks. (Burns, 1978, pg. 116)

Maslow would describe this process as self- growth. It is a combination of a person's need for personal growth, goal attainment, and self-reflection, while maintaining a "respect for others needs" (Burns, 1978).

Burns (1978) cites a study conducted by Knutson (1972) that indicates that there is a strong biological influence on whether a person will become a leader or follower. Whether or not these physiological needs are met, and depending upon when they are met have a significant impact on whether a person will assume a "leader" or "follower" role within social structures. These physiological needs are based upon Maslow's hierarchy of needs and range from basic survival needs to self-actualization. Without going into Maslow's work extensively, but recognizing it as a foundation for Knutson's (1972) study in terms of self-actualization, one might conclude that a person who is or who has the values and behaviors consistent with the self-actualized person may be a better candidate for leadership roles.

One element of the self-actualization concept that Burns advocates is the ability of the leader to not only possess the self-motivation for personal growth, but also to have the capacity to "perceive the needs of followers" and to provide them with the motivation and direction that will assist them in their own quest for self-actualization (Burns, 1978, pg. 116). Burns re-affirms the role of the "relationship" between leader and follower by taking it out of the "function of leadership" context and moving it into a "motivational" context. Burns uses the motives and processes associated with self-actualization in terms of the leader-follower relationship, to validate his support of a transformational model of leadership.

The relationship between leader and follower is the key, according to Burns, and understanding the concept of self-actualization and its impact on this relationship and the transactions involved within this relationship, “is a powerful one for understanding the processes of leadership” (Burns, 1978, pg. 117).

The significance of Burns’ attention to the concept of self-actualization for the purposes of this study is two-fold. One, it supports a modern theory of leadership that focuses on the relationship between the leader and follower and second, it examines the “transactions” that occur between the leader and follower. Burn’s position on self-actualization requires a consideration of elements other than one’s own self. Burns (1978) suggest that:

the most marked characteristics of self-actualizers as potential leaders goes beyond Maslow’s self-actualization; it is their capacity to learn from others and from the environment-the capacity to be taught. Self-actualization ultimately means the ability to lead by being led. It is this kind of self-actualization that enables leaders to comprehend the needs of potential followers. (pg. 117)

The Leadership Effectiveness Profile (LEP)

The Leadership Effectiveness Profile (LEP) was designed to give supervisors and managers feedback about

a) their leadership styles, b) their ability to correctly assess situations that require leadership behavior, c) the extent to which they are willing to modify or adapt their leadership behavior to that which is most effective in a given situation, and d) their overall leadership effectiveness.
(Tagliaferri, n.d.)

The LEP, according to Tagliaferri, is based upon a contingency or situational theory of leadership, and Tagliaferri contends that “the most current theories of leadership,

Hersey and Blanchard, Fiedler, and others suggests that there is no one best leadership style for all occasions” (pg. 2). Tagliaferri also references the work of Blake and Mouton who identified 81 different leadership styles as a result of their research (Blake & Mouton, 1964). From this, the LEP identifies and defines five major leadership styles that the instrument attempts to measure. They are 1) directive, 2) persuasive, 3) consultative, 4) participative, and 5) delegative.

Although the instrument is somewhat dated and relies heavily on research that was done in the 1950s, it’s significance to this particular study lies in the fact it considers three components of leadership ability, diagnostic skills, adaptability skills, and an overall leadership effectiveness score, as well as identifying a person’s orientation to a particular leadership style.

A transformational model of leadership is one that focuses on the relationship between the leader and follower. It assigns as much value to the follower’s role in the relationship as it does the leader’s. The manner in which a leader diagnoses and adapts to the problem could be an indicator of a leadership style conducive to a transformation theory of leadership.

Leadership Characteristics and Their Relationship

To the Study of Leadership

Much attention has been given to the identification of characteristics of leadership. The term characteristics, takes on a multi-faceted dimension under the pretense of an association with leadership. One would find that researchers may use terms such as: attributes, qualities, and traits. For the purpose of this study we will view all of these

related terms as “characteristics.” Traditionally “leadership characteristics” was largely a behavioral science descriptor. As such, much of the early leadership research set out to attach these behavioral characteristics to a descriptive definition of leadership and the identification of a legitimate personification of a leader. A good example of this trend in leadership studies also goes back to the research done in the 1940s and 50s, evidenced by Fiedler’s contingency model (Fiedler, 1967) and the development of the Least Preferred Co-worker Questionnaire (LPC)(Fiedler, 1967) and Robert House’s path-goal theory (House, 1971) that integrated leader behavior with situational favorableness. There is evidence that the focus of present leadership studies is moving away from the behavioral realm to a more holistic view. This view still recognizes the significance of identifiable behavior in leaders, but also addresses elements of leadership such as the environment, culture, and the relationships involved in the leading process.

A more recent study related to leader attributes was done by the National Center for Research in Vocational Education (Moss, Schwartz, & Jensrud, 1994). A leader development program was outlined and “leader attributes” was a primary concept of the program. The researchers, Moss, Schwartz, and Jensrud (1994), wrote that behavior was a physical manifestation of attributes and although the two were closely related, they were not the same. “Although leader behaviors are highly situational, the attributes-the knowledge, skills, and attitudes possessed by the leader-are relatively stable” (pg. 5). Based upon the research of Bass, (1981) the study further concluded that it is the “attributes” of a leader that will remain consistent and that this consistency will enable a leader in “one situation or group to be seen as a leader in other situations and groups” (Moss, Schwarts, & Jensrud, 1994, pg. 5). The NCRVE research (Moss, Schwarts, &

Jensrud, 1994) identified thirty-seven attributes related to leadership, as well as the development of the Leader Attributes Inventory (LAI). The LAI was designed as an activity to help the participants in the NCRVE's leader development program to "build a conceptual framework for developing their own leadership capacities" (Moss, Schwarts, & Jensrud, 1994).

Literature related to studies such as the NCRVE's is presented in an effort to contrast behaviorally grounded research such as the NCRVE's, to studies with more of a holistic or "visionary" concept of leadership. Maintaining focus on the relevance of values and relationships within the study of leadership, enables one to view the work of Kouzes and Posner, and Bennis as examples of modern leadership theories that tend to move away from the more traditional behavioral measures type of research.

Posner and colleagues (online, 1999) developed the Leadership Practices Inventory (LPI) in an "attempt to shift the behavioral science focus away from psychological leadership characteristics to what it is people do when they are leading" (Posner). This was a qualitative study that looked at "personal best" leadership experiences that moves away from the identification of specific leadership behaviors to more "holistic" experiences.

Another such study developed the Leadership Behavior Questionnaire (LBQ), and according to Sashkin (Online, 1999) is based upon the work of Bennis. Sashkin, from the Department of Education's Office of Educational Research and Improvement, describes the LBQ. "It attempts to assess visionary leadership in organizations. While the leader's behavior is one critical factor in visionary leadership, there are two other equally important

sets of variables: personal characteristics and organizational context” (Sashkin, Online, 1999).

The rationale behind the inclusion of research that focuses on characteristics or behavior associated with effective leadership was not to validate or support a set of identified behaviors. The intent was to show the importance of behavior and characteristics in any attempt to measure leadership. This particular study attempts to measure the impact that a leadership training program (ELA) has on recognizable behaviors and characteristics, but not to study them directly. Even though none of the previously mentioned assessment instruments were used in this study, they provide an understanding of the modern researcher’s view of how behaviors and characteristics of effective leadership are significant components of the study of leadership, but not in and of themselves. Based upon the research, one could conclude that a study of modern leadership does not focus solely on measurable, consistently identifiable behavior, but addresses behavior as merely a component of leadership.

Historical Background on the Educators’

Leadership Academy

The Educators’ Leadership Academy is now into its second year of existence, so in terms of a history, it is a relatively a short one.

The heart and soul of the ELA, can be traced back to two men, Mr. Charlie Hollar and Dr. Leo Presley. Other than some informal influences through conversations and dialogue with other friends and colleagues, these two gentlemen are credited with the development, design, and implementation of the ELA.

In an attempt to capture the significant events and processes that were associated with the development of the ELA, and in light of the fact that there appears to be little if any written historical information available, an informal interview was conducted with Mr. Hollar and Dr. Presley. The following history is presented as a result of that interview.

When looking at the history of the ELA and how it came into being, it is important to look at the two men who are credited with its development and see how their personal backgrounds and interests led them to develop the Educators' Leadership Academy.

Hollar is a retired businessman and lives in Ponca City, OK. Hollar had a successful career with the Equitable Co., and was involved in financial planning, insurance and investments. He retired from the Equitable at the age of fifty-five. His background is one of public service. He was involved with the local school board, the chamber of commerce, city commission and the local United Way. On a state level, Hollar's most notable service was his involvement with the Oklahoma Academy for State Goals. Hollar attributes his involvement at the state level with helping him to build a network of "some key state players." It would be this network of people that would have the greatest significance in shaping Hollar's passion for improving education in Oklahoma. Mr. Hollar admits that he has a service mentality, "it's a job, I was raised in a family growing up . . . that (service to community, state, and country) was just a given" (Hollar, 1999).

After his retirement in 1990, Hollar created a foundation for Marva Collins which later became the Great Expectations program. Great Expectations was and continues to be a program that focuses on effective teaching practices and raising the expectations of students (Collins, 1999). Hollar's involvement in the Great Expectations project appears to be the impetus and the foundation for his interest in educational issues in Oklahoma.

Dr. Leo Presley's background is "grounded" in corporate training. He began his career as a corporate trainer for companies such as Zig Ziglar, Xerox, and the Leadership Development Institute, to name a few. Presley was a small business owner for a brief period of time and then spent thirteen years with the Oklahoma Department of Vocational-Technical Education, working in the business and industry arena. During the nineties, Presley became involved in corporate training once again, and was also active in the public sector by serving as the Director for the Oklahoma Department of Commerce and the interim Director for the Oklahoma Workforce Investment Board. Presley currently serves as the Program Director for the Educators' Leadership Academy.

The two men became acquainted through leadership seminars that Presley had facilitated in the Ponca City area. The two became formally associated in 1994 when Hollar asked Presley to provide some assistance with a project he was working on at the time. Prior to their formal association, there appears to be a particularly significant set of influences or activities that led to the creation of the ELA. It begins with Mr. Hollar.

From his work with the Great Expectations program, came the realization that in order for great expectations to work in a school system, it requires "good school leadership." In an effort to cultivate an environment within which programs such as Great Expectations could be successful, Hollar, along with a few other educators that were involved with Great Expectations, set out to "provide a leadership development experience similar to, and the caliber of what you would find in the corporate training world of mid-management people, for principals" (Hollar, 1999). Their efforts resulted in the formation of the Principal's Academy. This was where the formal association between Hollar and Presley began. This was prior to the summer of 1994. Because of his strong

corporate training background, Presley was asked to come into the project as “an advisor, a sounding board type of guide.” Presley became much more involved than originally expected and is credited with a good portion of the development of the Principal’s Academy, in terms of writing the curriculum, selling and delivering the program. The Principal’s Academy made it’s way to Tahlequah, Oklahoma and is under the direction of staff at Northeastern Oklahoma State University.

As a result of their association with the Principal’s Academy, and through the monitoring of its progress, it became readily apparent that leadership and more specifically the development of leadership, was a critical element that had to be addressed in the creation of effective schools and effective programs within schools. Hollar began having discussions with colleagues and educational leaders such as superintendents, college deans, and people such as Presley, about the issue of leadership development within educational circles. Operating under the premise that principals were the products of various colleges of education across the country, Hollar recruited the expertise of Presley once again. He told Presley that he

wanted to go one more level and put together a leadership experience, a leadership development experience for senior level administrators in public education, and deans, and vice-presidents, and presidents of higher education, to do something like we did with the Principals. (Presley, 1999)

This type of dialogue was the result of a concern over the lack of leadership development activities that were available to educational leaders. Hollar (1999) commented

they (educational leaders) weren’t exposed to anything that would be taken as a leadership experience. This was a given in corporate life, you had this, and how can we ever expect principals and superintendents to be trained if the deans and so forth themselves weren’t studying it (leadership) and going to training sessions like Harvard and Aspen.

He felt that in the educational areas where one would find “good leaders,” that they were almost always self-taught.

Hollar found that in education circles the majority of upper level administration had not been exposed to any type of leadership development program. Hollar had grown up

exposed to the corporate take (on leadership) and what was available to corporate people, and it was always something that intrigued me...I also knew that at least in the education arena...that they weren't exposed to anything that would be taken as a...given in corporate life, you had this (meaning exposure to leadership training). In education it was like you were speaking a foreign language. (Hollar, 1999)

Presley is a self-described student of leadership theory. He is very well read in what he views as “contemporary leadership theory.” He has participated in several leadership experiences such as Leadership Oklahoma, Leadership USA, the Aspen Institute, and Harvard's Leadership for the Twenty-first Century program. It is obvious that these experiences have had a major impact on the development of the Educators' Leadership Academy. Presley is the chief architect responsible for the design of the ELA. His ability to not only design the structure of the ELA, but to also develop a majority of the curriculum for the academy appears to have been significant in terms of creating a unique leadership experience. Presley has used the work of Heifetz's, *Leadership Without Easy Answers*, (1994) as the foundational piece for the ELA, but it has been his ability to personally develop the curriculum, and in turn provide on-site expertise to the facilitation of the program. Presley's role appears to have moved beyond developer-facilitator and into a dual role as resident expert as well.

According to Hollar (1999), it is Presley's design of the ELA that sets it apart from others. Presley concedes that his experiences with the Aspen Institute and the Harvard program have influenced his design of the ELA, the Harvard program more so than the Aspen Institute. The Aspen Institute showed Presley that he did not want to spend a great deal of time, money, and energy in an attempt to go high tech in the instructional methodologies associated with the delivery of the ELA content. The Aspen Institute convinced Presley "that if you have the intellect around the table, then the content that you put in front of them . . . you can really make something happen just by getting them to react and respond to what they've read" (Presley, 1999). Presley says that from a content stand-point, Harvard was clearly the more predominant influence, perhaps more accurately from a design stand-point. The ELA utilizes journal writing, video, and application group exercises, all of which can be found in the Harvard program.

Because of its unique design, Hollar feels that their product is superior to others like it in that the ELA provides follow-up in the form of additional meetings and by having an alumnus group that remains associated with the ELA. Since the participants are among peers and colleagues within a particular system or State, it provides invaluable networking and resource building opportunities for leaders and potential leaders.

Presley sums up his feelings regarding the ELA.

As I reflect on it, I think it's a powerful experience for everybody involved with it. I don't think it's a powerful experience because the guy facilitating it by and large is powerful. I don't think it's a powerful experience because the theory, Heifetz's model, is necessarily powerful. I don't think it's a powerful experience because of the type of people that we put around the table are powerful. I think it is a combination of all of those. (Presley, 1999).

Due to the unavailability of a comprehensive historical background on the ELA because of its relatively brief existence, it became apparent to the researcher that the presentation of a background on the principal parties credited with the development of the ELA would be beneficial in providing an understanding of how the ELA was created. In the history and the development of the ELA, the significance rests in the motives, ideas, talents, and skills that were utilized to develop the ELA. The varied backgrounds and experiences of Hollar and Presley have forged a unique partnership that drives the ELA. There are plans to expand the ELA into a regional and perhaps national presence if adequate financial partnerships are obtained.

Theoretical Framework and Design of the Educators'

Leadership Academy

It's a unique design. It is a design that allows professionals who have a similar experiential background, that have similar current experience, operating in a similar environment to get together on a frequency basis, so...even if there wasn't a curriculum, it's a unique situation. (Presley, 1999)

Presley and Hollar, the men credited with the development of the Educators' Leadership Academy, feel that what they have put together creates a leadership development program like no other. The ELA is patterned after Harvard's Leadership for the Twenty-first Century (online, 1999) in that it incorporates journal writing, daily summary and reflection, and application in the form of group exercises. Unlike the Harvard program (online, 1999), Presley has added a couple of activities to the ELA which they (Presley and Hollar) feel set it apart from other leadership development programs. The ELA has included follow-up sessions to compliment the initial week-long

experience along with creating participant groups that are similar in experiential make-up. Their contention (Hollar, 1999, Presley, 1999) is that this will enable the participants to develop a networking and resource group that will provide sustainability and re-enforcement of the ELA experience.

A brief summary of the topics and activities covered in the ELA is provided in outline form in Figure 1.

EDUCATORS' LEADERSHIP ACADEMY CONTENT & ACTIVITIES OUTLINE	
<p>Day 1 Understanding Systems -A Human perspective -Organizational & Community Perspective Application Group Orientation Daily summary, Reflection, & Journaling</p>	<p>Day 5 The Heifetz Model -Staying Alive</p>
<p>Day 2 The Heifetz Model of Leadership -Setting the Frame -Leading with Authority -Leading without Authority Application Group Meeting Daily summary, Reflection & Journaling</p>	<p>Follow-up Session I The Work of Leadership (Heifetz & Laurie) What Leaders Really Do (John P. Kotter) Case Study Exercises</p>
<p>Day 3 The Spirituality of Leadership The Ethics of Leadership Application Group Meeting Daily Summary, Reflection & Journaling</p>	<p>Follow-up Session II Personal Challenges Assignment Building Constituency Capacity -The Path of Least Resistance (Robert Fritz) -Creating via Vision</p>
<p>Day 4 The Heifetz Model -Building Adaptive Capacity -Dialogue & Visioning (Presley) Application Group Meeting Daily summary, Reflection & Journaling</p>	<p>Follow-up Session III The Path of Least Resistance (Robert Fritz) Building Constituency Capacity -Introducing Dialogue -Building Dialogue Skills Practicing Dialogue</p>
	<p>Follow-up Session IV Putting It All Together Leadership Challenges Flow Chart</p>

Figure 1. ELA Content and Activities Outline.

The Educators' Leadership Academy is based upon the leadership model created by Heifetz (1994). Heifetz's book *Leadership Without Easy Answers* is the "foundational piece" for the ELA. The book was written in 1994, and according to Presley "is getting more notoriety the longer it's been in the marketplace" (Presley, 1999).

Presley would contend that since educational leaders operate in a public environment as opposed to a corporate environment that there are clear distinctions between the two in terms of a functional and appropriate form of leadership. He feels that the Heifetz construct of leadership is better aligned with a public sector leadership role. "Heifetz gives the most effective, most comprehensive model that aligns more with what one in a public sector leadership role faces on a daily basis" (Presley, 1999).

The significance of the Heifetz model to the ELA is that the Heifetz model views leadership in a different context than most traditional theories or models. The ELA uses the crux of the Heifetz model in an attempt to expose leaders to, and assist them in recognizing that there are two types of work that a leader must be able recognize in order to be or become effective in their leadership role.

Heifetz makes the distinction between technical fixes and adaptive work. "Technical work is problem solving. Adaptive work, by contrast, is an open-ended challenge. It creates a new environment in which you cannot survive by relying on the wisdom of the old environment" (Finley, 1997). The Heifetz model acknowledges a need for technical fixes within the function of leadership, but only when they are needed. If a situation arises within an organization where leadership knows how to fix the problem, do so and move on. Where most contemporary leadership gets into trouble is when they try to apply a technical fix to what Heifetz terms an "adaptive challenge."

The ELA attempts to expose the old traditional perception of leadership that has it equated with power and authority, and then show that true leadership comes about by understanding and doing adaptive work. One may get a better understanding of the differences between technical and adaptive work by looking at a comparison between the two in Figure 2.

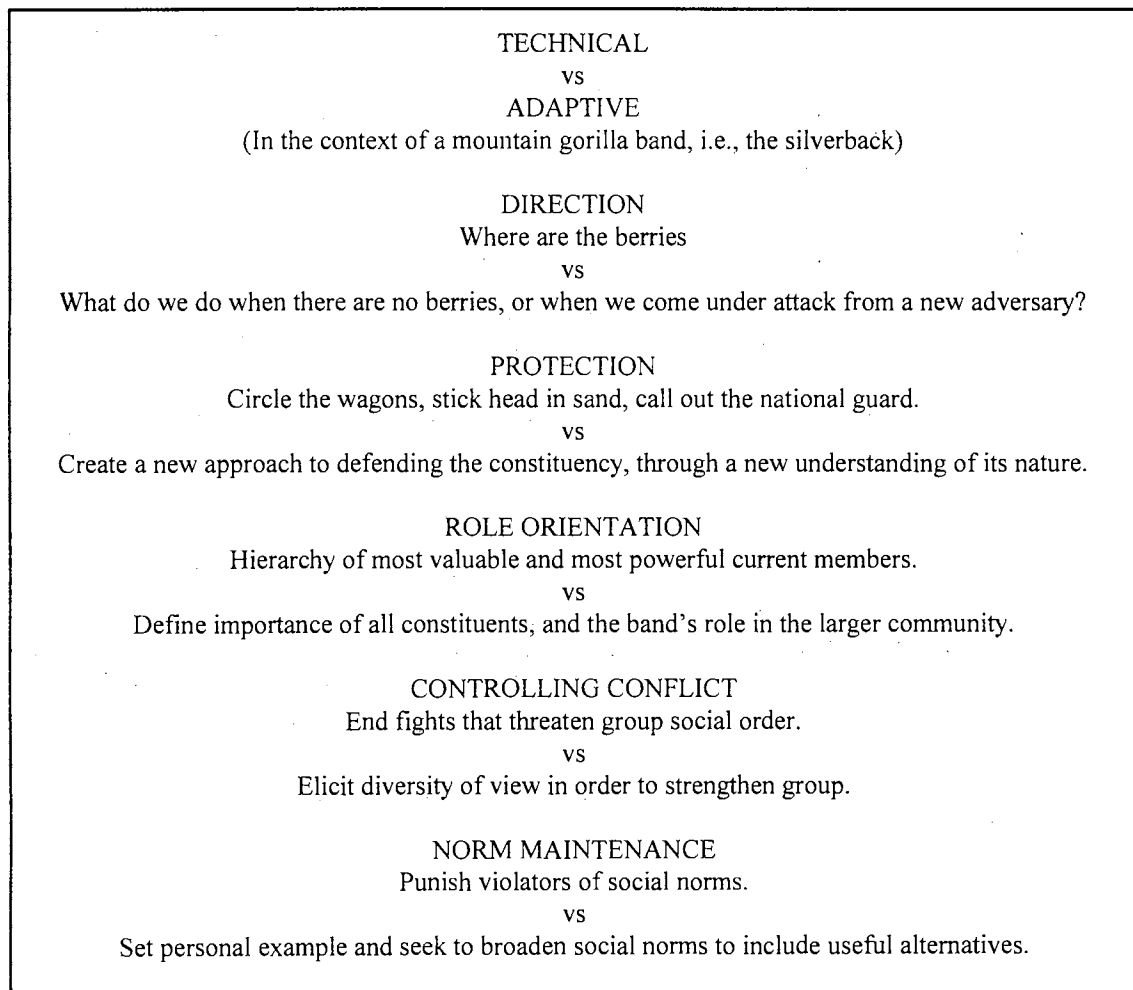


Figure 2. From the Educators' Leadership Academy-Ron Heifetz on the Jungle of Contemporary Leadership: The Masters Forum.

Adaptive work is difficult. The by-products of adaptive work are usually conflict, anxiety and tension. The ELA curriculum attempts to show through the Heifetz model how to manage the conflict, anxiety and tension that is typically created through adaptive work. Managing these elements of the adaptive work process is the key to becoming an effective leader. Knowing the processes involved to manage what traditionally has been considered negative elements within an organization and turning those elements into tools to effectively bring about change within an organization is critical to understanding what Heifetz terms “true leadership.”

The ELA focuses on this component and identifies “Six Action Principles of Leadership” as a guide to doing adaptive work.

1. Identifying the adaptive challenge – is the diagnostic task. It concerns raising the key questions and focusing on the key facts.
2. Disciplined attention-not work avoidance – means bringing about active engagement. Committees can be work avoidance mechanisms if they shelve work, but others can move work forward.
3. Giving the work back to the people – means often “going against the grain.” It requires the leader structuring the process and showing poise. There are many mechanisms through which leaders can do these.
4. Regulating disequilibrium – involves pacing the work. It is especially critical when you’re “giving back” to the people work they don’t want.
5. Protecting leaders from below – is providing cover for those who may be challenged “back home.” But it does not entail secluding them from facing scrutiny and questions back home. Indeed, you cannot always be the one

raising the questions; often the best questions come from below. Eighty percent of the potential detractor may be “a pain in the neck,” but twenty percent of the time he may be brilliantly on target-so don’t silence this person.

The maxim is: Instead of “shooting” them, protect and “cover” them.

6. Infusing the work with meaning – is reminding people why something is important and necessary. People must know where the meaning lies in any endeavor. Remind them. Help them understand what the higher values might be. (Heifetz, 1997).

Even though the majority of the Educators’ Leadership Academy is devoted to presenting the Heifetz model, Presley recognized that there were other elements from a sociological standpoint that he felt must be covered if the ELA were going to truly be a unique leadership development experience. He recognized that if one were going to adopt the Heifetz model of leadership that by doing so, a person would have to prepare mentally and physically for the “pain” that most generally will accompany adaptive work. For that reason, the ELA has devoted a segment of the program to the “spirituality” of leadership and the “ethics” of leadership. Presley’s rationale:

The more I began to realize that if in fact you are going to exercise leadership as Heifetz defines it, which implies that instead of relieving the tension you are going to sometimes evoke, induce it, and certainly hold it. Instead of taking the pain of change away from people, you’re going to hold them in that pain. It seemed to me that there was an obligation for two things. One is if you’re going to put someone in that domain of leadership, you need to give them a little bit of an orientation from a spirituality standpoint, from the standpoint of letting them connect with where does the inner strength come from, to be able to operate in that environment. The second thing was that you’re going to put people into disequilibrium and if you’re going to hold people in disequilibrium that there’s an ethical consideration to that. Am I really doing ethically what is in the best interest of the people? (Presley, 1999)

The “spirituality” of leadership centers on seven ethical norms. They are: 1) wealth through work, 2) knowledge with character, 3) science with humanity, 4) politics with principle, 5) worship with sacrifice, 6) pleasure with conscience, and 7) commerce with morality (Anderson, 1998).

The “ethics” of leadership segment of the ELA was based upon the work of Messick and Bazerman (1996), *Ethical Leadership and the Psychology of Decision Making*.

The ELA also incorporates other concepts relative to leadership but aside from the Heifetz model. Some of the more comprehensive topics that are addressed are: the understanding of systems from both a human perspective and an organizational and community perspective (Presley, 1998a), “what leaders really do” which is based upon the work of Kotter (1996), along with the *Path of Least Resistance* by Robert Fritz (1989).

A breakdown of the content of the ELA in terms of time spent in each area is provided in Figure 3.

EDUCATORS' LEADERSHIP ACADEMY INSTRUCTIONAL METHODOLOGIES (In percent of time allocated)	
1. Assigned Readings	40%
2. Large Group Discussion	30%
3. Small (application groups)Group Discussion	13%
4. Case Studies	5%
5. Lecture	5%
6. Reflection/Journal Writing	5%
7. Simulation/Individual Exercise	3%
PROGRAM CONTENT	
1. Systems Thinking	3%
2. The Heifetz Model	70%
3. The “Spirituality” of Leadership	3.5%
4. The “Ethics” of Leadership	3.5%
5. Building Adaptive Capacity . . . Dialogue	8%
6. Building Adaptive Capacity . . . Vision	12%

Figure 3. From the Educators' Leadership Academy,
Content/Process Time Allocation Chart

Leadership Studies Related to Vocational Education

A review of the literature has shown that over the years there have been a multitude of studies devoted to leadership, and within the realm of leadership studies, much attention has been paid to educational leadership. Within the realm of educational leadership however, there appears to be a limited number of leadership studies specific to vocational education. However, over the past decade, one body of research has emerged as a focal point for the study of leadership in vocational education.

Having identified a shortage of leaders within the ranks of vocational education (Moss & Liang, 1990), the National Center for Research in Vocational Education (NCRVE) began to devote a great deal of attention to the study of leadership in an attempt to develop potential leaders who could help meet the challenge presented to vocational education. The challenge being to “justify its place in an educational system that is being called upon to provide...a higher level of sophistication in academic subjects” (Moss, Schwartz, & Jensrud, 1994, p. 4).

In order to meet that challenge along with others faced by vocational education during the early nineties, the NCRVE embarked upon a series of major studies that have provided the foundation and framework for leadership research in vocational education. We will look at the NCRVE studies which have relevance to this particular study and those that appear to be foundational pieces upon which subsequent research was developed.

In 1990, the National Center for Research in Vocational Education outlined an agenda describing the focus of their work. In part II of that agenda, they identify

“leadership development in vocational education—preparing vocational education administrators” as one of eight service functions of the NCRVE (NCRVE, 1990). The NCRVE’s goal was “to stimulate new and improved leadership development activities in institutions of higher education for graduate students, especially doctoral students in vocational education” (NCRVE, 1990, p. 31). In a separate, but closely related project that fell under the leadership development service function, the NCRVE set out to “identify leadership capabilities associated with vocational education administration and, based on this research, propose instructional sequences that prepare persons to function as successful administrators” (NCRVE, 1990, p. 31).

Although there are perhaps other studies that might have been done regarding leadership and vocational education during this period, an argument can be made that the NCRVE’s research is somewhat definitive due to the obvious focus and scope placed upon this particular area (vocational leadership) of study by the NCRVE.

In order for the NCRVE to address such an ambitious agenda of work, and in an effort to stay focused on longitudinal outcomes, NCVRE researchers began working to conceptualize leadership and assessing leadership attributes (Moss & Johansen, 1991). The product of this work was the development of the Leader Attributes Inventory (LAI). During the development of the LAI, four broad tasks, and thirty-seven attributes were identified that the researchers felt to be most likely desirable leadership behaviors.

Those tasks were:

1. Envision and instill goals and set high ethical standards that reaffirm shared basic values and that maintain the organizations viability in a changing

context. In other words, leaders inspire a shared vision, which helps the organization achieve its next stage of development.

2. Achieve a workable unity among personnel and motivate them towards achievement of organizational goals. In other words, leaders foster collaboration and ownership and recognize individual and team contributions.
3. Plan and manage change efficiently and nurture the strengths of followers to facilitate goal-directed efforts. In other words, leaders exercise power effectively and enable others to act.
4. Serve as a symbol of the group and influence constituents beyond the group to achieve mutually workable arrangements. In other words, act on the environment to set the right context for the organization.

The authors of this study also recognized behavior as a contributing factor to leadership, but they go a step further and make a clear distinction between behavior, which is highly situational, and attributes. Their contention was that “attributes act as predispositions, facilitators, and constraints which predispose and shape behaviors in consistent ways” (Moss & Johansen, 1991, p. 4). We referenced this study earlier in the chapter in an attempt to show how modern studies of leadership are moving away from simply looking at measurable, identifiable behavior (p. 25). The study provided a list of thirty-seven attributes that were “hypothesized to be most likely to predispose desirable leadership behaviors” (Moss & Johansen, 1991, p. 4). Those attributes are presented in Figure 4.

Leader Attributes

J. Moss, H. Preskill, B. Johansen

1. Energetic with stamina - I approach my work with great energy and have the stamina to work long hours when necessary.
2. Insightful - I reflect on the relationships among events and grasp the meaning of complex issues quickly.
3. Adaptable, open to change - I encourage and accept suggestions and constructive criticism from my co-workers, and am willing to consider modifying my plans.
4. Visionary - I look to the future and create new ways in which the organization can prosper.
5. Tolerant of ambiguity and complexity - I am comfortable handling vague and difficult situations where there is no simple answer or no prescribed method for proceeding.
6. Achievement-oriented - I am committed to achieving my goals and strive to keep improving my performance.
7. Accountable - I hold myself answerable for my work and am willing to admit my mistakes.
8. Assertive, initiating - I readily express my opinion and introduce new ideas.
9. Confident, accepting of self - I feel secure about my abilities and recognize my shortcomings.
10. Willing to accept responsibility - I am willing to assume higher level duties and functions within the organization.
11. Persistent - I continue to act on my beliefs despite unexpected difficulties and opposition.
12. Enthusiastic, optimistic - I think positively, approach new tasks with excitement, and view challenges as opportunities.
13. Tolerant of frustration - I am patient and remain calm even when things don't go as planned.
14. Dependable, reliable - I can be counted on to follow through to get the job done.
15. Courageous, risk-taker - I am willing to try out new ideas in spite of possible loss or failure.
16. Emotionally balanced - I have a sense of humor and an even temperament even in stressful situations.
17. Committed to the common good - I work to benefit the entire organization, not just myself.
18. Personal integrity - I am honest and practice the values I espouse.
19. Intelligent with practical judgment - I learn quickly, and know how and when to apply my knowledge.
20. Ethical - I act consistent with principles of fairness and right or good conduct that can stand the test of close public scrutiny.
21. Communication (listening, oral, written) - I listen closely to people with whom I work and am able to organize and clearly present information both orally and in writing.
22. Sensitivity, respect - I genuinely care about others' feelings and show concern for people as individuals.
23. Motivating others - I create an environment where people want to do their best.
24. Networking - I develop cooperative relationships within and outside of the organization.
25. Planning - I work with others to develop tactics and strategies for achieving organizational objectives.
26. Delegating - I am comfortable assigning responsibility and authority.
27. Organizing - I establish effective and efficient procedures for getting work done in an orderly manner.
28. Team building - I facilitate the development of cohesiveness and cooperation among the people with whom I work.
29. Coaching - I help people with whom I work develop knowledge and skills for their work assignments.
30. Conflict management - I bring conflict into the open and use it to arrive at constructive solutions.
31. Time management - I schedule my own work activities so that deadlines are met and work goals are accomplished in a timely manner.
32. Stress management - I am able to deal with the tension of high pressure work situations.
33. Appropriate use of leadership styles - I use a variety of approaches to influence and lead others.
34. Ideological beliefs are appropriate to the group - I believe in and model the basic values of the organization.
35. Decision-making - I make timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
36. Problem-solving - I effectively identify, analyze, and resolve difficulties and uncertainties at work.
37. Information gathering and managing - I am able to identify, collect, organize, and analyze the essential information needed by my organization.

Figure 4. Leadership Attributes.

The author references three other studies that were done to test the reliability, validity, and utility of the Leadership Attributes Inventory (LAI). The first was done at Virginia Polytechnic Institute and State University. The study was conducted by Finch, Gregson, and Faulkner (1989), and looked at the leadership behavior of successful vocational education administrators. The two other studies were done at the University of Minnesota in which the LAI was actually administered to participants of the studies (Moss & Liange, 1990; Moss, Johansen, & Preskill, 1991). Both of these studies produced reliability coefficients and correlation coefficients that supported the use of the LAI, therefore providing the NCRVE a system in which to “classify” leadership effectiveness.

The significance of this research is two-fold. One it develops the instrumentation on which future and subsequent NCRVE vocational leadership studies will be based. Secondly, there are elements of the Moss, Johansen, and Preskill (1991) study that assist in providing the rationale for the use of the particular assessment instruments used in this particular study, along with addressing similarities within the context and content of the ELA.

Of the four broad leadership tasks identified by Moss, Johansen, and Preskill (1991), task number one deals with values. This task reinforces the role of values to leadership previously identified in this chapter. Task number two addresses the need to “foster collaboration” which reinforces the role of leader-follower relationships and the necessity of the leader to establish such a relationship (collaborative). We attempted to measure that particular aspect as it relates to leadership by using the POI and looking directly at the POI scale, Capacity for Intimate Contact. Shostrom (1974) contends that the “climate to establish good contact is best when the individual does not over-respond

to, nor does he utilize interpersonal demand expectations and obligations” (p. 18). Simply put, Shostrum is merely saying that self-actualized individuals will have the ability to establish meaningful relationship without pretense or bias being the motivator. This is applicable if we make the assumption that work relationships are meaningful. The third task identified by Moss, Johansen, and Preskill ties in directly to the curriculum of the ELA. Task number three, “to plan and manage change” (Moss, Johansen, & Preskill, 1991, p. 3), is the crux of Heifetz’ (1994) work. The Heifetz (1994) model is based upon the effective manage of change, or specifically the conflict, anxiety, and tension which he contends are the products of change.

When looking at the thirty-seven leader attributes identified in the study (Moss, Johansen, & Preskill, 1991) it is apparent that several of these attributes can be considered elements within this particular study, such as the attributes associated with values. The attributes that have to do with ethics, tolerance, accountability, dependability, and integrity are all value laden attributes that are taken into consideration in a general manner when looking at this particular study of the ELA. Further comparison shows that some of the attributes also support the premise that self-actualization plays a role in the development of leadership (Burns, 1978; Knutson, 1972), such as visionary, insightful, confident, and self-acceptance. This study attempts to measure the impact of the ELA on just such variables as evidenced by the POI.

The other instrument used in this study, the Leadership Effectiveness Profile (LEP) attempts to measure one’s adaptability which is the ability of a leader to determine which leadership style is most appropriate for a particular situation. This ties in directly to the attributes of adaptable and appropriate use of leadership styles.

Based on, and building on the NCRVE's leadership research in the early nineties, NCRVE researchers Finch, Gregson, and Reneau (1992) produced a report that identified the context for leadership development resources. The report outlined a framework for resource use along with brief descriptions of more common resources that could be used for leadership development programs. The methodologies used in the delivery of the ELA curriculum are fairly consistent with the resources identified in the NCRVE report. Five of the seven methodologies outlined in the ELA curriculum are supported by this report. The five ELA methodologies consistent with the NCRVE report are large and small group discussion (counting as two), case studies, lecture, and simulation in the order of percent of time allocated from the most to the least.

The NCRVE's research presented up to this point appears to be the foundation of leadership studies specific to vocational education. The researcher is cautious in making this statement, but a review of current literature that includes both elements of this study (leadership and vocational education) produced insignificant results outside of the NCRVE research. There have been subsequent studies done since the early nineties research, but it appears to build and complement the early research mentioned in this review. Two such studies of notable mention have been the Moss, Schwartz, and Jensrud (1994) study that produced a leadership development program for under-represented groups in vocational education, and a study done by Lambrecht, Hopkins, Moss, and Finch (1997) in which the importance of on-the-job experiences in developing leadership capabilities were looked at. Both studies used the LAI and leader attributes as the basis of the research.

Summary

From a historical perspective, the more significant aspects of the formal study of leadership occurred during the latter part of the nineteenth century and on into the mid-twentieth century. Three predominate theories of leadership evolved during this time period: the trait, situational, and contingency theories. The latter part of the twentieth century gave rise to a more contemporary leadership theory, the transformational theory of leadership.

The transformational approach to leadership studies focuses on the relationship between the leader and follower and takes into consideration values, ethics, and organizational cultures. There is evidence that “values” is a significant element of leadership, and there has been a great deal of focus directed to the study of this relationship between values and effective leadership, from both an organizational and societal standpoint.

Along with an emphasis on values and leadership, there is evidence to show that most modern leadership studies have moved away from a behavioral realm to a more holistic view of leadership. Traditionally leadership has been defined in behavioristic descriptors such as attributes, qualities, and traits. A modern definition does not limit itself to simply identifiable behavior, but incorporates elements such as the environment, culture and relationships involved in leadership processes.

In an attempt to measure the impact that a particular leadership development program (the ELA) has on its participants, the Personal Orientation Inventory (POI) and the Leadership Effectiveness Profile (LEP) were chosen as pre and post assessment

instruments for this study. The POI was chosen because of its ability to give an indication as to whether a person possesses the values and behaviors characteristic of self-actualizing persons. Research has shown that a person who has the values and behaviors of a self-actualized person, may be a better candidate for leadership roles. The LEP was chosen in order to provide the researcher with an indication as to whether the ELA has an impact on the participants perception of their own leadership style.

A review of the literature on leadership characteristics was provided merely to recognize the significance of identifiable behavior in leaders, and to contrast traditional behaviorally grounded research to the more modern “holistic” focused studies.

This particular study focuses on whether the strategy for leadership development used in the ELA is effective in developing leaders. The ELA was developed predominately by Hollar and Presley. It is based primarily on the work of Heifetz and his book, *Leadership Without Easy Answers*. Hollar and Presley have combined their talents to present what they consider a “unique leadership development experience.” Along with a comprehensive look at the Heifetz model of leadership, the academy addresses topics such as the “spirituality” and the “ethics” of leadership. These topics, along with others, are presented in a distinguishable format that includes follow-up sessions, application activities, an alumnus group, and a network of colleagues and resources in an attempt to maintain and re-enforce the concepts presented during the year long program.

Finally, a brief look at significant research specific to vocational education was presented. A review of the literature has shown that the NCRVE’s vocational leadership studies have been the pre-emanate and perhaps the only major research done that focuses solely on leadership within vocational education.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine if the Educators' Leadership Academy had a significant impact on upper level vocational administrator's perceived abilities and leadership style.

Chapter III will address the following design and procedural elements of the study:

1. Research design of the study,
2. Selection of the study and control groups,
3. Instrumentation,
4. Data collection procedures, and
5. Analysis of the data.

Research Design of the Study

This particular study is described as a quasi-experimental, pre-test post-test non-equivalent control group design with a purposive sample group and an expert panel selected control group (Campbell & Stanley, 1966, Borg, 1987). Shavelson (1988) uses this definition of quasi-experimental research. "A quasi-experimental design, much like an experimental design, attempts to establish cause and effect by the researcher manipulating

at least one independent variable and observing the effect on one or more dependent variables.” Borg (1987) provided the distinction between true experimental designs and quasi-experimental design, in that a quasi-experimental design is used when “it is not possible to assign subjects randomly to the experimental and control groups” (pg. 130). If the researcher “draws his or her experimental and control subjects from closely comparable groups...his or her results can be given nearly as much weight as if the researcher had used a true experimental design.” (Borg, 1987, pg. 244). Campbell and Stanley (1966) provide the design of the study as illustrated below:

Study Group	O	X	O
Control Group	O		O

Population and Sample

A purposive sample is simply a sample with “a purpose in mind, ... a pre-determined group” we are seeking to study (Trochim, 1999). The purposive sample for this study was the participants in the 1999-2000 class of the Educators’ Leadership Academy for vocational educators.

A purposive sample is a type of non-probability sampling. Non-probability samples do not use randomization as a means to determine the make-up of the sample, therefore the findings of this study cannot be generalized back to the population (Key, 1997). There was no general population for this study. The purposive sample consisted of one group of all twenty participants in the ELA for the year 1999-2000. The control group consisted of twenty subjects matched to the twenty study group participants. The

criteria used for matching were: 1) gender, 2) job title/responsibilities, and 3) size of school in terms of the number of certified staff members employed.

Seven of the twenty study group participants were female. Of the seven female participants, three were from an area school environment, three were from the ODVTE, and one was from the Oklahoma Vocational Association. The three female participants from the ODVTE were employed at the coordinator level which is considered to be senior level management within that organization. The females representing the area schools consisted of one assistant superintendent and two director level positions. The remaining female participant holds an executive director's position which is the top position within her organization.

Thirteen of the study group participants were male. One of the study group participants was from the ODVTE and held a coordinator's position. The remaining twelve were representative of the area vocational-technical schools. Out of the twelve, there were six assistant superintendent level positions with the remaining six participants holding director level positions.

The selection of the control group was based upon an "expert sampling" selection technique. Trochim describes the process:

Expert sampling involves the assembling of a sample of persons with known or demonstrable experience and expertise in some area. Often we convene such a sample under the auspices of a "panel of experts"...expert sampling is essentially just a specific sub-case of purposive sampling. (online, 1999)

The researcher used a panel of experts in an attempt to stratify the control group so that it was representative of the study group. Selection of the panel of experts was based upon the following criteria: gender, job title/responsibilities, and past participation in the

Educators' Leadership Academy. The panel consisted of two female senior level administrative personnel from the Oklahoma Department of Vocational-Technical Education and two male senior level administrators from an Oklahoma Area Vocational-Technical school.

The panel selected the control group. The criteria used for matching were:

1) gender, 2) job title/responsibilities, and 3) size of school based upon the number of certified staff members employed. These criteria were used in the selection process with the exception of participants from the Oklahoma Department of Vocational-Technical Education. Due to the make-up of senior level administrative positions at the Oklahoma Department of Vocational-Technical Education, a gender match was not possible.

The control group was made up of twenty participants. Of the twenty, four were female, and sixteen were male. The female participants consisted of one area school assistant superintendent, two area-school directors, and one coordinator from the ODVTE.

The male participants consisted of six area-school assistant superintendents, six area-school directors, two assistant state directors at the ODVTE, one regional administrator at the ODVTE, and one state program administrator at the ODVTE.

Consideration was also given to the size of the area schools that were represented in the study group, therefore the control group participants were selected from area schools that were a close match in terms of size. Size was determined by the number of certified staff positions and the school's annual budget. A comparison of the criteria of likeness is illustrated in Table I. The control group participants were personally solicited for the study by the researcher via telephone.

TABLE I
COMPARISON OF THE CRITERIA OF LIKENESS

Category	Study Group	Control Group
Gender		
Male	13	16
Female	7	4
Job Title/Responsibilities		
ODVTE/OVA Admin.	5	5
Ass't. Supt.'s	7	7
Directors	8	8
School Size (determined by # certified staff)		
Large (100+)	7	7
Medium (99-50)	3	3
Small (49-0)	5	5

Instrumentation

There were two instruments used in this study, the Personal Orientation Inventory and the Leadership Effectiveness Profile (Appendix C). Both instruments were used in a pre-test post-test format.

The Personal Orientation Inventory (POI) was developed to provide a comprehensive measure of values and behavior relevant to the "self-actualized" person. It is based upon a person's "value orientation" which is defined as

a generalized and organized conception which influences behavior and which is a conception of nature, of man's place in it, of man's relation to man, and of the desirable and non-desirable as they may relate to man-and of the desirable and non-desirable as they may relate to man-environment and inter-human relations. (Shostrum, 1974, pg. 23)

The POI manual describes one of the constructs of validity for the instrument. The results of Shostrum's 1964 study in which a nominated sample of two groups of adults, one considered to be "self-actualized" and the other to be "non-self-actualized" showed a difference between the two groups on all of the scales measured by the POI. The norm mean of the T score level was 50. The mean scores for the self-actualized individuals were above the norm on eleven of the twelve scales, and the norms for the non-self-actualized individuals were below the norm on all of the scales measured by the POI (Shostrum, 1974). In the POI manual (Shostrum, 1974, pgs. 23-26), Shostrum cited the following studies used in establishing concurrent validity: 1) Shostrum and Knapp (1966); 2) Fox, Knapp, and Mechael (1968); 3) Zaccaria and Weir (1966); 4) Weir and Gade (1969); 5) Murray (1966); and 6) Pearson (1966).

Reliability was determined for the POI by using a test-retest method. Test-retest reliability coefficients for the POI are presented in Figure 5.

The Leadership Effectiveness Profile (LEP) was designed to give supervisors and managers feedback about their leadership styles, ability to assess situations, willingness to modify leadership behavior and overall leadership effectiveness.

POI Scales		Test-retest Reliability
Time Competent	TC	.71
Inner Directed	I	.77
Self-Actualizing Value	SAV	.69
Existentiality	Ex	.82
Feeling Reactivity	Fr	.65
Spontaneity	S	.76
Self-Regard	Sr	.71
Self-Acceptance	Sa	.77
Nature of Man	Nc	.68
Synergy	Sy	.71
Acceptance of Aggression	A	.52
Capacity for Intimate Contact	C	.67

Figure 5. Based upon a Sample of 48 College Students from a Study by Klavetter and Mogar (1967).

The instrument was developed by Louis Tagliaferri. The administration guide provides the following normative data for the LEP shown in Figure 6. The LEP is designed to measure one's diagnostic skill, adaptability, and overall leadership effectiveness. Diagnostic skill is the extent to which a manager can correctly determine which leadership style is appropriate for a particular situation. Adaptability scores indicate the extent to which a manager is able to modify his/her leadership style to effectively deal with a particular situation or employee, and the overall leadership effectiveness score is based upon the sum and product of the diagnostic skill score and the adaptability score. The diagnostic skill score minus the adaptability score will produce the overall leadership effectiveness score.

NORMATIVE DATA FOR THE LEADERSHIP EFFECTIVENESS PROFILE		
<u>STYLE RANGE</u>	<u>NORM</u>	<u>RECOMMENDED</u>
Directive	3.24	2.0
Persuasive	1.47	2.0
Consultative	1.87	4.0
Participative	6.04	4.0
Delegative	1.99	3.0
Mean Diagnostic Skill Score	118	
Mean Adaptability Score	45	
Mean Overall Leadership Effectiveness Score	74	

Note: Normative data are based upon scores from 200 managers and supervisors in both commercial and industrial organizations.

Figure 6. Normative Data for the Leadership Effectiveness Profile (Tagliaferri, n.d.)

In attempt to disclose the validity data for the LEP, the researcher contacted the instrument's vendor and developer, Talico. It was discovered that validity data were not made available for the instrument. However, based upon feedback from the study participants the instrument appeared to have face validity.

Data Collection Procedures

The data collected for the study group by administering both assessment instruments prior to the start of the first ELA session, July 19, 1999. The program director for the ELA introduced the researcher to the group and after brief remarks relative to the study, the instruments were distributed. General instructions were given to the study group by the test administrator (this researcher) prior to the start of the

assessment. As soon as the last participant was finished with the assessments, the instruments were collected by the researcher, who in turn dismissed himself from the group. The researcher would have no other contact with the study group until the post-tests were administered.

The control group pre-test was distributed through the mail in early September, 1999. The assessments were self-administered with the instructions provided in a cover letter. The same instructions were provided to the control group that were given in person to the study group (Appendix D). The pre-tests for the control group were returned to the researcher within approximately a two-week time period. The pre-tests for both groups were scored by the researcher according to the guidelines established in the technical manuals provided for each instrument.

The post-tests were distributed to the control group via U.S. Postal Service during the last week in February, 2000. This was done in an attempt to have all of the control group assessments returned to the researcher by the middle of March 2000. The same instructions were provided to the control group for the post-test that were given for the pre-test, once again, in the form of an accompanying cover letter.

The post-test was administered to the study group upon their completion of the last session of the ELA, March 30, 2000. The procedure was the same as the pre-test. Once again, upon the participant's completion of the assessment instruments, they were collected by the researcher. The post-tests for both groups were scored by the researcher according to the guidelines established in the technical manuals provided for each instrument.

Analysis of the Data

Although the study group and the control group are similar in their make-up and likeness, it cannot be assumed that they are equal. An independent group t-test was used to compare mean posttest scores of the study group to the mean posttest scores of the control group. The use of the t-test for independent groups compared the means of the two samples and tested the null hypothesis that the means in the population are equal (Rankin, online, 2000). The statistical analysis software, SAS, was used for the “t” calculations. The equal or unequal formula was used based upon the “F” value compared at the .05 level.

Frequency counts and percentages were used for further analysis of the data in an attempt to show any major differences or similarities between the study and control groups.

The rate of return for the LEP posttest was 70% for the study group, and 85% for the control group. The rate of return for the POI posttest was 90% for the study group and 100% for the control group.

CHAPTER IV

FINDINGS

Introduction

This chapter is dedicated to presenting an analysis of the data from the study. The study was conducted in an effort to determine if the Educators' Leadership Academy has an impact on upper level vocational administrators perceived leadership abilities. The impact of the Educators' Leadership Academy was determined by pre and post-tests scores from the Leadership Effectiveness Profile (LEP) and the Personal Orientation Inventory (POI). The study looked at the 1999-2000 Educators' Leadership Academy, representing vocational education in Oklahoma. The same data will be presented from an established control group as a part of the study.

The effect of the Educators' Leadership Academy on the study group was determined by measuring any shifts in the participants perceived leadership ability (as measured by the LEP), and by measuring any shifts in a participants values as they relate to Maslow's self-actualization processes (as measured by the POI).

This chapter will address a description of the sample, statistical analysis, and findings relative to the three research questions.

Description of the Sample

Study Group

The study group consisted of a purposive sample of twenty. Of the twenty, fifteen were representative of vocational school administrators and four were representative of senior level staff from the Oklahoma Department of Vocational-Technical Education, and one representing the Oklahoma Vocational Association. Thirteen were male, seven were female. Out of those participants representing area schools in Oklahoma, seven were from large schools, three were from medium schools, and five were representative of small schools. Eighteen of the twenty had over ten years experience in education, one had between five and ten years experience in education, and one had less than five years experience in education. Four of the twenty participants had over ten years in their current position, six had between five and ten years in their current position and ten had less than five years in their current position.

Control Group

In order to establish a stratified control group sample, a set of criteria was developed in an attempt to establish "likeness." In other words, a control group was established whose make-up was similar to that of the study group. The control group was selected using an expert panel, nominated sampling technique.

The control group consisted of fifteen vocational school administrators, and five senior level staff members from the Oklahoma Department of Vocational-Technical Education. Sixteen were male and four were female. Out of those representing area

schools administrators, seven were from large schools, three were from medium schools, and five were from small schools. All twenty participants had over ten years experience in education. Eight of the twenty control group participants had over ten years in their current position, three had between five and ten years in their current position, and nine had less than five years in their current position. Table II breaks down the demographic data for both the study and control groups.

TABLE II
DEMOGRAPHIC DATA OF THE STUDY
AND CONTROL GROUPS

Category	Study Group		Control Group	
	Male	Female	Male	Female
Size of School				
Small	3	2	3	2
Medium	3	0	3	0
Large	6	1	6	1
Years in Current Position				
1-5	5	5	6	3
5-10	5	1	3	0
10+	3	1	7	1
Years in Education				
1-5	1	0	0	0
5-10	1	0	0	0
10+	11	7	16	4
Job Title/Responsibilities				
Director	6	2	6	2
Ass't Superintendent	6	1	6	1
Superintendent	0	0	0	0
ODVTE/OVA	1	4	4	1
Education Level				
Bachelor's	2	0	1	0
Master's	8	5	12	2
Doctorate	3	2	3	2

Statistical Analysis

The data collected in this study will be presented and analyzed according to the research question to which it is relative. The data was presented in aggregate for both the study and control groups. Table II was presented to analyze the demographics of the study and control groups. Table II represents the number of participants in the study (both study and control groups), gender, job title/responsibilities, school size, years in current position, and years in education.

A t-test analysis was used for the data presented in Table III. Table III is a comparison of the Leadership Effectiveness Profile pre and posttest scores for the study and control groups. The levels of significance were determined using an independent group, one-tailed t-test comparing the posttest mean scores of the study and control groups. A t-test analysis was also used for the data in Table IV. Table IV is a comparison of the Personal Orientation Inventory pre and posttest scores for both the study and control groups. The levels of significance were determined using an independent group, one-tailed t-test comparing the posttest means scores of the study and control groups.

TABLE III
T-TEST COMPARISONS OF PRE AND POSTTEST
SCORES FOR THE LEADERSHIP
EFFECTIVENESS PROFILE

Category	Study-pre	Control-pre	Study-post	Control-post
<u>Diagnostic Skill Score</u>				
N	20	18	14	17
Mean	118.65	116	113.43	119.
SD	10.97	9.84	9.93	8.83
t-value		-0.78		1.65
Significance level		0.44		0.11
<u>Adaptability Score</u>				
N	20	18	14	17
Mean	50.10	55.00	46.57	47.47
SD	13.60	13.84	16.75	16.37
t-value		1.10		0.15
Significance level		0.28		0.88
<u>Overall Leadership Effectiveness</u>				
N	20	18	14	17
Mean	68.55	61.00	66.86	71.53
SD	15.70	17.14	16.04	20.28
t-value		-1.42		0.70
Significance level		0.16		0.49

Note: Significant at the .05 level

TABLE IV
T-TEST COMPARISONS OF PRE AND POSTTEST
SCORES FOR THE PERSONAL ORIENTATION
INVENTORY SCALES

Category	Study-pre	Control-pre	Study-post	Control-post
<u>Time Competence (TC)</u>				
N	20	19	18	20
Mean	15.75	16.79	15.83	17.5
SD	2.83	3.38	2.71	2.43
t-value		1.05		2.00
Significance level		0.30		0.05*

TABLE IV - Continued

Category	Study-pre	Control-pre	Study-post	Control-post
<u>Inner Directed (I)</u>				
N	20	19	18	20
Mean	83.65	83.53	85.61	83.25
SD	9.06	8.65	10.54	8.74
t-value		-0.04		-0.75
Significance level		0.97		0.46
<u>Self Actualizing Value (SAV)</u>				
N	20	19	18	20
Mean	22.35	21.74	22.11	20.95
SD	1.98	1.79	2.19	1.57
t-value		-1.01		-1.89
Significance level		0.32		0.07
<u>Existentiality (Ex)</u>				
N	20	19	18	20
Mean	18.80	19.32	19.67	18.65
SD	3.53	4.68	3.97	4.31
t-value		0.39		-0.75
Significance level		0.70		0.46
<u>Feeling Reactivity (Fr)</u>				
N	20	19	18	20
Mean	14.55	12.58	14.67	14.95
SD	2.67	2.06	2.95	2.04
t-value		0.11		0.35
Significance level		0.91		0.73
<u>Spontaneity (S)</u>				
N	20	19	18	20
Mean	12.70	12.58	13.17	12.40
SD	1.98	2.06	2.12	2.26
t-value		-0.19		-1.08
Significance level		0.85		0.29
<u>Self-Regard (Sr)</u>				
N	20	19	18	20
Mean	13.95	3.53	13.67	13.65
SD	1.57	1.39	1.78	1.23
t-value		-0.89		-0.03
Significance level		0.38		0.97
<u>Self-Acceptance (Sa)</u>				
N	20	19	18	20
Mean	14.35	14.74	14.44	15.35
SD	3.69	3.45	4.16	3.39
t-value		0.34		0.74
Significance level		0.74		0.47

TABLE IV - Continued

Category	Study-pre	Control-pre	Study-post	Control-post
<u>Nature of Man (Nc)</u>				
N	20	19	18	20
Mean	11.60	11.79	12.33	11.50
SD	1.31	2.20	1.46	1.43
t-value		0.32		-1.78
Significance level		0.75		0.08
<u>Synergy (Sy)</u>				
N	20	19	18	20
Mean	7.95	7.47	8.06	7.15
SD	0.94	0.90	0.73	1.04
t-value		-1.61		-3.08
Significance level		0.12		0.004*
<u>Acceptance of Aggression (A)</u>				
N	20	19	18	20
Mean	15.8	15.0	16.56	15.65
SD	2.80	3.24	3.65	2.81
t-value		-0.77		-0.92
Significance level		0.45		0.36
<u>Capacity for Intimate Contact (C)</u>				
N	20	19	18	20
Mean	17.5	17.0	18.11	17.85
SD	3.07	2.83	3.64	3.15
t-value		-0.53		-0.24
Significance level		0.60		0.81

*Significant at the .05 level

Findings Related to Research Questions

Research Question One

To What Extent Does the Educators' Leadership Academy Contribute to the Leadership Ability of the Administrator, as Evidenced by its Impact on Self-perceived Leadership Skills?

Table III represents the data relative to research question one as evidenced by the posttest gain score of the Leadership Effectiveness Profile. In Table III we compare the pre-test diagnostic skill scores, adaptability scores, and the overall leadership effectiveness scores of the LEP to the same posttest scores for both the study and control groups. The data is presented in this manner in an attempt to identify any shifts from pre to post that may be attributed to the Educators' Leadership Academy.

The diagnostic skill score "indicates the extent to which a manager can correctly determine which leadership style is appropriate for a particular situation" (Tagliaferri, n.d.). The data indicates that the study group's diagnostic skill score declined from the pre-test mean score of 118.65 to the posttest mean score of 113.43. The control group showed an increase from the pre-test mean score of 116 to the posttest mean score of 119.

The adaptability score "indicates the extent to which a manager is able to modify his/her leadership behavior in order to effectively deal with a particular employee behavior situation" (Tagliaferri, n.d.). The method in which the adaptability score is derived makes a lower score a better indicator of adaptability skills with a score of zero being the most desirable.

The study group mean pre-test score was 50.1 while the mean posttest score declined (a positive indicator) to 46.57. The control group mean pre-test score was 55 while the mean posttest score declined to 47.47.

The overall leadership effectiveness score was determined by subtracting the adaptability score from the diagnostic skill score. The study group mean overall leadership effectiveness pre-test score was 68.55. The study group mean posttest score decreased to 66.86. The control group mean pre-test score on the overall leadership

effectiveness score was 61 and the mean posttest score increased to 71.53. Therefore, based upon the data presented, the findings would not support the position that the Educators' Leadership Academy contributes to the leadership ability of upper-level vocational administrators as evidenced by the LEP.

Research Question Two

Does the Educators' Leadership Academy Have an Impact on the Identification of or on the Development of Selected Leadership Variables among Vo-Tech Administrator's?

Table IV presents the data relative to research question two. The variables that were looked at were those identified through administering the Personal Orientation Inventory. The POI attempted to measure the impact of the ELA on a person's ability to be or become self-actualized. More specifically the researcher attempted to identify any significant shifts in a person's values relative to becoming self-actualized. Table IV compares the pre and posttest scores of the POI for both the study and control groups in an attempt to isolate any significant evidence that would indicate whether or not the ELA had an impact on selected leadership variables evidenced by the POI.

The POI is comprised of twelve different scale scores. Each scale is compared separately. There is no overall cumulative score for the POI. Self-actualization is indicated by comparing the scale scores to a table of "nominated sample norms" provided in the POI manual (Appendix F).

According to the POI manual, positive indicators would be posttest scores that are greater than the pre-test.

In a comparison of the two groups relative to gains from pre to post, the study group showed positive gain indications on ten of the twelve measured scales. The control group showed positive gain indications on six of the twelve measured POI scales. Therefore, there was an indication that the Educators' Leadership Academy had an impact on the identification of or on the development of selected leadership variables as evidenced by the POI.

Research Question Three

Should Programs Such as the Educators' Leadership Academy Be Included in Administrator Preparation Programs?

In order to answer research question three, the data in Tables III and IV are presented to show if the participants in the Educators' Leadership Academy exhibit greater leadership abilities as measured by the LEP and POI, therefore indicating a need for programs such as the ELA to be included in administrator preparation programs. The data represents a comparison of posttest scores presented in aggregate, and attempts to show whether or not the ELA as a treatment causes any significant increases in perceived leadership ability as measured by the POI and the LEP.

A comparison of the posttest scores for each of the POI scales shows that the study group mean scores were higher than the control group's mean posttest scores on the following scales:

1. Inner Directed, study group 85.61-control group 83.25.
2. (I), Self-actualizing, study group 22.11-control group 20.95.
3. Existentiality, study group 19.67-control group 18.65.
4. Spontaneity, study group 13.17-control group 12.40.
5. Self-regard, study group 13.67-control group 13.65.
6. Nature of Man, study group 12.33-control group 11.50.
7. Synergy, study group 8.06-control group 7.15.
8. Acceptance of Aggression, study group 16.56-control group 15.65.
9. Capacity for Intimate Contact, study group 18.11-control group 17.85

The control group mean posttest scores were higher on the following scales:

1. Time Competence, control group 17.5-study group 15.83.
2. Feeling Reactivity, control group 14.95-study group 14.67.
3. Self Acceptance, control group 15.35-study group 14.44.

The comparison also indicated that differences between the study and control groups on two of the scales were shown to be statistically significant.

The differences between the study group and control group mean posttest were statistically significant for the Time Competent (Ti) at .05, and Synergy (Sy) at .004.

A comparison of the posttest mean scores for the Leadership Effectiveness Profile revealed that the control group scored higher on the diagnostic skill, a 119 compared to a 113.43 for the study group. The control group also scored higher on overall leadership effectiveness with a 71.53 compared to the study group's 66.86. The study group had better adaptability skills (a lower score is more desirable) by scoring a 46.57 while the

control group scored a 47.47. There were no comparisons that were shown to be statistically significant.

In an attempt to answer research question three, we looked at the data cumulatively. Based upon the fact that the LEP indicated a negative impact and that the POI data was somewhat marginal relative to self-actualization (only showing significance on two out of twelve scales), the findings would not support the inclusion of programs such as the Educators' Leadership Academy into administrator preparation programs. However, we must note that there were isolated indications of significance within the data that would indicate the need for further study relative to this question.

Examination of the Null Hypothesis

When examining the null hypothesis relative to the data, the researcher chose two different approaches. One view is from the data presented in Tables II and III where pre and post scores for both the study and control groups are analyzed in an attempt to identify any gains from pre to post. The significance of looking at the control group pre and post in tandem with the study group was to identify any areas of gain that would appear to be a direct result of the treatment, the Educators' Leadership Academy.

A pre to post test score analysis of the Leadership Effectiveness Profile for both the study and control groups presented in Table III (pg. 64) revealed declines in the diagnostic skill and the overall leadership effectiveness scores. The adaptability score for the study group improved slightly, but was only about half the gain experienced by the control group for the same score. The control group showed gains in the other two areas,

diagnostic and overall effectiveness, without being exposed to the treatment, possibly indicating a negative effect on the variables measured by the LEP.

An examination of posttest mean scores for the LEP presented in Table III indicated that there were no statistically significant differences between the two groups.

The data produced by the administration of the LEP to the study and control groups attempts to address null hypothesis one. The null hypothesis tested was H_0 : The Educators' Leadership Academy does not significantly contribute to the self-perceived leadership ability of vo-tech administrators.

Based on the analysis of the data presented in this study, the researcher failed to reject the null hypothesis relative to the LEP data. This is based on the fact that the three measurable indicators, diagnostic skill, adaptability, and overall leadership effectiveness scores showed no statistically significant difference between the study and control groups.

A comparison of the Personal Orientation Inventory pre to post gains presented in Table IV (pg. 64), revealed that the study group posted gains in ten of the twelve scales versus the control group showing gains in six of the twelve. This comparison indicates that the ELA did have an impact on the participants relative to self-actualization as measured by the POI.

An examination of posttest mean scores for the POI presented in Table IV (pg. 64) shows two areas of statistical significance. Of those two, the control group scored higher on the Time Competent (Tc) scale score. The statistically significant area in which the study group scored higher was Synergy (Sy).

The area of significance in which the study group scored higher was that of Synergy (Sy) at the .002 level. A high score on the synergy scale "is a measure of the

ability to see opposites of life as meaningfully related” (Shostrum, 1974, pg. 18). An argument could be made that synergy as defined by Shostrum could be a critical skill that is developed through the Heifetz model of leadership, which is the foundation for the Educators’ Leadership Academy, specifically as it relates to diagnosing adaptive challenges.

The data produced by the administration of the POI to the study and control groups attempts to address null hypothesis two. The null hypothesis tested was H_0 : The Educators’ Leadership Academy does not have a significant impact on the identification of or the development of selected leadership variables among vo-tech administrators.

The researcher failed to reject the null hypothesis relative to the POI, recognizing that the majority of POI scales showed no statistically significant difference. However, we cannot dismiss the area of the POI that had a statistically significant difference. The POI does not have a cumulative overall score that can be viewed as a distinguishable variable in and of itself (such as the overall leadership effectiveness score on the LEP) that carries enough weight to use it to accept or reject the null hypothesis. Each of the twelve POI scales must be viewed and analyzed separately. Based on this type of analysis, the researcher was able to reject the null hypothesis relative to the POI scales: Time Competent (Tc) and Synergy (Sy). This was based on their statistically significant differences on the posttest mean score comparison. The researcher failed to reject the null hypothesis relative to the remaining POI scales.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to determine if the Educators' Leadership Academy had an impact on selected leadership variables among Oklahoma vocational administrators. A review of the literature was conducted and the researcher acknowledges that a great deal of literature was available on the subject of leadership. As a result, the researcher focused on predominant historical leadership theories and studies that showed leadership study trends beginning around the 1940's to the present. A review of the literature found that there is significant work being dedicated to a "transformative" theory of leadership which appears to be a focus of modern leadership research. Much attention was paid to the role of "values" relative to leadership along with the role of "self-actualization" and leadership. A review of the literature provided the rationale and an overview of the assessment instruments used in this study, as well as the historical and theoretical framework for the Educators' Leadership Academy.

The Educators' Leadership Academy uses the work of Dr. Ronald Heifetz (1994), *Leadership Without Easy Answers*, as the foundational theoretical piece for the academy. The academy was designed to bring the same caliber of training found in corporate executive development programs to the educational community. The academy is in it's

second year of existence, and this study provides a unique opportunity to see if a “transformational” executive development approach to educational leadership has any impact on vocational administrators in Oklahoma.

The study was guided by three major research questions:

1. Does the Educators’ Leadership Academy contribute to the leadership ability of the administrator?
2. Does the Educators’ Leadership Academy have an impact on the identification of or in the development of selected leadership variables among vo-tech administrators?
3. Should programs such as the Educators’ Leadership Academy be included in administrator preparation programs?

Data for the study was collected by administering the Leadership Effectiveness Profile and the Personal Orientation Inventory to this year’s academy participants in a pre and posttest format. A control group was established and administered the same assessment instruments in a pre and posttest format.

The pre-tests were administered to the study group on July 19, 1999, just prior to the start of the first ELA session. The pre-tests for the control group were distributed by mail and self-administered in early September, 1999. The posttests for the study group were administered on March 30, 2000, after the last session of the ELA. The posttests for the control group were distributed by mail the last week in February, 2000. The instruments were scored by the researcher. During the scoring process, it was observed that some of the instruments were completed incorrectly and subsequently had to be declared invalid. The posttest completion rate for the study group was 70% for the LEP,

and 90% for the POI. The control group completion rate was 85% for the LEP and 100% for the POI.

Results of the Study

The results of the study are summarized in the following findings:

1. The results of the data from the LEP showed that the control group scored higher than the study group in two of the three measurable scores provided by the instrument. Further analysis of the data will show that even though the aggregate adaptability posttest score for the study group was slightly lower than the control group posttest score (a lower score is a positive performance indicator), the pre and posttest comparison scores showed that the control group experienced a greater level of gain from pre to post as did the study group.
2. There was no significant difference between the two groups on the diagnostic skill, adaptability, and the overall leadership effectiveness scores for the LEP.
3. The study group showed pre to posttest gains in ten of the twelve scales measured by the POI, compared to six of the twelve for the control group.
4. There was no significant difference between the study and control groups on ten of the twelve scales measured by the POI.
5. There was a significant difference between the study and control groups on two of the twelve scales measured by the POI. One of the scales was statistically significant with the study group posting the higher score. The

control group scored higher on one of the two scales shown to be significant.

Conclusions

This study has revealed that there are significant differences between the participants of the Educators' Leadership Academy and the control group relative to certain variables associated with leadership. Leadership is a complex issue to study in a holistic manner due to its enigmatic characteristics relative to many different perceptions as to what exactly leadership is. Leadership is not only difficult to study, it is even more difficult to come up with a universally accepted definition. Therefore, it is the opinion of this researcher that leadership studies that seek to measure perceptions, gains, and impact require a much closer scrutiny of the data relative to a much narrower focus than just leadership in general. In other words, the study of leadership must be dissected and sorted in an effort to find areas of significance that might have the potential to impact the field in some manner. This is such a study. In order to draw conclusions, we have had to "dissect" the data from the LEP and the POI in an effort to not overlook any relevant conclusions hidden within the complexities of the data. With this in mind, and based on the findings, the researcher presents the following conclusions:

1. The findings of the pre to posttest gain score comparisons and the comparisons of posttest mean scores for the LEP, revealed that the Educators' Leadership Academy has a negative effect on the diagnostic skills of the participants and no significant impact on the adaptability skills and the overall leadership effectiveness variables as measured by the

Leadership Effectiveness Profile. Therefore, it can be concluded that over a relatively short period of time, the nine months in which this study was conducted, the ELA does not have the desired nor the expected impact on leadership variables measured by the LEP.

2. Based upon the findings of the pre to posttest gain score comparisons for the POI, which revealed that the study group experienced pre to post gains on a greater number of measurable scales (ten) as did the control group (six), it can be concluded that the Educators' Leadership Academy had an impact on the participants ability to achieve a greater level of self-actualization, thus enabling one to become a more effective leader (Burns, 1978).
3. The findings of the posttest mean score comparison for the POI, revealed that the study group's score was statistically significant on the Synergy (Sy) scale. Therefore, the researcher makes the following conclusion as well as providing a brief narrative to its rationale. It can be concluded that the ELA has the ability to influence the leadership variables required to recognize and to perform adaptive work. In making this conclusion, the researcher recognizes the association between the one area of significance, Synergy, and its relationship to the skills identified in Heifetz's model (1994) and in the curriculum content of the ELA (Figure 1, pg. 35 and Figure 2, pg. 37). When making an adaptive challenge inquiry, one must be able to "get on the balcony" (Heifetz, 1994) and identify conflicting perspectives, internal and external contradictions along with understanding

and acknowledging the personal and organizational values associated with any particular challenge. Synergy as defined by the POI (Shostrum, 1974), gives us the ability to see that the dichotomies of life are meaningfully related. Therefore, the ELA impacts one's ability to identify the contradictions associated with adaptive challenges. Acknowledging the association made between the POI scale Synergy and the literature reviewed for this study, and recognizing the limitations of only one area of significance, it can be concluded that the ELA has the potential to teach leaders the skills necessary to do the adaptive work that is outlined in the Heifetz' model (1994) and the Educators' Leadership Academy.

Recommendations

In Oklahoma, education is facing a tremendous leadership challenge as evidenced by recent legislative reforms. The challenge is compounded by a potentially high number of turnovers in educational leadership positions due to retirement and better opportunities in neighboring states. Oklahoma may be facing a leadership crisis in the near future if we don't find new and creative ways to develop and cultivate the next generation of educational leaders within the state. With this in mind, this particular study has implications for the Educators' Leadership Academy, as well as the need for further research related to this topic.

First, it is recommended that educational agencies and/or legislative bodies recognize the potential leadership crisis that we are facing in Oklahoma education and specifically vocational education (NCRVE, 1990). This should be done in an effort to

have meaningful dialogue and to create a climate that would encourage and enable continued research in leadership development and leadership development programs such as the Educators' Leadership Academy.

Second, it is recommended that the Educators' Leadership Academy develop criteria for entry into the program. Based on the theoretical framework and content of the ELA, it is imperative that participants be able to relate to the program through a broad, diversified experiential base of leadership activities in order to fully benefit from the ELA. ELA participants should be able to relate leadership challenges experienced in the work place and have the ability to apply the leadership theories and constructs from the ELA to practical application within their organization. This recommendation is made in part due to the role of self-actualization to leadership. Based on the POI scale norms published in the POI manual, the study group showed to be at the self-actualization level on only five of the twelve measured scales. This recommendation is made cautiously, noting the need for further research that would support the work of Burns' posit that self-actualization concepts are motivation for leaders to evolve (Burns, 1978, pg. 116).

Recommendations for Further Research

Having established a basis for concluding that the ELA does have an impact on certain leadership variables among vocational administrators in Oklahoma, further research needs to be done to determine if the impact makes a difference over time. Studies such as these should be done over longer periods of time and go beyond the actual leadership experience itself. Studies that look at the impact of the ELA over a longer period of time would be able to examine the participants in the workplace and perhaps determine if the

theories and concepts presented in the ELA are finding their way into the workplace. Are the concepts and theories moving from presentation to practice? Perhaps a study of the ELA over a longer period of time would not only measure participants' perception of their own leadership abilities, but also determine if the ELA has any impact on how they work and their relationships with subordinates and peers within the organization.

Along the same line of thought, this study was based solely on the perceptions of the participants. Further research is needed to determine if other people within the organizations the participants are representing, are able to notice any impact that the ELA may have had on their leadership behavior. Further research should incorporate a 360 degree feedback process that will take into consideration the perspective of the subordinate and peer. A study of this nature could include past participants of the ELA, and attempt to determine if the theories and concepts of the ELA manifests themselves in actual identifiable behavior changes in the workplace. It would enhance the results of this study if we were able to determine what if any types of changes occurred after participating in the ELA. Do the leaders communicate more effectively? Do the leaders approach workplace challenges differently? Have working conditions improved, or deteriorated as a result of attending the ELA? Answers to these types of questions would provide greater insight to the long-term impact that the ELA has on its participants.

This particular study used the Leadership Effectiveness Profile and the Personal Orientation Inventory to measure the impact of the ELA on selected leadership variables. Further research is needed to find other instruments that would possibly be better indicators of participant performance relative to the ELA and the content presented. There are a multitude of leadership instruments on the market today and they all present a

somewhat different approach to measuring leadership. Acknowledging that the ELA brings a relatively new approach to educational professional development in Oklahoma, one could assume that very few of the older leadership assessment instruments would adequately cover the concepts presented in the ELA. Therefore, some type of correlation studies should be done to identify any other assessment instruments that more appropriately address the ELA competencies. A suggested correlation study would be to look at NCRVE's thirty-seven leadership attributes and their correlation to the content of the ELA as perhaps measurable descriptors or variables of leadership development that have the potential to be observed and/or measured by other instruments. This suggestion is made due largely to the fact that the NCRVE studies and this study are specific to vocational education.

It is also recommended that a study of this nature introduce qualitative methodologies into the research. "Qualitative procedures provide a means of accessing unquantifiable facts about the actual people researchers observe and talk to, or people represented by their personal traces" (Berg, 1998, p. 7). In this particular study the traces that Berg mentions were merely test scores. Given the diversity of people and the experience that they bring to development programs such as the ELA, along with a variety of cultures from their work places and communities, a mere quantifiable numerical view of "impact" is not adequate. This recommendation is based in part on the make-up of the ELA's content. We have to question whether or not elements such as spirituality, ethics, values, etc., are quantifiable, perhaps not. Therefore, future studies of the ELA and programs like the ELA should include participant observations, interviews, and other

ethnographic field strategies that enable the researcher to be an active participant in the research.

Implications for Practice

As a result of this study and based on the data presented, there are some implications for practice that have been identified and presented for consideration.

1. Recognizing the “transformational approach” and the relatively new posits of leadership study presented by the ELA, presents the potential for the development of a legitimate and meaningful assessment instrument that accurately assesses the impact of a development program such as the ELA. This would have significant implications for the study of new and emerging theories of leadership and leadership development.
2. Determining the congruency of the ELA to other leadership development efforts such as the NCRVE studies in which there is recognizable credibility would create opportunities for further research, subsequently, creating the potential to greatly impact the field of vocational leadership studies in the future.
3. This study has provided evidence of new and emerging ideas relative to how leadership development is presented and facilitated, as well as identifying a trend that has shown leadership theory moving from the behavioral realm (studies of the forties through the sixties) into more “holistic” values oriented theoretical approaches. Studies such as this one will have implications relative to the language of leadership in the future.

This study has exposed concepts such as “adaptive challenges,” “adaptive work,” and “technical fixes,” transformative leadership, values-laden leadership, and many others in an attempt to set the stage and perhaps establish a foundation for the future of leadership studies within vocational education.

Researcher Comments

This study, as with most doctoral dissertations, has been somewhat of a journey. During the past twelve months it seems that at times the project took on a life of its own. To a neophyte researcher, the process has been invaluable in terms of dealing with the unexpected such as re-aligning processes, missed assumptions, and unrealistic expectations. The process truly builds character. Many of the things that are learned through a process such as this do not show up in the actual work itself, but many lessons are learned retrospectively. Such is the case here. Please allow me the latitude to discuss some elements of this study that were somewhat troublesome for the researcher.

As a former participant in the ELA, there were certain assumptions and expectations that were experienced personally. Being very careful not to influence or bias the study, it was interesting to watch “from the balcony” as the results were being sifted and analyzed. As a former participant, and as objectively as possible, this researcher felt the need to comment on a few elements of the study that may have had an impact on the findings.

The ELA was designed specifically for executive level leadership positions within the educational arena in Oklahoma. Its intent was basically to “raise the bar” on

traditional leadership programs. The program was originally geared for participants who possessed visionary qualities and those who viewed the leadership role as going beyond mere management. While reviewing the demographics of this year's ELA participants it was apparent that the majority of participants had very "mechanical" or rigid managerial type positions. It became apparent to this researcher that even though there were pockets of influence where the ELA made an impact on the participants, it has to be questioned whether or not a bi-monthly leadership experience can overcome the influence of the workplace as the predominant indicator of behavior.

Another concern of the researcher was the number of study group posttests that were completed incorrectly and subsequently could not be included in the aggregate data. This had the potential to greatly impact the LEP posttest scores presented in aggregate. There were six instruments that were determined to be invalid. Perhaps the rigor of the last session, or the travel logistics influenced or diminished the efforts of the study group on their posttests. The last session of the ELA was held in Poteau, Oklahoma, and many of the participants had a lengthy journey home. One other thought regarding the study group posttests goes back to the perceptions of the participants. Because of the nature of their respective positions and jobs and the work that they are required to do, did they have the appropriate frame of reference to fully benefit from the ELA? Did the ELA turn out to be "just another deal" that they had to endure? The assumption that since the study group correctly completed the pre-test, they would "correctly" complete the posttest was incorrect.

One final thought. A snap-shot look at the life of the ELA does not do justice to this particular type of study. The development of leadership does not occur over the

period of time in which this study was conducted. Addressing the issue of developing effective educational leaders in Oklahoma is an adaptive challenge in and of itself. It will take time, dedication and commitment to activities such as the ELA.

BIBLIOGRAPHY

- Anderson, M. D. (1998). Seven virtues for the third millennium: Spiritual formation of leadership. Educators' Leadership Academy.
- Adams, J. D. (1998). Transforming leadership. Alexandria, VA: Miles River Press.
- Aspen Institute (1999). About the Aspen Institute. [Online]. Available <http://www.uwyo.edu/a&s/comm/donaghu/pi.html>.
- Bales, R. F. (1954). In conference. Harvard Business Review, 32, 41-49.
- Bass, B. M. (1981). Stogdill's handbook of leadership: A survey of theory and research (rev. ed.). New York, NY: Free Press
- Bennis, W. (1976). The unconscious conspiracy: Why leaders can't lead. New York, NY: Amacon, p. 174.
- Bennis, W., & Nanus, B. (1985). Leaders. New York, NY: Harper & Row.
- Bennis, W. G. (1989a). On becoming a leader. Reading, MA: Addison-Wesley Publishing Co., Inc.
- Bennis, W. (1989b). Why leaders can't lead: The unconscious conspiracy continues. San Francisco, CA: Jossey-Bass Publishers.
- Berg, B.L. (1998). Qualitative research methods for the social sciences. Needham Heights, MA: Allyn & Bacon.
- Blake, R. R., & Mouton, J. S. (1964). The managerial grid. Houston, TX: Gulf Publishing Co.
- Block, P. (1993). Stewardship: Choosing service over self-interest. San Francisco, CA: Berrett-Koehler Publishers.
- Borg, W. R. (1987). Applying educational research (2nd ed.). New York, NY: Longman.

Burns, J. M. (1978). Leadership. New York, NY: Harper Colophon.

Campbell, D. T., & Stanley, J. C. (1966). Experimental and quasi-experimental designs for research. Boston, MA: Houghton Mifflin Co.

Carlyle, T. (1907). On heroes, hero-worship and the heroic in history. Boston, MA: Houghton Mifflin.

Chemers, M. M., & Ayman, R. (1993). Leadership theory & research: Perspectives and directions. San Diego, CA: Academic Press, Inc.

Collins, M. N. (1999) <http://www.marvacollins.com/biography.html>

Donaghy, W. C. (1997). The Donaghy Leadership Behavior Report, [Online] Available <http://www.uwyo.edu/a&s/comm/donaghy/index.html>.

Fiedler, F. E. (1967). A theory of leadership effectiveness. New York, NY: McGraw-Hill.

Fiedler, F. E., & Chemers, M. M. (1974). Leadership and effective management. Glenview, IL.: Scott, Foresman.

Finch, C. R., Gregson, J. A., & Faulkner, S. L. (1989). Leadership behavior of successful vocational education administrators. Blacksburg, VA: Virginia Polytechnic Institute and State University, Division of Vocational and Technical Education.

Finch, C. R., Gregson, J. A., & Reneau, C. E. (1992). Vocational education leadership development resources: Selection and application (MDS-188). Berkeley, CA: National Center for Research in Vocational Education, University of California at Berkeley.

Finley, M. (1997). Ron Heifetz on the jungle of contemporary leadership, excerpts from a speech to "The Masters Forum" Educator's Leadership Academy.

Frits, R. (1989). The path of least resistance. New York, NY: Ballantine Books.

Gardner, J. W. (1990). On leadership. New York, NY: The Free Press.

Heifetz, R. A. (1994). Leadership without easy answers. Cambridge, MA: The Belknap Press.

Heifetz, R. A. (1997). Leadership without easy answers: Excerpts from a speech to leadership. Educators' Leadership Academy.

- Hemphill, J. K. (1949). Situational factors in leadership. Columbus, Ohio State University Bureau of Educational Research.
- Hemphill, J. K., & Coons, A. E. (1950). Leader behavior description. Columbus, OH: Personnel Research Board, Ohio State University.
- Hollander, E. P. (1993). Legitimacy, power, and influence: A perspective or relational feature of leadership. San Diego, CA: Academic Press, Inc.
- Hollar, C. (1999, September). Personal Interview with Charlie Hollar.
- House, R. J. (1971). A path-goal theory of leadership effectiveness, Administrative Science Quarterly, 16, 321-328.
- House, R. J., & Baetz, M. L. (1979). Leadership: Some empirical generalizations and new research directions, Research In Organizational Behavior, 1, 341-343.
- Howard, V.A., & Scheffler, I. (1996). Work, education, and leadership: Essays in the philosophy of education. New York, NY: Peter Lang Publishing, Inc.
- Hoy, W.K., & Miskel, C. G. (1982). Educational administration: Theory, research and practice. New York, NY: Random House.
- Key, J. P. (1997). SHRF 5980 research design. Agricultural Education Communications, and 4-H Youth Department. Oklahoma State University. Stillwater, OK
- Klavetter, R. E., & Mogar, R. E. (1967). Stability and internal consistency of a measure of self-actualization. Psychological Reports, 21, 422-424.
- Knutson, J. N. (1972). The human basis of polity. Chicago, IL: Aldine-Atherton.
- Kotter, J. P. (1996). Leading change. Boston, MA: Harvard Business School Press.
- Kouzes, J. M., & Posner, B. Z. (1987). The leadership challenge. San Francisco, CA: Jossey-Bass, Inc.
- Lambrecht, J. L., Hopkins, C. R. Moss, J., & Finch, C. R. (1997). Importance of On-the-Job Experiences in Developing Leadership Capabilities (MDS-814). Berkeley, CA: National Center for Research in Vocational Education, University of California at Berkeley.
- Lashway, L. (1995). Facilitative Leadership. Eugene, OR: Clearinghouse on Educational Management. (ERIC Document Number 96).

Leadership for the 21st Century (1999). [Online]. Available <http://www.ksg.harvard.edu/execed/pe-121/121-desc.htm>.

Leithwood, K. A. (1992, February). The move toward transformational leadership. Educational Leadership, 49(5) 8-12.

Likert, R. (1961). New patterns of management. New York, NY: McGraw-Hill.

Likert, R. (1967). The human organization: Its management and value. New York, NY: McGraw-Hill.

Liontos, L. B. (1992). Transformational leadership. Eugene, OR: Clearinghouse on Educational Management. (ERIC Document Number 72).

Merton, R. (1969). The social nature of leadership. American Journal of Nursing, 69, 2614-2618.

Messick, D. M., & Bazerman, M. H. (1996). Ethical leadership and the psychology of decision making. Sloan Management Review, 37(2).

Mitchell, T. R., & Scott, W. G. (1987). Leadership failure, the distrusting public, and prospects of the administrative state. Public Administrative Review, Nov./Dec., 445-452.

Mitchell, T. R., & Scott, W. G. (1990). America's problems and needed reforms: Confronting the ethic of personal advantage. Academy of Management Executive, 4, 23-35.

Moss, J., Jr., Johansen, B.C., & Preskill, H. (1991). Developing the leader attributes inventory: An odyssey. Journal of Industrial Teacher Education.

Moss, J., Jr., & Liang, T. (1990). Leadership, leadership development, and the National Center for Research in Vocational Education, Berkeley, CA: National Center for Research in Vocational Education, University of California at Berkeley.

Moss, J. R. & Schwartz, S. & Jensrud, Q. (1994) Preparing Leaders for the Future: A development program for underrepresented groups in vocational education. Berkeley, CA: National Center for Research in Vocational Education.

Nanus, B. (1972). Visionary leadership, San Francisco, CA: Jossey-Bass, Inc.

National Center for Research in Vocational Education (NCRVE), (1990). The 1990 Agenda for the National Center for Research in Vocational Education. ERIC NO: ED 318870. ERIC Clearinghouse No: CE054650.

Peters, T. J., & Waterman Jr., R. H. (1982). In search of excellence. New York, NY: Harper & Row.

Posner, B. & Colleagues. (1999). Leadership Practices Inventory (LPI), [Online]. Available <http://www.uwyo.edu/a&s/comm/donaghy/lpi.html>.

Presley, L. E. (1998a). Understanding Systems: A human perspective. Educator's Leadership Academy.

Presley, L. E. (1998b). Understanding systems: An organizational & community perspective. Educators' Leadership Academy.

Presley, L. E. (1999, September). Personal Interview: With Leo Presley.

Public Information Office. (1985). A guide to Oklahoma vo-tech...It works. Stillwater, OK: State Department of Vocational and Technical Education.

Rankin, J. (2000). statpages.net [Online]. Available <http://www.assumption.edu/html/academic/users/advadum/applets/ttests/ttest.html>.

Sashkin, M. (1999). Leadership Behavior Questionnaire (LBQ), [Online]. Available <http://www.uwyo.edu/a&s/comm/donaghu/pi.html>.

Shavelson, R.J. (1988). Statistical Reasoning for the Behavioral Sciences. (2nd ed.). Boston, MA: Allyn & Bacon.

Shostrum, E. L. (1974). Personal Orientation Inventory Manual. San Diego, CA: Educational and Industrial Testing Service.

Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature, Journal of Psychology, 25, 35-71.

Stogdill, R. M. (1963). Manual for the leader behavior description questionnaire-form XII. Columbus, OH: Bureau of Business Research, Ohio State University.

Tagliaferri, L. (n.d.). Leadership effectiveness profile administration guide. Jacksonville, FL.: Talico, Inc.

Trochim, W. M. K. (1999). Research Methods Knowledge Base, (2nd ed). [Online]. Available <http://www.trochim.human.cornell.edu/kb/index.htm>.

APPENDIXES

APPENDIX A

DATA AND DATA COLLECTION SURVEYS USED TO
ESTABLISH THE CRITERIA FOR MATCHING THE
CONTROL GROUP TO THE STUDY GROUP

Demographic Data Survey

Please take a moment to answer the following questions:

1. How many years have you worked in education? _____
2. How many years have you been employed in your current position? _____
3. Highest level of education attained? _____

Area Vocational and Technical Schools
Estimated as of 8/11/99

AREA SCHOOLS	<u>Certified Staff</u>
AUTRY TECHNOLOGY CENTER	57.0
CADDO-KIOWA VT CENTER	56.8
CANADIAN VALLEY AVTS	88.0
CENTRAL TECH	80.0
CHISHOLM TRAIL AVTC	13.0
EASTERN OKLA CNTY VTC	32.0
FRANCIS TUTTLE	117.5
GORDON COOPER TC	58.0
GREAT PLAINS AVTS	120.5
GREEN COUNTRY AVTS	12.0
HIGH PLAINS AVTS	33.0
INDIAN CAPITAL TC	91.5
KIAMICHI AVTS	127.8
MERIDIAN TECH CENTER	62.0
METRO TECH	115.1
MID-AMERICA AVTS	44.6
MOORE-NORMAN TECH CENTER	86.0
NORTHEAST VO-TECH CENTERS	67.0
NW TECHNOLOGY CENTER	28.0
PIONEER TECH CENTER	42.0
PONTOTOC TECH CENTER	30.0
RED RIVER AVTS	37.6
SOUTHERN OKLA TECH CENTER	42.0
SOUTHWEST TECH CENTER	26.0
TRI-COUNTY TECH CENTER	54.0
TULSA TECH CENTER	217.0
WES WATKINS AVTC	24.0
WESTERN TECH CENTER	42.0
	1,804.4

Source: Oklahoma Department of Vocational-Technical Education, 1999.

APPENDIX B

PANEL OF EXPERTS BALLOT USED IN
SELECTION OF CONTROL GROUP

Dear Panel Members,

Please find attached, the list of proposed control group participants. The control group will be a nominated, matched sample that is representative of the study group in terms of gender, job title/responsibilities, and school size. The proposed control group reflects these characteristics with the exception of the State Department match. Due to the make-up of senior level administration at the State Department, we could not achieve a gender match.

Please review the proposed control group list and either confirm the selection, or provide the researcher with alternative membership proposals, and the rationale behind any proposed changes to the control group.

Once the "panel of judges" has confirmed the make-up of the control group, each proposed member will be contacted personally by the researcher to establish their willingness to participate. In the event that a proposed control group member does not wish to participate, the panel of judges will nominate a replacement. Thank you in advance for your assistance with this research project.

_____ Yes, I agree with the selection of the proposed control group membership.

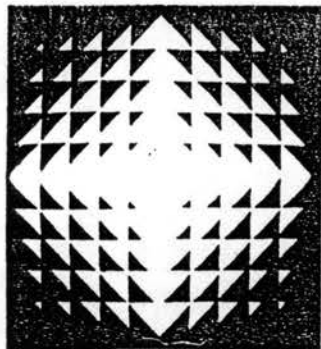
_____ No, I do not agree with the selection of the proposed control group membership, and offer the following recommendations and rationale.

Please fax your responses to: Terry Mosley
(580) 477-0138

APPENDIX C

ASSESSMENT INSTRUMENTS USED

IN THE STUDY



Respondent Booklet

LEADERSHIP EFFECTIVENESS PROFILE

by Louis Tagliaferri, Ph. D.

MD-104

ORGANIZATION:

ASSESSMENT OF:

YOU ARE:

- The above person
- A peer/subordinate of the above person
- The superior of the above person

 **Talico**
INCORPORATED

INSTRUCTIONS

BELOW ARE FIFTEEN (15) SITUATIONS THAT ANY LEADER MIGHT ENCOUNTER. FOLLOWING EACH SITUATION ARE FIVE(5) ALTERNATIVE COURSES OF ACTION THAT A LEADER MIGHT TAKE IN ORDER TO DEAL WITH THE SITUATION. READ EACH SITUATION CAREFULLY. ASSUME THAT THE PERSON WHOSE NAME APPEARS ON THE FRONT COVER OF THIS QUESTIONNAIRE IS THE LEADER IN EACH SITUATION. PLACE AN "M" IN THE SPACE TO THE LEFT OF THE ALTERNATIVE THAT YOU THINK THIS PERSON WOULD MOST LIKELY TAKE. THEN PLACE AN "L" IN THE SPACE TO THE LEFT OF THE ALTERNATIVE THAT YOU THINK THIS PERSON WOULD LEAST LIKELY TAKE.

1. You have been working participatively with your subordinates to solve various department problems. They have demonstrated proficiency and mature judgement. They ask you to help them solve a new problem.
 - a. Leave the group alone to solve the problem themselves.
 - b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 - c. Obtain input from the group. Then develop a solution for the group to follow.
 - d. Work with the group to analyze the problem and develop a satisfactory solution.
 - e. Develop a solution to the problem and persuade the group to follow it.

2. Certain problems have developed among a group of your subordinates who have demonstrated a moderate degree of proficiency and responsibility. You are not sure whether you have given this group enough guidance in the past.
 - a. Leave the group alone to solve the problem themselves.
 - b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 - c. Obtain input from the group. Then develop a solution for the group to follow.
 - d. Work with the group to analyze the problem and develop a satisfactory solution.
 - e. Develop a solution to the problem and persuade the group to follow it.

3. Your work group has not been responding to your friendly efforts to encourage performance improvement. A "country club" atmosphere seems to exist. A difficult work problem has now arisen.
 - a. Leave the group alone to solve the problem themselves.
 - b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 - c. Obtain input from the group. Then develop a solution for the group to follow.
 - d. Work with the group to analyze the problem and develop a satisfactory solution.
 - e. Develop a solution to the problem and persuade the group to follow it.

4. Members of your work group have demonstrated maturity, proficiency and responsibility. A major systems change will soon be introduced in your department and you anticipate that some problems will be caused by the staff reassignments that it requires.
 - a. Leave the group alone to solve the problem themselves.
 - b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 - c. Obtain input from the group. Then develop a solution for the group to follow.
 - d. Work with the group to analyze the problem and develop a satisfactory solution.
 - e. Develop a solution to the problem and persuade the group to follow it.

5. The pleasant relationships within your new department are marred by a history of poor performance. The problem must be solved promptly.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
6. A serious problem has just arisen in your newly assigned work unit. Your subordinates are experienced, proficient and work well together as a team. The unit has a good performance history.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
7. You have recently introduced a new operating system in your work unit. A group of employees whose marginal performance you want to improve are resisting the change. Their performance continues to decline.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
8. Your work group seems to be confused. Many employees in the group are new and are relatively inexperienced. Work group performance is poor.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
9. A group of employees within your department who had formerly been marginal performers seem to be improving. They are currently having difficulty with new work methods recently introduced into the unit.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
10. You have been assigned to solve an operational problem in your work group. A great deal of creativity will be required in order to deal with the problem issue. Your subordinates are mature and experienced.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.

11. Members of your work group have been responding to your constructive efforts to improve their performance. A minor problem has developed, however, and you must ensure that the group does not "backslide."
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
12. Relationships among you and your subordinates are good. They have a moderate degree of proficiency but still are not performing at the level that you expect. They seem to be struggling with a work problem.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
13. The employees in your work group have demonstrated a high degree of proficiency and responsibility. A project involving a technical problem of a type that they have previously experienced has now arisen.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
14. You have been accustomed to letting your subordinates work out various problems for themselves. Lately, however, they seem to be having difficulty solving problems that affect them as a work group.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.
15. You have had a practice of working with your subordinates to develop solutions to operational problems. One of the problems that your work group now faces is significantly more complicated than those that they have dealt with in the past. The problem must be solved quickly.
- _____ a. Leave the group alone to solve the problem themselves.
 _____ b. Redefine job standards, goals and responsibilities. Supervise the group closely.
 _____ c. Obtain input from the group. Then develop a solution for the group to follow.
 _____ d. Work with the group to analyze the problem and develop a satisfactory solution.
 _____ e. Develop a solution to the problem and persuade the group to follow it.

SCORING INSTRUCTIONS

Step I

Total the number of each letter selected as "Most" (M) in the 15 situations. Write this number in the appropriate box in Row 1. Then transfer the data to the STYLE RANGE GRAPH and plot your style range profile.

STEP II

Calculate the difference in points between each letter in ROW 1; between b-f, e-d, c-d, f-d-f. Sum the difference and multiply by 3. Enter the product in the ADAPTABILITY SCORE box and on the ADAPTABILITY SCALE.

Step III

In Column I circle the letter that corresponds with your "Most" (M) choice for each situation. Total the number of letters circled in each vertical column and multiply by the appropriate factor. Then add the sum of the products for Column I and write this figure in the SUBTOTAL box.

Step IV

In Column II circle the letter that corresponds with your "Least" (L) choice for each situation. Total the number of letters circled in each vertical column and multiply by the appropriate factor. Then add the sum of the products for Column II PLUS the subtotal from Column I and write this figure in the TOTAL box. Transfer the total for Columns I and II to the DIAGNOSTIC SKILL score box and to the DIAGNOSTIC SKILL scale.

Step V

Subtract your ADAPTABILITY score from your DIAGNOSTIC SKILL score. The difference will be your OVERALL LEADERSHIP EFFECTIVENESS score. Transfer this figure to the OVERALL LEADERSHIP EFFECTIVENESS scale.

LEP SCORING FORM

ROW 1
(b) (e) (c) (d) (a)

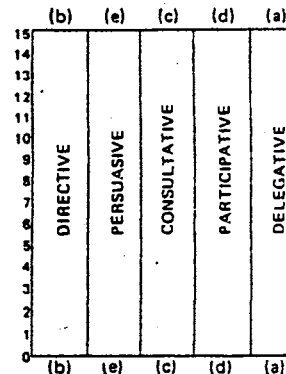
--	--	--	--	--

COLUMN I
MOST

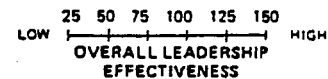
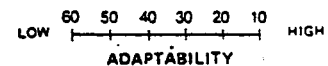
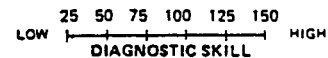
COLUMN II
LEAST

1	a	d	c	e	b	1	b	e	c	d	a	1
2	c	e	b	d	a	2	a	d	b	e	c	2
3	b	e	c	d	a	3	a	d	c	e	b	3
4	d	c	e	a	b	4	b	a	e	c	d	4
5	b	e	c	d	a	5	a	d	c	e	b	5
6	a	d	c	e	b	6	b	e	c	d	a	6
7	e	b	c	d	a	7	a	d	c	b	e	7
8	b	e	c	d	a	8	a	d	c	e	b	8
9	e	c	d	b	a	9	a	b	d	c	e	9
10	d	a	c	e	b	10	b	e	c	a	d	10
11	c	e	d	b	a	11	a	b	d	e	c	11
12	e	b	c	d	a	12	a	d	c	b	e	12
13	a	d	c	e	b	13	b	e	c	d	a	13
14	d	c	e	b	a	14	a	b	e	c	d	14
15	c	d	e	b	a	15	a	b	e	d	c	15
	x5	x4	x3	x2	x1		x5	x4	x3	x2	x1	
	+	+	+	+			+	+	+	+		
	↓ SUBTOTAL COLUMN I						↓ TOTAL COLUMNS I AND II					
	↓						↓					

LEADERSHIP SCORES



STYLE RANGE GRAPH



	(-)		(=)	
	MINUS		EQUAL	

DIAGNOSTIC SKILL SCORE
ADAPTABILITY SCORE (0 = Best)
OVERALL LEADERSHIP EFFECTIVENESS SCORE

1. a. I am bound by the principle of fairness.
b. I am not absolutely bound by the principle of fairness.
2. a. When a friend does me a favor, I feel that I must return it.
b. When a friend does me a favor, I do not feel that I must return it.
3. a. I feel I must always tell the truth.
b. I do not always tell the truth.
4. a. No matter how hard I try, my feelings are often hurt.
b. If I manage the situation right, I can avoid being hurt.
5. a. I feel that I must strive for perfection in everything that I undertake.
b. I do not feel that I must strive for perfection in everything that I undertake.
6. a. I often make my decisions spontaneously.
b. I seldom make my decisions spontaneously.
7. a. I am afraid to be myself.
b. I am not afraid to be myself.
8. a. I feel obligated when a stranger does me a favor.
b. I do not feel obligated when a stranger does me a favor.
9. a. I feel that I have a right to expect others to do what I want of them.
b. I do not feel that I have a right to expect others to do what I want of them.
10. a. I live by values which are in agreement with others.
b. I live by values which are primarily based on my own feelings.
11. a. I am concerned with self-improvement at all times.
b. I am not concerned with self-improvement at all times.
12. a. I feel guilty when I am selfish.
b. I don't feel guilty when I am selfish.
13. a. I have no objection to getting angry.
b. Anger is something I try to avoid.
14. a. For me, anything is possible if I believe in myself.
b. I have a lot of natural limitations even though I believe in myself.
15. a. I put others' interests before my own.
b. I do not put others' interests before my own.
16. a. I sometimes feel embarrassed by compliments.
b. I am not embarrassed by compliments.
17. a. I believe it is important to accept others as they are.
b. I believe it is important to understand why others are as they are.
18. a. I can put off until tomorrow what I ought to do today.
b. I don't put off until tomorrow what I ought to do today.
19. a. I can give without requiring the other person to appreciate what I give.
b. I have a right to expect the other person to appreciate what I give.
20. a. My moral values are dictated by society.
b. My moral values are self-determined.
21. a. I do what others expect of me.
b. I feel free to not do what others expect of me.
22. a. I accept my weaknesses.
b. I don't accept my weaknesses.

GO ON TO THE NEXT PAGE

23. a. In order to grow emotionally, it is necessary to know why I act as I do.
b. In order to grow emotionally, it is not necessary to know why I act as I do.
24. a. Sometimes I am cross when I am not feeling well.
b. I am hardly ever cross.
25. a. It is necessary that others approve of what I do.
b. It is not always necessary that others approve of what I do.
26. a. I am afraid of making mistakes.
b. I am not afraid of making mistakes.
27. a. I trust the decisions I make spontaneously.
b. I do not trust the decisions I make spontaneously.
28. a. My feelings of self-worth depend on how much I accomplish.
b. My feelings of self-worth do not depend on how much I accomplish.
29. a. I fear failure.
b. I don't fear failure.
30. a. My moral values are determined, for the most part, by the thoughts, feelings and decisions of others.
b. My moral values are not determined, for the most part, by the thoughts, feelings and decisions of others.
31. a. It is possible to live life in terms of what I want to do.
b. It is not possible to live life in terms of what I want to do.
32. a. I can cope with the ups and downs of life.
b. I cannot cope with the ups and downs of life.
33. a. I believe in saying what I feel in dealing with others.
b. I do not believe in saying what I feel in dealing with others.
34. a. Children should realize that they do not have the same rights and privileges as adults.
b. It is not important to make an issue of rights and privileges.
35. a. I can "stick my neck out" in my relations with others.
b. I avoid "sticking my neck out" in my relations with others.
36. a. I believe the pursuit of self-interest is opposed to interest in others.
b. I believe the pursuit of self-interest is not opposed to interest in others.
37. a. I find that I have rejected many of the moral values I was taught.
b. I have not rejected any of the moral values I was taught.
38. a. I live in terms of my wants, likes, dislikes and values.
b. I do not live in terms of my wants, likes, dislikes and values.
39. a. I trust my ability to size up a situation.
b. I do not trust my ability to size up a situation.
40. a. I believe I have an innate capacity to cope with life.
b. I do not believe I have an innate capacity to cope with life.
41. a. I must justify my actions in the pursuit of my own interests.
b. I need not justify my actions in the pursuit of my own interests.
42. a. I am bothered by fears of being inadequate.
b. I am not bothered by fears of being inadequate.
43. a. I believe that humans are essentially good and can be trusted.
b. I believe that humans are essentially evil and cannot be trusted.

GO ON TO THE NEXT PAGE

44. a. I live by the rules and standards of society.
b. I do not always need to live by the rules and standards of society.
45. a. I am bound by my duties and obligations to others.
b. I am not bound by my duties and obligations to others.
46. a. Reasons are needed to justify my feelings.
b. Reasons are not needed to justify my feelings.
47. a. There are times when just being silent is the best way I can express my feelings.
b. I find it difficult to express my feelings by just being silent.
48. a. I often feel it necessary to defend my past actions.
b. I do not feel it necessary to defend my past actions.
49. a. I like everyone I know.
b. I do not like everyone I know.
50. a. Criticism threatens my self-esteem.
b. Criticism does not threaten my self-esteem.
51. a. I believe that knowledge of what is right makes people act right.
b. I do not believe that knowledge of what is right necessarily makes people act right.
52. a. I am afraid to be angry at those I love.
b. I feel free to be angry at those I love.
53. a. My basic responsibility is to be aware of my own needs.
b. My basic responsibility is to be aware of others' needs.
54. a. Impressing others is most important.
b. Expressing myself is most important.
55. a. To feel right, I need always to please others.
b. I can feel right without always having to please others.
56. a. I will risk a friendship in order to say or do what I believe is right.
b. I will not risk a friendship just to say or do what is right.
57. a. I feel bound to keep the promises I make.
b. I do not always feel bound to keep the promises I make.
58. a. I must avoid sorrow at all costs.
b. It is not necessary for me to avoid sorrow.
59. a. I strive always to predict what will happen in the future.
b. I do not feel it necessary always to predict what will happen in the future.
60. a. It is important that others accept my point of view.
b. It is not necessary for others to accept my point of view.
61. a. I only feel free to express warm feelings to my friends.
b. I feel free to express both warm and hostile feelings to my friends.
62. a. There are many times when it is more important to express feelings than to carefully evaluate the situation.
b. There are very few times when it is more important to express feelings than to carefully evaluate the situation.
63. a. I welcome criticism as an opportunity for growth.
b. I do not welcome criticism as an opportunity for growth.
64. a. Appearances are all-important.
b. Appearances are not terribly important.

GO ON TO THE NEXT PAGE

65. a. I hardly ever gossip.
b. I gossip a little at times.
66. a. I feel free to reveal my weaknesses among friends.
b. I do not feel free to reveal my weaknesses among friends.
67. a. I should always assume responsibility for other people's feelings.
b. I need not always assume responsibility for other people's feelings.
68. a. I feel free to be myself and bear the consequences.
b. I do not feel free to be myself and bear the consequences.
69. a. I already know all I need to know about my feelings.
b. As life goes on, I continue to know more and more about my feelings.
70. a. I hesitate to show my weaknesses among strangers.
b. I do not hesitate to show my weaknesses among strangers.
71. a. I will continue to grow only by setting my sights on a high-level, socially approved goal.
b. I will continue to grow best by being myself.
72. a. I accept inconsistencies within myself.
b. I cannot accept inconsistencies within myself.
73. a. Humans are naturally cooperative.
b. Humans are naturally antagonistic.
74. a. I don't mind laughing at a dirty joke.
b. I hardly ever laugh at a dirty joke.
75. a. Happiness is a by-product in human relationships.
b. Happiness is an end in human relationships.
76. a. I only feel free to show friendly feelings to strangers.
b. I feel free to show both friendly and unfriendly feelings to strangers.
77. a. I try to be sincere but I sometimes fall.
b. I try to be sincere and I am sincere.
78. a. Self-interest is natural.
b. Self-interest is unnatural.
79. a. A neutral party can measure a happy relationship by observation.
b. A neutral party cannot measure a happy relationship by observation.
80. a. For me, work and play are the same.
b. For me, work and play are opposites.
81. a. Two people will get along best if each concentrates on pleasing the other.
b. Two people can get along best if each person feels free to express himself.
82. a. I have feelings of resentment about things that are past.
b. I do not have feelings of resentment about things that are past.
83. a. I like only masculine men and feminine women.
b. I like men and women who show masculinity as well as femininity.
84. a. I actively attempt to avoid embarrassment whenever I can.
b. I do not actively attempt to avoid embarrassment.
85. a. I blame my parents for a lot of my troubles.
b. I do not blame my parents for my troubles.
86. a. I feel that a person should be silly only at the right time and place.
b. I can be silly when I feel like it.

GO ON TO THE NEXT PAGE

87. a. People should always repent their wrong-doings.
b. People need not always repent their wrong-doings.
88. a. I worry about the future.
b. I do not worry about the future.
89. a. Kindness and ruthlessness must be opposites.
b. Kindness and ruthlessness need not be opposites.
90. a. I prefer to save good things for future use.
b. I prefer to use good things now.
91. a. People should always control their anger.
b. People should express honestly-felt anger.
92. a. The truly spiritual person is sometimes sensual.
b. The truly spiritual person is never sensual.
93. a. I am able to express my feelings even when they sometimes result in undesirable consequences.
b. I am unable to express my feelings if they are likely to result in undesirable consequences.
94. a. I am often ashamed of some of the emotions that I feel bubbling up within me.
b. I do not feel ashamed of my emotions.
95. a. I have had mysterious or ecstatic experiences.
b. I have never had mysterious or ecstatic experiences.
96. a. I am orthodoxly religious.
b. I am not orthodoxly religious.
97. a. I am completely free of guilt.
b. I am not free of guilt.
98. a. I have a problem in fusing sex and love.
b. I have no problem in fusing sex and love.
99. a. I enjoy detachment and privacy.
b. I do not enjoy detachment and privacy.
100. a. I feel dedicated to my work.
b. I do not feel dedicated to my work.
101. a. I can express affection regardless of whether it is returned.
b. I cannot express affection unless I am sure it will be returned.
102. a. Living for the future is as important as living for the moment.
b. Only living for the moment is important.
103. a. It is better to be yourself.
b. It is better to be popular.
104. a. Wishing and imagining can be bad.
b. Wishing and imagining are always good.
105. a. I spend more time preparing to live.
b. I spend more time actually living.
106. a. I am loved because I give love.
b. I am loved because I am lovable.
107. a. When I really love myself, everybody will love me.
b. When I really love myself, there will still be those who won't love me.
108. a. I can let other people control me.
b. I can let other people control me if I am sure they will not continue to control me.
109. a. As they are, people sometimes annoy me.
b. As they are, people do not annoy me.
110. a. Living for the future gives my life its primary meaning.
b. Only when living for the future ties into living for the present does my life have meaning.

GO ON TO THE NEXT PAGE

111. a. I follow diligently the motto, "Don't waste your time."
b. I do not feel bound by the motto, "Don't waste your time."
112. a. What I have been in the past dictates the kind of person I will be.
b. What I have been in the past does not necessarily dictate the kind of person I will be.
113. a. It is important to me how I live in the here and now.
b. It is of little importance to me how I live in the here and now.
114. a. I have had an experience where life seemed just perfect.
b. I have never had an experience where life seemed just perfect.
115. a. Evil is the result of frustration in trying to be good.
b. Evil is an intrinsic part of human nature which fights good.
116. a. A person can completely change their own essential nature.
b. A person can never change their own essential nature.
117. a. I am afraid to be tender.
b. I am not afraid to be tender.
118. a. I am assertive and affirming.
b. I am not assertive and affirming.
119. a. Women should be trusting and yielding.
b. Women should not be trusting and yielding.
120. a. I see myself as others see me.
b. I do not see myself as others see me.
121. a. It is a good idea to think about your greatest potential.
b. A person who thinks about their greatest potential gets conceited.
122. a. Men should be assertive and affirming.
b. Men should not be assertive and affirming.
123. a. I am able to risk being myself.
b. I am not able to risk being myself.
124. a. I feel the need to be doing something significant all of the time.
b. I do not feel the need to be doing something significant all of the time.
125. a. I suffer from memories.
b. I do not suffer from memories.
126. a. Men and women must be both yielding and assertive.
b. Men and women must not be both yielding and assertive.
127. a. I like to participate actively in intense discussions.
b. I do not like to participate actively in intense discussions.
128. a. I am self-sufficient.
b. I am not self-sufficient.
129. a. I like to withdraw from others for extended periods of time.
b. I do not like to withdraw from others for extended periods of time.
130. a. I always play fair.
b. Sometimes I cheat a little.
131. a. Sometimes I feel so angry I want to destroy or hurt others.
b. I never feel so angry that I want to destroy or hurt others.
132. a. I feel certain and secure in my relationships with others.
b. I feel uncertain and insecure in my relationships with others.

133. a. I like to withdraw temporarily from others.
b. I do not like to withdraw temporarily from others.
134. a. I can accept my mistakes.
b. I cannot accept my mistakes.
135. a. I find some people who are stupid and uninteresting.
b. I never find any people who are stupid and uninteresting
136. a. I regret my past.
b. I do not regret my past.
137. a. Being myself is helpful to others.
b. Just being myself is not helpful to others.
138. a. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.
b. I have not had moments of intense happiness when I felt like I was experiencing a kind of bliss.
139. a. People have an instinct for evil
b. People do not have an instinct for evil.
140. a. For me, the future usually seems hopeful.
b. For me, the future often seems hopeless.
141. a. People are both good and evil.
b. People are not both good and evil.
142. a. My past is a stepping stone for the future.
b. My past is a handicap to my future.
143. a. "Killing time" is a problem for me.
b. "Killing time" is not a problem for me.
144. a. For me, past, present and future is in meaningful continuity.
b. For me, the present is an island, unrelated to the past and future.
145. a. My hope for the future depends on having friends.
b. My hope for the future does not depend on having friends.
146. a. I can like people without having to approve of them.
b. I cannot like people unless I also approve of them.
147. a. People are basically good.
b. People are not basically good.
148. a. Honesty is always the best policy.
b. There are times when honesty is not the best policy.
149. a. I can feel comfortable with less than a perfect performance.
b. I feel uncomfortable with anything less than a perfect performance.
150. a. I can overcome any obstacles as long as I believe in myself.
b. I cannot overcome every obstacle even if I believe in myself.

Name _____ Last _____ First _____ Middle _____
 Age _____ Date _____ Sex M F
 Married Single Divorced Widowed
 Number of years of school completed _____
 Religious preference _____
 Occupation _____

SCORES

- 0. NA _____
- 1. T₁ _____
- 2. TC _____
- 3. O _____
- 4. I _____
- 5. SAV _____
- 6. Ex _____
- 7. Fr _____
- 8. S _____
- 9. Sr _____
- 10. Sa _____
- 11. Nc _____
- 12. Sy _____
- 13. A _____
- 14. C _____

PERSONAL ORIENTATION INVENTORY

By **EVERETT L. SHOSTROM**

PUBLISHED BY  **Educational and Industrial Testing Service**

EDUCATIONAL AND INDUSTRIAL TESTING SERVICE

1	26	51	76	101	126
2	27	52	77	102	127
3	28	53	78	103	128
4	29	54	79	104	129
5	30	55	80	105	130
6	31	56	81	106	131
7	32	57	82	107	132
8	33	58	83	108	133
9	34	59	84	109	134
10	35	60	85	110	135
11	36	61	86	111	136
12	37	62	87	112	137
13	38	63	88	113	138
14	39	64	89	114	139
15	40	65	90	115	140
16	41	66	91	116	141
17	42	67	92	117	142
18	43	68	93	118	143
19	44	69	94	119	144
20	45	70	95	120	145
21	46	71	96	121	146
22	47	72	97	122	147
23	48	73	98	123	148
24	49	74	99	124	149
25	50	75	100	125	150

APPENDIX D

PRE-TEST INSTRUCTIONS FOR THE
CONTROL GROUP

Dear Control Group Participants,

First let me express my sincere appreciation for your willingness to assist me in this project. I am hoping that you find this an enjoyable experience and that it does not take up too much of your time.

You will find enclosed, two assessment instruments. One is the Personal Orientation Inventory and it is intended to give an indication of values and behavior that assist one in the development of the "self actualizing" person. The other is the Leadership Effectiveness Profile and provides feedback regarding a person's leadership style.

The Personal Orientation Inventory (POI) is a test booklet, and it will have a corresponding answer sheet to go with it. You will find a number encoded on the answer sheet. This is to insure anonymity, so there is no reason for you to put your name on any of the assessments.

The Leadership Effectiveness Profile is a pink instrument, and you will record your answers on the instrument itself. Please remember that these are separate assessment instruments.

Upon completion of the instruments, simply put them in the self-addressed, stamped envelope and put them in the mail. I would appreciate as minimal a turn-around time as possible. We will repeat this process sometime in March of 2000. If you have any questions regarding this assessment process or any of the instruments, please do not hesitate to call me. Once again, my sincere thanks for your help.

Sincerely,

Terry Mosley
Home: (580) 679-3949
Work: (580) 477-2250

APPENDIX E

POSTTEST INSTRUCTIONS FOR THE STUDY
AND CONTROL GROUPS

Dear Study Group Participants,

First let me express my sincere appreciation for your willingness to assist me in this project. I am hoping that you find this an enjoyable experience and that it does not take up too much of your time.

You will find enclosed, two assessment instruments. One is the Personal Orientation Inventory and it is intended to give an indication of values and behavior that assist one in the development of the "self actualizing" person. The other is the Leadership Effectiveness Profile and provides feedback regarding a person's leadership style. These are the same instruments used in the pre-test.

The Personal Orientation Inventory (POI) is a test booklet, and it will have a corresponding answer sheet to go with it. You will find a number encoded on the answer sheet. This is to insure anonymity, so there is no reason for you to put your name on any of the assessments.

The Leadership Effectiveness Profile is a pink instrument, and you will record your answers on the instrument itself. Please remember that these are separate assessment instruments.

Upon completion of the instruments, simply put them back in the envelope with your name on it and seal it. Once the instruments are collected, the envelopes will be destroyed, insuring your confidentiality as it pertains to the study.

Along with the assessment instruments, you will find a brief questionnaire that will provide some demographic information for me. I would appreciate your cooperation in filling this out. Simply enclose it in the envelope with the assessments. Once again, my sincere thanks for your help.

Sincerely,

Terry Mosley
Home: (580) 679-3949
Work: (580) 477-2250

Dear Control Group Participants,

Once again, my sincere appreciation for your participation in this study. We are down to the post-test portion of my data collection, and your timeliness is crucial in my ability to complete my dissertation before the summer graduation deadlines. **I need the post-tests completed and returned to me by March 30th.**

You will find enclosed, two assessment instruments. One is the Personal Orientation Inventory and it is intended to give an indication of values and behavior that assist one in the development of the "self actualizing" person. The other is the Leadership Effectiveness Profile and provides feedback regarding a person's leadership style.

The Personal Orientation Inventory (POI) is a test booklet, and it will have a corresponding answer sheet to go with it. You will find a number encoded on the answer sheet. This is to insure anonymity, so there is no reason for you to put your name on any of the assessments.

The Leadership Effectiveness Profile is a pink instrument, and you will record your answers on the instrument itself. Please remember that these are separate assessment instruments.

Along with the two assessments, I have included a very brief demographic survey. The information will help in presenting the data, and I would appreciate your completing this as well.

Upon completion of the instruments, simply put them in the self-addressed, stamped envelope and put them in the mail. If you have any questions regarding this assessment process or any of the instruments, please do not hesitate to call me. Once again, my sincere thanks for your help.

Sincerely,



Terry Mosley
Home: (580) 679-3949
Work: (580) 477-2250

APPENDIX F

POI NORMATIVE DATA TABLE

Table 5
 POI Scale Means, Standard Deviations and Comparison of Differences Between
 Samples Nominated as "Self-Actualizing," "Normal" and "Non-Self-Actualizing."

POI Scale	Sym- bol	Self- actualizing (29)		Normal Adult (158)		Non-Self- actualizing (34)		Mean Diff. SA-NSA	CR
		Mean	SD	Mean	SD	Mean	SD		
Time Competence	T _C	18.9	2.5	17.7	2.8	15.8	3.6	3.1	4.0**
Inner Directed	I	92.9	11.5	87.2	13.6	75.8	16.2	17.1	4.9**
Self Actualizing Value	SAV	20.7	3.6	20.2	3.0	18.0	3.7	2.7	2.9**
Existentiality	Ex	24.8	3.5	21.8	5.1	18.9	5.4	5.9	5.1**
Feeling Reactivity	Fr	16.3	2.8	15.7	3.3	14.3	3.8	2.0	2.4*
Spontaneity	S	12.7	2.9	11.6	3.0	9.8	3.4	2.9	3.6**
Self Regard	Sr	12.9	1.9	12.0	2.7	10.2	3.3	2.7	4.0**
Self Acceptance	Sa	18.9	3.5	17.1	4.0	14.2	4.0	4.7	5.0**
Nature of Man	Nc	12.3	2.2	12.4	1.9	11.3	2.0	1.0	2.0
Synergy	Sy	7.6	1.2	7.3	1.2	6.2	1.9	1.4	3.7**
Acceptance of Aggression	A	17.6	3.1	16.6	3.7	14.7	3.5	2.9	3.5**
Capacity for In- timate Contact	C	20.2	3.4	18.8	4.6	16.5	4.3	3.7	5.0**
Ratio Scores									
Time T _C /T _I		7.7		5.1		2.9			
Support I/O		3.3		2.5		1.4			

*Significant at the .05 confidence level. **Significant at the .01 confidence level.

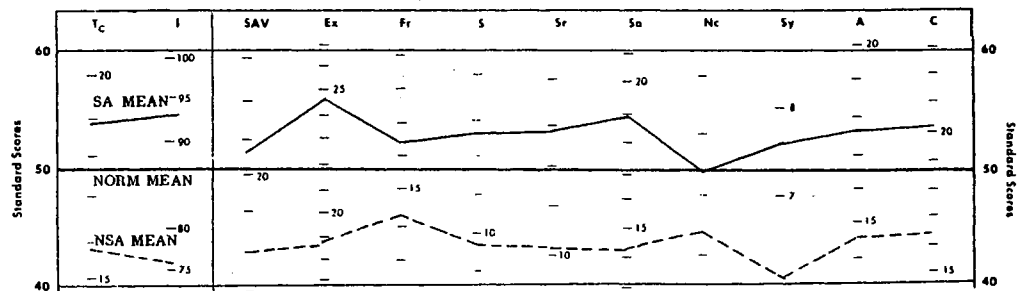


Figure 12. Profiles Based on Mean POI Scores for a Self-Actualizing (SA) and a Non-Self-Actualizing (NSA) Sample.

APPENDIX G

OKLAHOMA STATE UNIVERSITY INSTITUTIONAL
REVIEW BOARD APPROVAL FORM FOR
HUMAN SUBJECTS STUDY

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: July 23, 1999 IRB #: ED-99-135

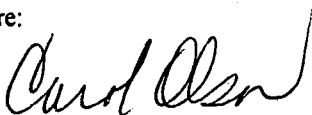
Proposal Title: "THE AFFECT OF THE EDUCATOR'S LEADERSHIP ACADEMY ON
SELECTED LEADERSHIP VARIABLE AMONG OKLAHOMA
VOCATIONAL ADMINISTRATORS"

Principal Investigator(s): Gary Bice
Terry Mosley

Reviewed and
Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

Signature:



Carol Olson, Director of University Research Compliance

July 23, 1999

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Terry L. Mosley

Candidate for the Degree of
Doctor of Education

Dissertation: THE IMPACT OF THE EDUCATORS' LEADERSHIP ACADEMY ON
SELECTED VARIABLES AMONG OKLAHOMA VOCATIONAL
ADMINISTRATORS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Altus, Oklahoma, on February 21, 1959, the son of Merle and Betty Mosley.

Education: Graduated from Altus High School, Altus Oklahoma in May of 1977; received Associate in Arts from Western Oklahoma State College, Altus Oklahoma in July of 1979; received Bachelor of Science degree in Business Management from Southwestern Oklahoma State University, Weatherford, Oklahoma in December of 1983; received Master of Education degree with a major in Guidance and Counseling at Southwestern Oklahoma State University, Weatherford, Oklahoma. Completed the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma in July of 2000.

Experience: Worked in the Oilfield while completing Bachelor's degree; employed by First Southwest Bank, 1983-88; employed by Southwest Technology Center, having served as student services coordinator, counselor, civil-rights compliance officer, director of full-time programs, and assistant superintendent, 1989 to present.

Professional Memberships: The Oklahoma Vocational Association, The American Vocational Association.