

A QUANTITATIVE AND FIELD STUDY
INVESTIGATION OF LEADER
COMMUNICATION

By

DONNA LOU BOSHART

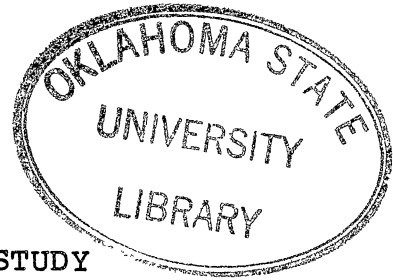
Bachelor of Science
Pittsburg State University
Pittsburg, Kansas
1963

Master of Science
Pittsburg State University
Pittsburg, Kansas
1976

Education Specialist Degree
Pittsburg State University
Pittsburg, Kansas
1981

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
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the Degree of
DOCTOR OF EDUCATION
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Thesis Approved:

Pat B. Frost

Thesis Adviser

Kenneth H. Clair

Russell Robson

Thomas J. Smith

Norman A. Durhan

Dean of the Graduate College

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

Our changing society is constantly making demands on educational leaders and on the institutions in which they work. External and internal pressures created by a changing workforce, a shifting political climate, and an unsure economy obligate educational leaders to manage more effectively. Patrons of school districts are demanding a greater share of power and participation in total school programs. As a result, the environment becomes more complex with leaders having to adjust to the organization's internal structures and processes to maintain and increase efficiency as well as effectiveness (Katner, 1979).

Every aspect of a school district's activities is affected by attitudes, motivations, perceptions, and competencies of educational leaders and their subordinates (Luenburg, 1982). Crowson and Gehrie (1980) postulate that a major concern of educational leaders should be to interact and communicate with their subordinates since educational leaders are held accountable for creating the climate for environmental interactions with their

subordinates. Thus, effective leadership skills and effective communication skills become strongly related.

According to Thayer (1961), the degree of the leadership success of the organization has often been tied to the degree of effective communication within that organization. In conjunction with leadership success, the communication within an organization projects the personality of that organization to its internal and external audiences. Communication is a critical factor that makes an organization viable, successful, effective, and enduring. It becomes a binding agent of the subsystems of the hierarchy which contributes to cooperation, teamwork, and loyalties throughout the educational system with the success or failure of the communication process being a major determinant in the organization's efficacy (Katz and Kahn, 1966).

Significance of the Study

According to Katz and Kahn (1966), our social problems are the result of inadequate and faulty communication. Deficient communication causes dissatisfaction among members of an organization and this hinders the realization of organizational goals.

In the school setting, there seems to be dissatisfaction between teachers and principals concerning communication. Teachers are not only dissatisfied with the content of the principal's messages but also the frequency and manner in which the messages are communicated

(Norton, 1978). One of the most important problems of administrative communication is that of getting the correct information at the right time to the person who needs the information in order for the subordinate to perform the job effectively (Thayer, 1961). The principal needs information from the teachers in order to make judicious decisions. At the same time, the teachers need from the principal the kinds of information that will facilitate their job efficiency and effectiveness.

Many principals do not expect substantial two-way communication. Two-way communication is often demonstrated as sending orders and questions down from the top and in receiving reports and explanations up from the bottom of the hierarchy (Redding, 1964). Patrons of school districts need to understand that to complete the cycle of two-way communication there must be explanations and information downward as well as upward. Requests, criticisms, and questions should be directed upward as well as downward.

This distortion concerning the two-way communication process is associated with the leadership style of the principal and the situation. Leadership is such a complex interpersonal relationship that the effectiveness of the principal depends not only on this person but also on those people led and the conditions under which the leader must perform.

Placing persons in superior and subordinate relationships in the formal structure inhibits the free flow of

information, ideas, suggestions, and questions. The direction, frequency, and content of communication are affected by principals and teachers being willing to share information. There is a great temptation for insecure members, in order to gain power and prestige, to withhold information which is needed in other locations.

In addition to insecurities caused by the hierarchical relationships, subordinates tend to tell the superior what the superior is interested in, not to disclose what doesn't want to be heard. There is also a tendency to cover up problems and mistakes which may reflect on the subordinate.

Since communication is such a vital function of the organization, the communication of the principal as well as the teacher needs to be considered in order for organizational goals and member satisfaction to be realized (Saunders, Phillips, and Johnson, 1966).

Statement of the Problem

Whenever principals and teachers work together in an atmosphere that promotes communication and understanding, there is a tendency for differences to diminish. Attitudes that are congruent between the principal and teacher are more likely to satisfy the individual needs as well as attain the school district's goals and objectives. Constructing close cooperative working relationships in order to develop adequate perceptions of problems being faced mitigates misunderstanding and conflict.

The process of interpersonal communication between principals and teachers is an important area of study since there is a need to minimize misunderstandings as well as to recognize and to accept responsibility for involvement in the educational process. Redding (1972) states that the prime purpose of organizational communication is to facilitate the proper functioning of the organization. Since better communications produce better understanding, satisfaction with communication will be an end result creating more effective organizational goal attainment.

The question to be answered in this study is how do principals having different leadership styles differ in communicator style, subordinate satisfaction with communication, and oral communication?

CHAPTER II

REVIEW OF LITERATURE

Introduction

Within the hierarchical structure of organizations are superiors and subordinates. Superiors and subordinates communicate to attain both organizational and personal goals through either formal or informal relationships. The communication between these relationships can either be verbal or non-verbal. Verbal communication consists of both oral and written messages (Redding, 1972). Oral communication will be the single concern in this study.

Messages that follow the lines of authority of the hierarchy are usually characterized as being formal communication. These messages usually flow vertically. This formal network provides an information exchange in terms of content, direction, and frequency (Downs, Berg, and Linkugel, 1977). Horizontal communication, which consists of the lateral exchange of messages among people on the same organizational level of authority (Goldhaber, 1974), will not be considered in this study.

This study focuses on the principal as the superior with the teacher being considered the subordinate.

Principals' leadership styles and communicator styles will be analyzed in addition to oral communication which will be discussed in terms of content, direction, and frequency to determine what effect each of the principals' variables has on teacher communication satisfaction.

Principals' Leadership Styles

Good leadership and good communication skills are strongly related. People who are considered outstanding leaders by their subordinates participate in high levels of communication. Their leadership styles allow them to inform their staffs of policies, procedures, and more efficient ways of completing their work and, at the same time, maintain communication satisfaction with subordinates. The leaders that are most liked are those who are involved in an extensive communication process (Levine, 1980).

Tannenbaum et al., (1961) defines leadership as "interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specified goal or goals." According to this definition there is a close dependency of leadership upon communication.

Since one of the most important communication exchanges takes place between the superior and the subordinate in an organization, effective communication is a significant ingredient in effective leadership (Likert, 1980). According to Boyd and Jensen (1972)

there is a direct relationship between the degree of effective communication and the degree of managerial success within a corporate organization.

Likert (1980) agrees with Tannenbaum (1961) in that members of an organization must work together cooperatively and communicate effectively to achieve relevant goals of an organization. Besides achieving organizational goals, effective communication provides job satisfaction for the subordinate as well as the superordinate. Satisfaction increases as the communication process becomes more effective (Likert, 1967). Downs, Linkugel, and Berg (1977) contend that "one's job satisfaction may affect the way one communicates as much as communication affects one's satisfaction. Not only is communication affected by leadership behavior but it has the capacity of affecting leadership behavior." They conclude that three types of skills are extremely important in good leadership and skillful member participation. These skills include human relations skills, critical-thinking skills, and communication skills.

If organizational leaders fail to communicate in an effective manner with subordinates, informal leaders are likely to emerge to supply the satisfaction needs of the subordinates. The rise of this informal leadership may hinder strategic vertical channels of communication within the organization. Effective communication processes benefit the superior because of the open upward communication

channels that are created because of subordinate satisfaction (Levine, 1980).

Burke and Wilcox (1969) explored patterns and degrees of openness of superior-subordinate communication which is associated with a satisfying and effective superior-subordinate relationship. Five areas of subordinate work satisfaction considered were satisfaction with the company, satisfaction with the job, satisfaction with supervision, climate for growth during performance review and development interviews, and climate for growth in day-to-day interactions with superiors. They found that subordinates were consistently more satisfied in each of the five areas of work satisfaction if they and their superiors were equally open or closed than if one were more open or closed than the other. Decreased satisfaction in each of the five areas was associated with less openness of superior-subordinate communication. Conclusions were that the greater the openness of either superior or subordinate, the greater the degree of subordinate satisfaction in all areas of work satisfaction. Open two-way communication which was based on honesty and openness of both the superior and the subordinate was associated with a satisfying and effective superior-subordinate working relationship.

The relationship between communication and satisfaction has also been studied by Downs and Hazen (1977). They explored communication satisfaction in a three-stage process with subjects for the study being selected from

diverse sources and from all parts of the United States. The first stage of their study consisted of the development of a questionnaire and its administration to determine the factors that seemed to support the hypothesis that communication satisfaction is multidimensional. Through the identification of these factors, it was determined that communication climate was the most significant factor associated with satisfaction with the organization.

A communication satisfaction questionnaire was constructed to measure each of the factors identified in the first stage. The questionnaire was administered to different subjects during the second stage. A test of its reliability was conducted in which the reliability coefficient between the two settings was .94. "Communication Satisfaction Questionnaire" was the name given to the instrument during the second stage.

The third stage of the study was determining the relationships between the facets of communication satisfaction and an overall measure of job satisfaction. In analyzing the correlations of the data of the first two stages, it was determined that the second stage supported the findings of the first stage in that the items tended to cluster along the same factors.

Downs and Hazen (1977) concluded that the most important communication dimension between leaders and subordinates interacting with job satisfaction are personal feedback, relation with the supervisor, and communication

climate. This is in contrast with Burke and Wilcox's (1969) study that contended that the degree of openness present in the communication process between a superior and a subordinate is the key element in communication satisfaction. Both studies indicate that communication is essential to the functioning of an organization, and that it is a vital process of leadership. Downs and Hazen (1977) concluded that the concept of communication satisfaction can be a useful tool in the operation of organizational communication.

In addition to communication satisfaction, another important facet in leadership is the style of the communicator. Some leaders are task oriented and some are relationship oriented (Fiedler and Chemers, 1976).

According to Chemers and Skrzypek (1972), the most popular theory of leadership effectiveness is Fiedler's (1967) contingency model of leadership effectiveness. Fiedler (1967) maintains that the relationship of leader style to group effectiveness is interceded by situational demands. He contends that the leader's opportunity to influence and control group activities determines the style of leadership which will be most effective. The three variables in which situational favorableness is specified are members' respect and liking for the leader, task structure, and the leader's position power. Each of these variables are dichotomized in the contingency

model to yield eight possible situations which range from highly favorable to highly unfavorable for the leader.

Chemers and Skrzypek (1972) replicated Fiedler's (1970) contingency model which provided a rigorous and complete test of the model. Investigations met the criteria as set forth by Fiedler (1970) which indicated strong support for the model. The Least Preferred Co-Worker (LPC) scale was used for the leader to rate their least preferred co-worker. Leaders who rated their least preferred co-worker low were considered to be relatively task oriented, while leaders who rated their preferred co-worker relatively favorably were considered to be primarily consideration or interpersonally oriented.

The following conclusions were drawn from the study:

1. Regardless of situational favorableness, high LPC leaders were rated as displaying a significantly higher level of relationship behavior and a significantly lower level of task behavior than low LPC leaders.

2. For low LPC leaders, position power had a greater effect on rated task behavior than did task structure, while for high LPC leaders, both power and structure affected rated behavior.

3. Low LPC co-worker leaders were rated as being involved in more task-oriented behavior than were high LPC leaders in all conditions.

Fiedler (1974) indicated that leaders may change their behavior as the situations arise. He hypothesized that

leaders may have both primary and secondary motivational goals in group situations. Favorable situations allow leaders to display behaviors related to their secondary drives, while more difficult situations demand primary goals and related behaviors.

Conclusions by Fiedler (1974) were that low LPC leaders have a primary motivation for successful task completion, while high LPC leaders are primarily motivated toward satisfactory interpersonal relations. Secondary goals for the low LPC leaders are for good interpersonal relations, while secondary goals for the high LPC leaders are for individual prominence. During difficult situations, primary motivation patterns are reflected by the leader, while during highly favorable situations secondary goals become more evident.

Contrary to Chemers and Skrzypek (1972), Vecchio's (1977) study failed to support Fiedler's model of leadership effectiveness. His study consisted of forty-eight four-man groups which were personnel enlisted in the Air Force. The majority of the airmen were enrolled in an airplane mechanics program of twelve weeks' duration. An analysis of variance approach failed to find strong support for the Contingency Model's validity. Two of the four Low Task Structure interactive tasks did offer marginal support. None of the High Task Structure tasks provided supportive evidence. Concerning the marginally supportive results, a general decline in performance was observed

when performance under extreme favorability conditions was contrasted with performance under extreme unfavorability conditions.

In keeping with the basic assumption that leader effectiveness cannot be determined adequately without understanding the total situation, Crowson and Gehrie (1980) hypothesized that school principals encounter problems and display ways of handling their problems that approximate the conceptual framework of street-level bureaucracy. The theoretical approach that was utilized in this ethnographical study of principals was that of Lipsky. His theory defines street-level bureaucrats as "those men and women who, in their face-to-face encounters with citizens, represent government to the people." The street-level bureaucratic leader is usually in a position of the organization which involves interaction with clients, provides some autonomy for decision-making, and has a potentially strong impact upon clients.

The data indicated that principals exercise discretion in the day-to-day activities and services of their schools. It was noted that:

1. The problems of inadequate resources, challenges of authority, and role ambiguity, seem to be characteristic of the work-a-day world of large-city principals.

2. School principals employ coping mechanisms similar to the simplifications and routines found by Lipsky in other client-relation situations.

The authors concluded that the principalship represents the most important pivotal exchange point which is the connection between teachers, students, and parents on the one hand and the educational policy-making structure which includes the superintendent, school board, and taxpayer on the other hand.

Principals' Communicator Styles

Norton (1978) defines communicator style as the "way one verbally and paraverbally interacts to signal how literal meaning should be taken, interpreted, filtered, and understood." Ten subconstructs were developed which conceptualized communicator style. They include: dominant, dramatic, contentious, animated, impression leaving, relaxed, attentive, open, and friendly. The tenth subconstructor, communicator image, was described as a dependent variable which is an evaluative consequent of the first nine subconstructs. Norton developed these ten style subconstructs based on a thorough review of communications and psychological theory and research. Descriptions of communication behaviors such as facial expressions, voice tone, eye contact, postures, and hand gestures, were analyzed independently of the message content. His studies confirmed the importance of understanding the communication process and all its varied nuances.

Richmond and McCroskey (1979) found that job satisfaction of public school teachers was correlated to the

decision-making style of leaders. The Management Communication Style was utilized to determine the extent to which leaders involve subordinates in decisions. Ganster (1981) argues that the MCS construct adds no new perspective to leadership literature since the normative model of leadership decision-making promoted by Vroom and Yetton (1973) has already developed a contingency model of leader participation.

Ganster et al., (1981) explored communicator style, particularly in the leadership context, in an empirical fashion. Their perspective was that of subordinates perceiving their supervisors' communicator styles in terms of dynamic and evaluative dimensions. They found that the evaluative dimension is a significant predictor of all facets of satisfaction of the subordinate. A highly dynamic style seems to lead to lower levels of satisfaction with the leader when in the presence of a low level of evaluative behaviors. The authors concluded:

"...subordinates find dynamic communication behaviors aversive when unaccompanied by high evaluative behaviors. On the other hand, activity and potency behaviors seem to actually enhance satisfaction with the leader when he or she also exhibits high evaluative behaviors (e.g. listening, attentive, friendly, etc.). Considering communicator style, those leaders able to exhibit high levels of both dimensions appear to have the most satisfied subordinates (Ganster, 1981, p. 18-19).

In addition to evaluative and dynamic dimensions of the communicator style, interaction patterns with the leader-subordinate relationships have been studied.

Ellis (1976) posits that relational control focuses on communicative acts that indicate the right to direct, structure, or dominate the interpersonal communication system. Antecedent to his studies, Watzlawick, Beavin, and Jackson (1967) contend that all communication conveys information while, at the same time, causes behavior. The relationship dimension, focusing on imposing behavior, defines how the communicator interprets his relationship with the other members of the discussion in terms of levels of control.

Watson (1982) studied interaction patterns within leader-subordinate goal-setting dyads. The category systems analyzed the relationship functions of communication which typically relied on Bateson's (1958) definition of relational communication as functions of one-up which means the attempt to dominate; one-down which means the attempt to be submissive; and one-across which means the attempt to be equivalent. The data indicated that when a leader initiated dominance, the subordinate was more likely to respond submissively. This complementary transaction was defined as "compliance" which indicated the subordinate's willingness to defer to the leader's control of the relationship. On the other hand, when the subordinate initiated dominance, the leader was more likely to resist in competition for control in the relationship. The leader seemed to exert greater power and control in the relationship because complementary relationships reflect unequal

social power. One person, usually the superior, defines the relationship by being dominant or structuring, and the other accepts it by showing deference or being submissive.

Besides interaction patterns within the superior-subordinate dyads, problems with information exchange have also been cited. Roberts and O'Reilly (1974) examined the impact of trust in the superior, perceived influence of the superior, and mobility aspirations of subordinates on upward communication behavior. Trust and upward communication indicated a positive relationship when a subordinate expressed high trust in his immediate superior. There was also a positive relationship when the subordinate believed the information he received from his superior was accurate and perceived his superior to have high influence. They found that trust was significantly related to desire for interaction and to satisfaction with communication in general. Low trust was associated with the subordinate's disclosed tendency to withhold information. Mobility aspirations and communication behavior suggest that the impact of mobility may operate only in certain groups and was not a significant factor.

Principals' Oral Communication

Oral communication is the most spontaneous and common form of communication in organizations and provides the most sensitive measure for analyzing daily interactions between superiors and subordinates. It is through these

oral interactions that important information is most frequently transmitted (Massie, 1960).

Mintzberg (1973) studied communication of managers and found that their communication is primarily oral with much of this oral communication being directed at exchanging information. Antecedent studies of Dubin and Spray (1964), Brewer and Tomlinson (1963), and Burns (1954) support Mintzberg's findings. The direction of the exchange of information includes downward, upward, and horizontal channels, depending upon who initiated the message and who received it (Mintzberg, 1973).

Downward communication concerns messages that are sent from superiors to subordinates. Smith (1972) describes those at the top of the organization as being most concerned with the communication effectiveness of their downward messages to their subordinates. Their concern is whether communication that is directed downward obtains the kinds of responses desired by the message sender. According to Goldhaber (1974), most downward communication contains messages related to policies, goals, directions, orders, questions, and discipline. Horne and Lupton (1965) argue that very little time is spent giving orders or issuing instructions.

Katz and Kahn (1966) have identified five types of downward communication which include (1) job instructions, which related to specific task directives; (2) job rationale, which is information that promotes understanding of

the task and its relation to other tasks of the organization; (3) procedures and practices, which are basic information concerning the organization; (4) feedback, which is information given to the subordinate concerning his/her performance; and (5) indoctrination of goals, which is information given to subordinates to gain a sense of purpose of the organization. They contend that content is a viable component of communication. Farace, Monge, and Russell (1977) agree with Katz and Kahn and suggest that understanding of content increases efficiency of communication within a dyad.

Baird (1974) investigated content of messages and found that the majority of superior-subordinate interaction concerns were task issues. Dubin and Spray (1964) report that superiors are more likely than subordinates to initiate interactions and that messages are usually impersonal in nature. Smith (1972) posits that downward communication sets the tone and creates the environment for effective upward communication.

Upward communication refers to messages which flow from subordinates to superiors, usually for the purpose of asking questions, providing feedback, and making suggestions. Upward communication is essentially informational; whereas, downward communication is primarily directive. Messages directed upward are usually classified as integrative or humanly related and have the effect of improving morale and employee attitudes. Statistically speaking

there is more agreement than disagreement among the authoritarian investigators of the communication process. The extent to which superiors and subordinates share information has implications for attitudes and satisfaction of both the sender and the receiver (Goldhaber, 1974).

Conclusions from Davis' (1972) laboratory experiment showed a tendency for senders of messages to suppress unfavorable and important messages sent to superiors. He found a significant bias exists toward screening unfavorable and sharpening favorable information sent upward in an organization. Bennis (1969) observed that upward communication tends to be distorted, causing the superior's control function to be adversely affected.

Hoy and Miskel (1982) agree with Davis' (1972) findings and also contend that upward communication is a means by which subordinates are made accountable to superiors. It is often viewed as an instrument of administrative control in which subordinates communicate only what they think the superior wants to hear. This is a major cause of distortion of the content in communication.

Likert (1961) insists that the superior needs information about job-related problems if meaningful decisions are to be made. His study concerning subordinates' reluctance in communicating upward indicates that subordinates fear that they will convey a bad image of their own performance.

Baird and Diebolt (1976) discovered that a subordinate's job satisfaction is positively correlated with the frequency of communication with superiors. Subordinates seem more satisfied with the frequency of communication they give their superiors than superiors are satisfied with the amount of communication they receive.

Webber (1970) reports that superiors perceive that they communicate more with subordinates than subordinates perceive. On the other hand, subordinates feel they send more messages to their superiors than the superiors perceive. Subordinates who participate in more frequent upward communication are also those employees who are more satisfied with their jobs when openness of communication exists between subordinate and superior. Furthermore, Willits (1967) reports that openness of communication is directly correlated with performance of the entire organization.

According to the information garnered through research into the literature on the subjects of leadership styles, communicator styles, subordinate communication satisfaction and oral communication, effective communication is obtained only through an expenditure of effort on the part of the leader. On the other hand, if leaders are willing to invest the time and effort, results will be positive to the leaders as well as the followers in an organization. Since the nature of organizational communication is a responsibility of the leadership of the organization, a very

important role of the leader is to achieve and to provide effective communication links to the organizational environment.

CHAPTER III

METHOD AND RESEARCH DESIGN

Introduction

This chapter describes the sample and design and includes a description of the concepts and measures involved in this study. The measures used to identify leadership style, leader communicator style, subordinate communication satisfaction, and oral communication are defined in this chapter as well.

Sample and Design

To answer the research question of how principals having different leadership styles differ in communicator style, subordinate satisfaction with communication, and oral communication, thirty principals were selected at random from a list of elementary schools having populations of from 215 to 315 students. This list was compiled from the 1982-83 Kansas Educational Directory. These thirty principals were contacted by letter and were requested to complete the Least Preferred Co-Worker Scale (LPC) Questionnaire. A self-addressed, stamped

envelope was provided, in order for the principals to return the questionnaire to the researcher.

Of the thirty questionnaires, twenty-seven were returned to the researcher. The results of the twenty-seven LPC Questionnaires are listed on Table I. Three principals from each of the three categories (relationship-oriented, no dominant orientation, and task-oriented), were randomly selected by the researcher to participate in the study through the process of pulling names from a hat.

Each principal was visited personally by the researcher to acquire from the principal a commitment for his and his staff's involvement in further study. During this initial visit, the principal completed a demographic questionnaire which provided information concerning years of experience in education, number of staff members under his supervision, educational background, etc. The results of this demographic questionnaire are listed in the appendix.

The principal also completed the Norton Communicator Style Measure (CSM). The CSM identifies personality traits that determine the communicator style of the leader. A faculty meeting time was then established for the researcher to meet with the teachers. The time ranged from one day to two weeks for the interval between the initial visit with the principal and the meeting with faculty members.

The same process was followed with each visitation to each principal selected for the study.

TABLE I
LEAST PREFERRED CO-WORKER SCALE
PRINCIPAL SCORES

Relationship- Oriented Principals	No-Dominance- Oriented Principals	Task-Oriented Principals
144	63	*54
96	*62	54
91	61	54
79	*60	*53
77	*60	53
76		52
76		*51
*75		44
*72		41
70		40
*69		20

Ranges of scores:

RO = Above 64 (11 principals)

NDO = Between 57 and 64 (5 principals)

TO = Below 57 (11 principals)

*Scores of those principals participating in the study

As it happened, the principals were all male, which eliminated the confounding effects of gender. All principals had at least one year and usually five or more years' experience in the same position. All staff members under the direction of the participating principals were asked to participate in the study. No attempt was made to select schools or principals according to pupil or teacher composition or aspects of community background. Most of the schools, however, were located in the eastern half of Kansas.

At the first faculty meetings, the teachers completed a demographic questionnaire similar to the one the principal had completed, and they also completed the Communication Satisfaction Survey (CSS). The CSS provided information concerning how satisfied the teachers were with the communication process within their particular schools. At this time, an explanation was given to the faculty members and principals as to the use of a tape recorder to record conversations between the principal and teachers. The researcher explained that the length of conversation, as well as what was said, was important concerning the research information. It was explained that the principal would record information for five consecutive days in order to acquire the needed information for the research.

A small tape recorder was provided by the researcher which was worn in a holder attached to the principal's belt and the microphone was attached to the suit lapel with the

use of velcro and a hat stickpin. At the end of five days, the principal mailed the tape recorder and tapes to the researcher by the use of pre-established packing procedures determined by the principal and the researcher.

In order to establish a time when analyzing tapes would be appropriate for all schools, days three and four were selected. Some principals related that the teachers were hesitant to speak freely until the end of the second day. Others stated that conversation was relaxed after a half day. In order to be consistent and to help assure conversation being a natural process, days three and four were selected to be analyzed.

From the tape recordings, oral communication was observed by tallying the content of messages, number of interactions, and the time involved in the actual conversations between the principal and teachers. Another factor involved in analyzing the information concerned which party, principal or teacher, initiated interactions.

The validity of the entire field study was enhanced because a trial field study was conducted with one elementary principal and his staff as a test run before the actual field study was begun. These people volunteered to be involved in this trial study. During this time, some problems arose concerning the collecting of data through the use of an electronic device, as it seemed to cause some concern to teachers. They didn't like the idea of being recorded on the first day. By the end of the second day,

however, the teachers didn't seem to notice the recorder as a factor in conversation with their principal.

By analyzing these first trial tapes, the researcher was able to categorize information according to Katz and Kahn's taxonomy of downward communication. Subcategories for each main category were also established during this trial procedure.

The data collected through the use of the questionnaires such as the Least-Preferred Co-Worker Scale, Communication Satisfaction Survey, Communicator Style Measure, and the oral communication collected through the use of the tape recorder provided the data to answer the research question: How do principals having different leadership styles differ in communicator style, subordinate satisfaction with communication, and oral communication?

Concepts and Measures

Leadership Style

Leadership style variables were measured with Fiedler's (1967) Least Preferred Co-Worker (LPC) scale. The contingency model of leadership effectiveness was developed by Fiedler and his associates on the basis of data obtained in an extensive research project involving a large number of studies with real-life and experimental groups. The basic hypothesis of the theory is that group performance is dependent on the leader's style of inter-

acting with his or her work group and the nature of the group situation in terms of its favorability to the leader. The theory predicts differential relationships between leadership style and group performance contingent on whether the situation is highly favorable, moderately favorable, or highly unfavorable for the leader.

The leader's style of interacting with his/her group is determined by administering an instrument which measures the leader's esteem for his "least preferred co-worker" (LPC). The LPC is an eighteen-item semantic differential measure with a range of scores from 18 to 144. Fiedler gives internal consistency estimates ranging from .85 to .95 (Fiedler, 1967). McNamara reports a test-retest coefficient of .45 (N=35) over a period of one and one half years. The LPC score is obtained by asking the leader to think of the person with whom he has found it most difficult to work as his "least preferred co-worker."

Fiedler identified the task-oriented leaders as scoring 57 or below on the LPC. These individuals are described as low LPC leaders and are known to have a need to get things done. They gain self-esteem from tangible, measurable evidence of performance and achievement. They are strongly motivated to accomplish successfully any task to which they have committed themselves, even if there are no external rewards.

In challenging situations in which the task-oriented leaders' control is low, they feel most comfortable working

from clear guidelines and standard operating procedures. When these are missing from a job, they try to discover or develop such guidelines. These leaders are no-nonsense persons who are apt to take charge early. In committee meetings, task-oriented leaders tend to move right in and arrange available materials and be impatient to get down to business. They quickly assign tasks, provide schedules, and monitor productivity. They are concerned about achieving task success through clear and standardized work procedures. This situation is particularly clear in a leader-subordinate situation. In this case, when the subordinates wish to discuss the situation, this leader's impatience to get the job done may irritate other subordinates in the group. In this situation this leader is generally not very concerned or oriented toward interpersonal problems and generally is not too attuned to interpersonal conflict.

Low LPC score leaders are able to perform relatively well under stressful conditions or those in which they have relatively little control. They also tend to perform well in situations in which they have a great deal of control. Low LPC people are as well liked as the high LPC leaders even though they place task accomplishment above interpersonal relations. A low LPC score does not necessarily mean having poor or unpleasant interpersonal relations. On the contrary, many low LPC leaders get along extremely well with their subordinates.

Fiedler identified the relationship-oriented leader as scoring 64 or above on the LPC. These individuals are described as high LPC leaders. Although high LPC leaders are concerned with doing a good job, their primary motivation or goal is to have good interpersonal relations with others. Their self-esteem depends to a large extent on how other people relate to them. They are therefore likely to pay particular attention to their group members, and be concerned about their feelings. When they find themselves in stressful or anxiety-arousing situations, they seek the support of their group and are eager to maintain good group morale. They are able to see different viewpoints, and tend to deal effectively with complex problems which require creative and resourceful thinking.

In the work group, relationship-oriented leaders encourage different ideas and participation of group members. They are tolerant of complexity and ambiguity and sensitive to the needs and feelings of their subordinates. Consequently, they are able to minimize interpersonal conflict.

In low control situations, the relationship-oriented leader does not perform very well in fulfilling task requirements. High LPC leaders often become so involved in discussions and consultations with subordinates that they fail to pay sufficient attention to the job. Support from their group becomes overly important. Consequently, they become reluctant to alienate or anger them.

In moderate control situations, relationship-oriented leaders are at their best. They are appropriately concerned with interpersonal relations and able to deal with them effectively. Their sensitivity to interpersonal problems allows them to cope with difficult subordinates; and their creative ability and imagination are challenged by tasks which require them to innovate.

In high control situations, when relationship-motivated leaders no longer need to worry about relations with their group, they may become more concerned with how they appear to their boss and to others outside their immediate work group. Because they want to make a good impression, they may plow ahead with their task, appearing to be less considerate of the feelings of their subordinates. Under these conditions the high LPC leaders often tend to behave in an autocratic manner by structuring the work situation and the task. When the situation becomes too relaxed and does not require the establishment of guidelines or the generation of ideas, high LPC leaders are no longer challenged; they may lose interest, and appear bored and aloof to their group members.

Fiedler identified a no dominant orientation of leaders whose scores were between 57 and 64 on the LPC. These individuals were described by Fiedler as having characteristics of both the task-oriented leader and the relationship oriented leader depending upon the situation. A full description of this type of leader is not given in the

literature. Fiedler does contend that leaders scoring within this range will usually tend to be either task-oriented or relationship-oriented.

Communicator Style

Communicator style variables were measured with Norton's (1978) Communicator Style Measure (CSM). The CSM is clustered into nine subscales measuring the following dimensions of communicator style: dominant, dramatic, contentious, animated, impression leaving, relaxed, attentive, open, and friendly. Each of these subscales is composed of five items followed by five-point response scales ranging from "almost always" to "almost never." A tenth subscale assessed overall communicator image which Norton (1978) contends as an evaluative consequent of the first nine subscales. Questions from each of the subscales are randomly ordered throughout the measure.

The nine subscales can be described as follows:

The dominant communicator tends to take charge of social interactions. The literature tends to focus upon physical manifestations of dominance, nonverbal and psychological correlates of dominance, and dominance as a predictor of behaviors, attitudes or perceptions.

The dramatic communicator manipulates exaggerations, fantasies, stories, metaphors, rhythm, voice and other stylistic devices to highlight or understate content.

As a style variable, dramatizing correlates with important communicative phenomena. It relates to coping with anxiety, positive self-image, status, popularity, ambiguity, tolerance, and critical group functions.

The contentious communicator is argumentative and tends to entail negative components. The contentious communicator coincides with and provides a greater understanding of the dominant style variable.

The animated communicator makes use of physical, non-verbal clues to communication. This communicator provides frequent and sustained eye contact; uses many facial expressions; characterizes the powerful, the attractive, and the truth teller. The animated communicator actively uses gestures, postures, and body movements to exaggerate or understate the content.

The impression leaving communicator is a concept which centers around whether a person is remembered because of the communicative stimuli which are projected. Impression leaving is related to perceptions and thought processes, initial encounters, and total interactions in dyads. A person who leaves an impression should manifest a visible or memorable style of communicating.

The relaxed communicator uses a calm voice, an un-offensive manner, and a controlled aura which is open and friendly. The other person will usually feel comfortable with a relaxed communicator.

The attentive communicator conveys a sense of "empathy" or "listening." In general, the attentive communicator makes sure that the other person realizes that he is listening and that he understands with a certain amount of insight.

The open communicator is characterized as being conversational, expansive, affable, convivial, gregarious, unreserved, unsecretive, somewhat frank, possibly outspoken, definitely extroverted, and obviously approachable. The open communicator readily reveals personal information about the self in communicative interactions.

The open communicator tends to be perceived as attractive and trustworthy. Openness relates to trust, reciprocity, paraverbal cues, and liking. Openness makes the private self more public.

The friendly communicator style can range from being placid to being deeply intimate. Friendliness is referred to as a stroking function, according to Norton.

The 10th subscale, communicator image, represents communicative ability. It is assumed that a person who has a "good" communicator image finds it easy to interact with others, whether they are intimates, friends, acquaintances, or strangers.

Norton (1978) states that research in establishing validity for the Communicator Style Measure (CSM) is not complete. The two kinds of validity focused upon the CSM were construct and content validity. In general, Norton

makes two arguments to prove validity: (1) the content which has been sampled is important to the notion of communicator style, and (2) the content has been adequately presented in the form of self-report test items. Because validity depends upon reliability, the researcher should be careful in using the subconstruct 'friendly' because it only had a coefficient of .37. Miller's work (1976) on communicator style and perception in dyads is an exemplary study which indicates that the self-report measure can be used to predict communicative behaviors.

The communicator style construct has been proven to be structurally reliable. The subrouting in smallest space analysis based upon the Schoenemann-Carroll (1970) algorithm which optimally fits the two configurations by rotating, reflecting, and stretching, verified that the two structures were the same. Internal reliabilities, using 500 cases out of the 1,086 used in the study to check the coefficients, are friendly (.37), animated (.56), attentive (.57), contentious (.65), dramatic (.68), impression leaving (.69), relaxed (.71), communicator image (.72), and dominant (.82). Except for the friendly subconstruct, the reliabilities are good, given the small number of items and short scale range.

Communication Satisfaction

The communication satisfaction of the teachers was measured with Downs and Hazen's (1977) Communication

Satisfaction Survey (CSS). It is an eight-factor questionnaire consisting of 40 items. According to Downs and Hazen the factors that correlate most highly with job satisfaction are personal feedback, relationship with supervisor, and communication climate. The other five factors included corporate perspective, organizational integration, horizontal communication, media quality, and relationship with subordinates.

Personal feedback indicates how a person is doing in his/her job and the satisfaction with the feedback. Whether a person receives positive or negative feedback continuously will indicate the degree of satisfaction the employee experiences.

The factor relationship with supervisor concerning satisfaction is self-explanatory. It merely relates whether one is satisfied with the communication between himself/herself and the supervisor.

Communication climate satisfaction indicates the degree to which people have good attitudes about communicating with those with whom they work.

Organizational integration satisfaction is an indication as to the satisfaction one feels about the information needed to do the job.

Horizontal communication satisfaction indicates the degree to which the workers are satisfied with the communication with other workers and/or other dependents.

Media quality satisfaction concerns company publications and information received or given and the extent to which one is satisfied with the amount or quality of information.

The scoring of the instrument ranges from "very satisfied" to "very dissatisfied." The larger the aggregate score, the greater the degree of communication dissatisfaction.

Downs and Hazen validated their instrument by administering it in four different organizational settings. Factor analysis was performed on the data from each of these settings. The test-retest reliability coefficient for the entire instrument is .94.

Oral Communication

The oral communication between principals and teachers was examined through an analysis of tape recordings of their daily communication. The analysis included the observation of the content and directionality of the conversation and the frequency and length of interactions.

The categories utilized to describe the oral communication between the principal and teacher was Katz and Kahn's taxonomy of downward communication. These categories were expanded to describe upward communication. An extra category and subcategories were added by the researcher. Table II on the following page demonstrates the content that was utilized to analyze the data.

TABLE II
ORAL COMMUNICATION CATEGORIES
AND SUBCATEGORIES

Instructions

Messages: concerning students
 phone calls for staff
 meetings for staff
Requests: gaining information
 gaining compliance for duties
Direct Orders
Incident Reporting

Job Rationale

Instruction, Curriculum and Testing
Discipline
Student Placement in Programs
Materials and Equipment
Activities, Track Meets, Field Days
Facilities

Procedures and Practices

Policies
Funding for District
Sick Leave and Substitutes
Procedures for Ordering
Attendance, SRS
Dates for School Functions
Extra Curricular Activities
Salary
Fire and Tornado Drills
Free Lunches and Free Books
Ill Students
School Calendar
Negotiations Procedures

Feedback and Reporting

Evaluations
Discipline
Rumor Reporting
Review of Teacher Performance
School Activities
Review of Student Academic Performance
Merits Recognized and Encouragement
Gaining Time and Place for Programs
Developing Teacher Talents
School Finance

Personal

Teasing and Joking
Greetings
Tape Recording Comments
Illness
Weather
Business, Family or Personal
Food

The five categories of Katz and Kahn's taxonomy of downward communication that were utilized in this study were job instructions, job rationale, procedures, feedback, and indoctrination of goals. The sixth category, personal, was added by the researcher.

Job instructions are specific task directives, requests or reports. Subcategories of the job instruction category included messages concerning students, and meetings or phone calls for staff members, requests which included gaining information and compliance of duties, direct orders and the reporting of incidents.

According to Katz and Kahn, job rationale was designed to provide the worker with a full understanding of the employee's job and how the work is geared to related jobs in the same subsystem. Job rationale is not only to let the employee know what is to be done but to help the employee know why a certain task is done and how the patterned activities in which the employee is involved accomplishes a given objective. Subcategories of job rationale related to this study included instruction, curriculum and testing; discipline; student placement in regular and special programs; acquisition, placement and rationale of ordering materials and equipment; activities for students such as track meets and field days; and condition of facilities.

Information concerning organizational procedures and practices was the third category of the taxonomy. The subcategories included policies, funding for the district

budget, sick leave and substitutes, ordering procedures, attendance, school functions calendar, extracurricular activities, salary schedules, and fire and tornado drills. This category helped clarify obligations and privileges an employee possessed as a member of the system.

Feedback included information given to an individual concerning evaluation, discipline, rumor follow-up, review of teacher performance, merit recognition and encouragement, location of programs, school activities, and feedback concerning school finance. This category insures that the system is working, and it is a matter of some motivational importance for the individual performer. It is necessary so that review of performance will result in growth and recognition for the organization and the individual. The process is difficult since the whole process of critical review is resented both by subordinates and the superior as partaking of surveillance.

Indoctrination of goals includes information for the total system or a major subsystem. Some of the subcategories for this category included the forming of rules at the building level, ideological commitment, and teaming programs to meet goals. Common goals are identified in order to achieve a common goal to work for through a team effort.

The non job-related category consisted of the personal aspect of communication. Subcategories included teasing and joking, greetings, comments concerning the tape

recorder, illness, weather, personal business and food. Small talk which was non job-related seemed to be a common factor in leading into important or serious discussions.

Katz and Kahn's taxonomy provided the general content of the messages between the principal and his staff members. The areas of content were tallied in addition to the directionality, frequency, and the length of time of each interaction.

CHAPTER IV

FIELD STUDY

Introduction

A field study was conducted with nine principals and their staff members. The purpose of using the field study approach was to examine oral communication of principals. An analysis of electronically transcribed audio data by leadership style is presented. The leadership styles of principals include relationship-oriented (RO), no dominant orientation (NDO), and task-oriented (TO). Three of the nine principals were identified as being RO, three were identified as being NDO, and three were identified as being TO. The summary and findings are presented concerning the oral communication of these principals. The content of messages, number of interactions, and length of conversations were variables that were considered in the data. The initiator of conversations, whether principals or teachers began conversations, was also tallied as a factor in data gathering.

In all three leadership styles, the content areas of job rationale, instructions, and personal conversation were tallied as the top three areas most often discussed. In

all instances, the area of indoctrination of goals demanded the least amount of time and in two instances was not even included in conversation.

Relationship Oriented Principals

The three principals who participated in the study that scored as being RO had schools that emphasized basics heavily. One of the schools was even involved rather heavily with computer courses. The physical environment of the majority of RO schools had self-contained classrooms with desks placed in rows. It was reported by the principals that an average of 40% of the school population received free lunches. These observations were made by visitations to the buildings by the researcher and discussions with the principals involved.

Most conversations related to the job rationale category and consisted of instruction, curriculum and testing, which were almost always initiated by the principal. Sub-categories of discipline, student placement in programs, and activities such as track meets and field days, were also topics of conversation.

Principals said that they allowed teachers much autonomy in decision-making concerning instruction, curriculum and testing. Principals indicated that the flexibility in decision-making was almost as broad as the school policy would allow the teacher. A conversation that illustrates the autonomy of the teacher is concerning testing. One

teacher asked her RO principal what should be done concerning out-of-level testing for slower students on achievement tests. The principal allowed the teacher to decide what she thought was best for her students and let her have the responsibility of the decision.

In some instances, many teachers were testing differently in the same building. For example, some were giving out-of-level testing and others chose not to vary from the grade level. It was observed by the researcher that many curriculum issues were individually decided by teachers.

In the content area of instruction, principals and teachers became involved in messages concerning students and meetings for staff. The RO principal seemed to be very careful in relaying messages to staff members. There was extra courtesy and care given to conversation. These three RO principals seemed to have special interest in adding "please" and "thank you" to all requests. These principals also had a tendency to apologize for taking the teacher's time to relay messages.

One such conversation was a principal-initiated conversation in which he said, "I'm sorry to bother you, Miss Jones, but would you please let Johnny know his mother called and that he should go directly to his grandmother's house after school? I'm sorry I had to interrupt your class but it is almost time to go home. I hope I didn't fowl up your lesson by interrupting." It seemed that the

principal had put off giving the message as long as possible as it was almost time to go home. He didn't want the teacher to feel he didn't care about interrupting class, and he seemed to almost fret that he had caused an interruption. This type of attitude was characteristic of the RO principals in dealing with their teachers.

RO principals were very polite when making requests in gaining information or compliance of duties. In gaining compliance of duties, the principal would almost always offer a better deal for gaining compliance. For instance, one principal requested that the teacher trade bus duties with him for one time because the principal had a parent conference. In asking for this compliance of the bus duty, the principal also offered to take the teacher's students for recess the following day. It is interesting to note that RO principals did not give any direct orders. It did not seem to be in character with the way in which they managed their buildings.

Principals and teachers shared the initiating of incident reporting. Principals did initiate more conversation in relaying incidents as they seemed to feel it would help the teacher either in deciding appropriate discipline measures or as a communication effort for interpersonal relationships. Principals had a tendency to inform the teacher concerning the background of a student if the student was having discipline problems. Most usually there were home problems that were factors in deciding appropriate measures

for discipline which the principal considered very important.

The principal did initiate three times as many personal conversations as the teachers. Conversations involved teasing and joking, greetings, tape recorder comments, illness of the teacher and personal or family business. Greetings created the largest number of conversation initiations, but tape recorder comments required more time in conversation. The personal area seemed very important to all three RO principals.

Comments that were relayed to the researcher by both teachers and principals that the teachers were free to make decisions concerning their own classroom. From the analysis of tapes, the teachers did not initiate many conversations, and principals did not seem to want to disturb the learning process or disturb the interpersonal relationships.

Conversations concerning procedures and practices were mostly teacher-initiated. The types of questions that were asked by the teacher were inquiries concerning why something had not come in, such as materials, etc. There were also inquiries concerning ordering procedures and requisitions. RO principals seemed to be always concerned as to whether teachers had the right materials to work with and whether or not they wanted anything. RO principals were so concerned with the fact that the teacher had the right and responsibility to make his/her own decisions that the

principal did everything possible to give the teacher as much autonomy as the district would allow. The RO principal was always concerned with what the teacher felt concerning everything. The RO principal seemed to be more teacher-oriented than student-oriented in that he wanted the teacher to make all decisions, and worried whether or not the teacher was happy.

In the area of feedback, the principal initiated more interactions than did the teachers, although the length of conversation was longer when the teachers initiated the conversation. There was very little conversation concerning evaluation or feedback on discipline. There was more conversation concerning rumor reporting and review of teacher performance. There was no conversation concerning feedback on school finance, developing teacher talents, programs, merit recognition and encouragement or student academic performance. The principal did not give much feedback during the two days the tapes were analyzed for the field study.

It is interesting to note that there was no conversation concerning the area of indoctrination of goals. Rules were not discussed; ideological commitment and team programs to meet goals were among the missing subcategories of conversation. Principals did not bother their teachers and seemed to feel guilty if they did take the teachers' time for anything. The teacher was left to do his/her own thing.

Table III portrays a clear picture of the RO principal and staff interactions concerning oral communication. The categories are listed in priority order as to the total number of interactions that were initiated by either the principal or the teacher. Job rationale caused the most interactions and the most time was involved in these conversations. Instructions appeared to be second as to the number of interactions with twenty-seven interactions taking place with a total of 14 minutes and 38 seconds involved in the conversation, which appeared to be fourth in the amount of time spent in the interactions. The personal area was third according to the number of interactions, but did not require as much conversation time as did feedback or procedures and practices. The area of feedback was fifth considering the number of interactions, but appeared to be third in the total number of minutes involved in conversation.

Note that during the two-day period in which the tapes were analyzed, there were a total of ninety conversations, with sixty-three of those conversations being principal-initiated. The total time involved in these conversations was 149 minutes and 36 seconds, with 113 minutes and 56 seconds of that time being principal-initiated. Actually, RO principals initiated seventy percent of the total conversation with their teachers, with almost seventy-six percent of the total time being involved in those conversations.

TABLE III
 ORAL COMMUNICATION OF
 RELATIONSHIP ORIENTED
 PRINCIPALS

Communication Area	Teacher Initiated		Principal Initiated		TOTAL	
	No.	Min.	No.	Min.	No.	Min.
Job Rationale	7	6:45	22	77:31	29	84:16
Instructions	6	4:27	21	10:21	27	14:48
Personal	4	2:42	12	12:02	16	14:44
Procedures & Practices	7	9:17	3	6:29	10	15:46
Feedback	3	12:29	5	7:33	8	20:02
Indoctrination of Goals	0	0	0	0	0	0
<hr/>						
TOTALS	27	35:40	63	113:56	90	149:36

No Dominance Oriented Principals

The three principals participating in the study who scored as having no dominance orientation toward a leadership style varied in the management styles of their schools. One school was considered to be departmentalized in the intermediate grades with the team approach to instruction being done on a modified basis. Another school seemed very traditional considering individual rooms, etc. The third school was heavily involved in child activity such as having a traveling artist to get students involved on an after-school basis. Through observation by the researcher, this school seemed to have more individual involvement of students in varied activities than any other school that participated in the study. Even though they were varied in their management styles, these principals had much in common. These principals were very democratic and carried out much of the democratic method in their approach to teacher conversation. This was obvious by the number of dyads recorded on the tapes.

The oral conversation between the principal and the teachers consisted of more principal-initiated conversations than teacher-initiated conversations. All in all, there was much conversation with the interactions being not only often but lengthy as well. These principals seemed to be very open in conversation with teachers. The NDO principals not only solicited information from teachers but

gave teachers many suggestions and alternatives from which to choose. There was usually a consensus concerning decisions involving situations that included all grade levels. In most cases, the majority ruled.

In situations that did not require group consensus, the principal would usually consider the situation very carefully before making a decision. He would usually verbally state what the problems were, options to solving the problems, pros and cons to each option, and then state a solution to be implemented. These decisions usually involved maintenance, or areas that did not directly affect students. Whenever a decision was once made, these principals did not change their minds easily. It seemed as though the first decision was the one with which one must live.

Teachers initiated more conversation than principals concerning job rationale with the NDO principals. This area had more interactions than any of the other four areas of communication. The subcategories that teachers approached the principals about most were concerning instruction, curriculum, and testing. These decisions were usually made in faculty meetings or with groups of teachers with a particular concern. Teachers also initiated much conversation concerning discipline. These NDO principals were very much involved in the discipline of the students. There were school-wide rules that everyone followed concerning discipline, and all teachers followed these rules.

There were many questions that teachers had concerning these rules and the answer often had to be clarified through a group process. Assertive discipline was a common mode of the discipline process among these three schools in which the principal had much involvement in the process.

Other areas where content was important were student placement in programs, materials and equipment, activities such as field days, and facilities. Principals were very concerned about the cleanliness of the facilities and initiated much conversation with teachers in keeping the facilities in good order. One principal in particular asked the teachers every day whether they were satisfied with the way in which the custodian had cleaned the room. The other NDO principals were also concerned with maintenance and facilities.

The NDO principals seemed to solicit opinions from the people involved in a situation in order to make a decision. It seemed as though these principals were really attuned to what was happening in the building and every classroom. He also seemed to know the status of materials and equipment the teachers needed. These principals also seemed to be knowledgeable concerning classroom instructional activities and to have suggestions for teachers concerning these activities.

The NDO principals initiated more conversation in the area of personal communication than did the teachers. Principals were very open to discussion in the personal

area which generated much conversation. Principals teased and joked quite often and were available in the mornings for greetings. There were also several tape recorder comments, comments about the weather and food, and conversations concerning personal and family business. The teachers were more concerned with personal or family business, weather, tape recorder comments, and food; and only one teacher initiated a greeting first.

The subcategories of instructions that demanded more of the conversation time concerned requests in gaining compliance of duties. Other areas that were tallied but did not demand much conversation included messages concerning students and meetings for staff. Requests for gaining information was also an area of interaction. There were only five direct orders given from NDO principals.

It is interesting to note that principals initiated more interactions in the procedures and practices area than did teachers. These interactions were mostly to make sure teachers did understand the procedures and practices that were to be utilized. Teachers inquired concerning policies, sick leave and substitutes, ordering procedures, attendance and Social Rehabilitation Services and school functions calendar. Principals were also concerned with sick leave, attendance, and the school functions calendar, in addition to fire and tornado drills.

Feedback was provided more by the principal than by the teacher. Although feedback did not demand as much

conversation time as did the areas of instruction and job rationale, it was an important area of interaction, because most feedback was given in the subcategory of review of teacher performance. Feedback concerning discipline was also an area of concern.

Other important areas were merits recognition and encouragement, programs, developing teacher talents, and feedback concerning school finance. The NDO principals were very generous in giving the teacher words of encouragement and yet they were not hesitant to let a teacher know in what areas he thought improvement could be made. It seemed the teacher always knew where he/she stood with the NDO principal.

Although there was not a great deal of conversation concerning the indoctrination of goals, the NDO principals did initiate conversation concerning ideological commitment of teachers and team programs to meet goals of the school. The teachers initiated conversation concerning forming rules at the building level. These conversations were held in the form of a faculty meeting in most instances.

Table IV illustrates the communication between the NDO principals and staff members. The number of teacher-initiated interactions were recorded as well as the minutes and seconds involved in the conversations. A total number of initiations and minutes in every area of communication is also indicated on the chart.

TABLE IV
 ORAL COMMUNICATION OF
 NO DOMINANT ORIENTED
 PRINCIPALS

Communication Area	Teacher Initiated		Principal Initiated		TOTAL	
	No.	Min.	No.	Min.	No.	Min.
Job Rationale	54	107:35	36	88:25	90	196:00
Personal	28	26:00	50	32:40	78	58:40
Instructions	19	13:58	44	18:44	63	32:42
Procedures & Practices	14	25:02	16	34:14	30	60:07
Feedback	3	4:03	14	20:22	17	24:25
Indoctrination of Goals	2	:27	5	25:59	7	26:26
	—	—	—	—	—	—
TOTALS	120	177:56	165	220:24	285	398:20

The communication areas are listed in priority order as to the most number of interactions. The time involved in the conversations did not follow the same pattern as the number of interactions.

The order in which the categories ranked according to the minutes involved in conversation were job rationale, procedures and practices, personal, instruction, indoctrination of goals, and feedback. It is interesting to note that feedback required less time than any other area of communication. In fact, eight times more time was spent in the area of job rationale than the area of feedback.

Of the total 285 initiations, 165 were principal-oriented. This indicates that approximately fifty-eight percent of the number of interactions were principal-initiated. Approximately fifty-five percent of the total time was initiated by the principal.

Task Oriented Principals

The three principals who participated in the study who scored as being TO had schools that were similar in size, program offerings, type of clientele, and were very much alike in their leadership styles and the management of their schools. These schools included the basic subjects but also involved the students in much art, music, and physical education programs. The walls were decorated with student-made murals in one building. These principals

seemed very much alike in their leadership styles and the management of their schools.

The TO principals seemed to have a need to get things done. In order to get things done, these principals had a tendency to direct and supervise the actions of subordinates. Teachers seemed to be very concerned about getting things done in the correct manner. Not only was the task accomplishment important but the procedures to accomplish the task seemed to be of concern to both the principal and the teachers. The TO principals seemed to be strongly motivated to successfully accomplish any task to which they had committed themselves. They seemed to feel most comfortable when the teachers had very clear guidelines from which to work. Almost always, the principal would make sure there were rules for each teacher, as well as the student, to follow. If there were no guidelines, the teacher would not hesitate to initiate conversation to find out what procedure the principal wanted the teacher to pursue. In the schools in which TO principals were leaders, the teachers seemed to be content and pleasant. The climate was one of task and business.

In the total conversations the teachers initiated a little more interaction than did the principals. Teachers seemed to want to find out exactly the what, when, where, and the how of everything before proceeding with a project.

Conversation concerning the most interactions was in the personal area. The principals initiated most of the interactions in this area. Principals were greeting teachers often and teasing and joking with them. There were several tape recorder comments. The weather, food, and personal or family business were other areas of conversation. Discussions were often held concerning these personal areas and subareas and not just during break time, but when they met in hallways, etc. Teachers did not initiate greetings as often as the principal but they initiated conversation concerning tape recorder comments, illness of teacher, and weather; and much of the conversation was concerning personal or family business which is an indication of the interest shown by the principal. Even though task accomplishment seemed to be more important to the principal than interpersonal relationships, the principal was usually very friendly and personable to the teachers. When other areas of communication were involved, the principal had a tendency to become authoritative or directive in his manner. The principals seemed to like having things done in a step-by-step method and the teachers didn't seem to object.

Teachers initiated four times as much conversation as principals in the area of job rationale. Teachers asked questions concerning testing until the exact procedure was evident and the teacher felt comfortable with the information received. For instance, the following conversation is taken from one of the analyzed tapes, which has been chosen

as an example because it is so typical of the majority of the tapes:

Mrs. R: When will we be testing with the ITBS?

TO #1: I have that schedule that I just finished and your time for testing is Monday, Tuesday, and Wednesday mornings of next week.

Mrs. R: What time will I begin?

TO #1: 9:00 a.m. and you should finish before morning recess. If you don't think you will be able to do that, I need to know soon so that we can change the schedule.

Mrs. R: No, that will be fine...what about people that are absent? Do I test them later?

TO #1: No, I plan to let Nancy (the Chapter I teacher) to take care of those during the afternoons of the following week.

Mrs. R: When do I pick up the booklets?

TO #1: I will bring them to you first thing Monday morning but I will put the teacher manual in your box on Friday. Don't forget to study it this weekend.

Mrs. R: I would like to get the names on the booklets by Monday. Would that be possible?

TO #1: Not if I don't get them to you until Monday. You can do that during your thirty minutes before class begins on Monday.

Mrs. R: OK. I will study the manual over the weekend and be ready to put the names on the booklets first thing Monday morning.

TO #1: Do you have any other questions about how the testing is to be done?

Mrs. R: No, I think I have it all in mind.

Mrs. R left the office without any more comment. The teacher apparently left the office satisfied with the

answers she had received. This type of conversation was the case more often than not with TO principals.

Other subcategories of job rationale that teachers initiated conversation with the principal were those of discipline, placement of students in appropriate educational programs, and use of material and equipment. Conversations were similar to the one concerning testing as to the way the principal and teacher interacted.

The area of instructions caused many interactions, but did not require as much time as other areas of the conversation time of the TO principal and his staff. More initiations were made by the principal in this area, with most conversation centering on gaining information and giving direct orders. Other subcategories included messages concerning students and meetings for staff. The manner in which the principal gave messages was quite definite.

It was common for a principal to call the teacher on the intercom to relay a message to a student. The message would most usually be similar to this: "Mrs. Smith, tell Jimmy to come to the front door in five minutes. His mother will be here to pick him up for the dentist." There was very little else said except the exact message. There were no apologies for having interrupted the class, or courtesies such as "please" or "thank you."

Teachers initiated conversation very often to gain information but the principals initiated more conversation in the broad area of instructions. Teachers would often begin

questions with, "How do you want me to do this?" They also asked questions such as, "Did you want me to order this material? Where is the paper? Did you decide about the field trip yet? What day of next week would be best for our track meet? Do kids have to wear shoes during the track meet?"

Teachers initiated conversation concerning procedures and practices to learn procedure for sick leave, attendance for students, and fire and tornado drills. Areas in which principals began conversations include sick leave, ordering procedures, student attendance, extracurricular activities, salaries, and fire and tornado drills. Again, teachers' conversations most often began with, "How would you like for us to leave the building for the fire drill?" "What is the procedure for asking for a three-day sick leave?"

Feedback was minimal according to the other areas of conversation. There were a few areas where only one interaction was analyzed during the two-day period for all three principals. These areas included review of teacher performance, school activities, discipline feedback, merit recognition, and feedback concerning programs. Feedback did not seem to be an area of conversation that had priority of time or interaction.

Indoctrination of goals was another area of no concern during this two-day period of analyzing tapes. There was no conversation in any of the three schools during this time concerning goals, forming rules at the building level,

ideological commitment, or the idea of working together to form a team effort to meet goals of the district.

Even though the teachers initiated more conversation concerning oral communication, the principals always seemed to have an answer for the question. The principal did not give the teacher an opportunity to have autonomy within the school or even within his/her own classroom. This did not adversely affect the climate of communication within the school. The teachers knew exactly what they were supposed to do and how to do it.

An accurate account of the interactions, time and content of the TO principals and their staff members is given on Table V. The communication areas are listed in a priority order as to the total number of interactions between the principals and staff members. The length of interactions did not follow the same pattern as did the number of interactions. The priority listing for the length of time spent in conversation are job rationale, personal, instruction, procedures and practices, and feedback.

The area of job rationale seemed to be the area with the most discrepancy as to whether the teacher or principal initiated the conversation. Teachers initiated four times more interactions than did their principals with the teachers initiating ten times more conversation according to the length of the interactions concerning the area of job rationale.

TABLE V
ORAL COMMUNICATION OF
TASK ORIENTED
PRINCIPALS

<u>Communication Area</u>	<u>Teacher Initiated</u>		<u>Principal Initiated</u>		<u>TOTAL</u>	
	<u>No.</u>	<u>Min.</u>	<u>No.</u>	<u>Min.</u>	<u>No.</u>	<u>Min.</u>
Personal	35	29:59	46	18:06	81	48:05
Job Rationale	40	103:25	10	10:30	50	113:55
Instructions	17	6:53	30	13:59	47	20:52
Procedures & Practices	7	7:43	9	8:07	16	15:50
Feedback	4	1:38	5	2:39	9	4:17
Indoctrination of Goals	0	0	0	0	0	0
	—	—	—	—	—	—
TOTALS	103	149:38	100	53:21	203	202:59

Although the total number of interactions between principal and teacher were about equal, the length of time involved in interactions was definitely dominated by the teachers. Actually, approximately seventy-four percent of the total conversation time was teacher-initiated, leaving only twenty-six percent of the conversation time being initiated by the principal.

CHAPTER V

PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

Introduction

All nine schools, in most instances, are similar in that they have relatively uniform physical facilities. The schools are equipped much the same, with approximately the same number of classrooms, and have other special classes such as physical education, music, art, and special education as part of the scenario. They also provide similar curricula such as reading, language arts, math, science, social studies, as well as other academic areas. These are common properties of the schools, but they are not the focus in analyzing the schooling processes.

In an elementary school, the flow of events and activities of the school creates a distinctive context in which social relationships emerge and become the communication basis for which satisfaction is on a continuum of being either positive or negative.

Communicator styles, oral communication, and subordinate communication satisfaction are studied in relationship to leadership style of the principal to determine what factors influence communication satisfaction of teachers.

Communicator Style

Dominant

In comparing the groups of RO, NDO, and TO principals on the Norton Communicator Style Measure, the RO principals rated as being the least dominant. These three principals simply did not tend to take charge in social interactions. The NDO principals rated as being the most dominant of all three groups of principals, although the TO principals rated second. The NDO and TO principals rated in the "sometimes" range. In other words, NDO principals were not heavily dominant although they were the most dominant of the three groups. The TO principals rated in the same range whereas the RO principals rated as being "seldom" dominant. It is interesting to note that one RO principal did rate as being "often" dominant and in most social situations he tends to come on strong. However, the average of the principals indicated that the RO principals were the least dominant of all three groups.

Dramatic

All three groups of principals rated in the "sometimes" range of being dramatic. The TO principals were rated as being the most dramatic with the NDO principals rating next. The RO principals were rated as being the least dramatic. According to the CSM, the TO principals' speech was more picturesque; they more frequently verbally

exaggerated to emphasize a point; they more frequently physically and vocally acted out what they want to communicate; and they contended that they tell jokes, anecdotes, and stories when they communicate.

Contentious

TO principals were rated as being the least contentious of the three groups, with NDO principals rated as being the most contentious. NDO principals sometimes had a hard time stopping themselves once they got wound up in a heated discussion. RO principals also rated in the "sometimes" range in this area but the NDO principals rated almost in the "often" range. NDO principals would more often insist that other people document or present some kind of proof for what they were arguing; they insisted upon very precise definitions in arguments; they more often challenged people with whom they disagreed; and they tended to be the most argumentative of the three groups. TO principals seldom felt they were argumentative and seldom asked for documentation during arguments.

Animated

The TO principals rated as being the most animated of the three groups. The NDO principals rated as being the least animated of the three groups even though they rated in the "sometimes" range. TO principals indicate that they actively use facial expressions when they communicate.

Although NDO principals contend that they are sometimes expressive nonverbally in social situations, TO principals contend they are very expressive nonverbally. TO principals admit that they often gesture when they communicate; they generally expose their emotional state without saying anything; and their eyes tend to reflect to a very great degree exactly what they are feeling. RO principals rate in the "often" range along with the TO principals but the ratings were less definite.

Impression Leaving

The TO principals claimed to be the most impression-leaving of the three groups. The NDO principals claimed to be the least impression-leaving of the three groups. The RO principals rated in the "often" range along with the TO principals.

The NDO principals feel they only sometimes leave people with an impression which they tend to remember but the TO and RO principals feel they often leave an impression which people tend to remember, especially with what is communicated verbally. TO principals feel they are more impression-leaving than the RO principals. TO principals claim first impressions that they make on people causes them to react to them, whereas NDO principals feel they make less of a first impression on people.

Relaxed

The RO and NDO principals rated the same as to the degree of seeing themselves as being relaxed communicators. TO principals rated as being the least relaxed of the three groups. TO principals were more conscious of nervous mannerisms in their speech than either the RO or NDO principals. TO principals see themselves as less calm and collected when they talk than do the RO or NDO principals. RO and NDO principals tend to come across as relaxed speakers more so than the TO principals. In fact, the RO and NDO principals see themselves as more relaxed in their total communication than do TO principals.

Attentive

TO principals rated as being the most attentive communicators of the three groups. NDO principals rated next as being sometimes attentive, along with the RO principals who also rated in the sometimes range. TO principals can often repeat back to a person exactly what was said, whereas the RO and NDO principals can only sometimes repeat back to a person exactly what was said. TO principals feel they show that they are very empathetic with people; they are very attentive as communicators; they really like to listen to people carefully; and they don't just deliberately react in such a way that people know that they are listening to them.

Open

RO principals rated themselves as being the most open of all three groups. The TO principals rated next with the NDO principals rating themselves as being the least open of the groups. RO principals readily reveal personal things about themselves; they feel they are extremely open communicators; as a rule, they openly express their feelings and emotions; and they would rather be open and honest with a person than closed and dishonest, even if it is painful for that person. NDO principals usually do not tell people very much about themselves until they get to know others quite well.

Friendly

TO principals claim to be the most friendly. RO principals also claim to be often friendly but not as friendly as TO principals. NDO principals claim to be sometimes friendly. TO principals always prefer to be tactful; try to be very encouraging to people; claim to be very friendly communicators; and they make it a habit to acknowledge verbally others' contributions. NDO principals least often express admiration to a person even if they do not strongly feel it.

Communicator Image

All three groups of principals rated in the sometimes

range of communicator image. The NDO and TO principals had a more favorable image of them-selves than did the RO principals, although the scores were very close. All three groups felt that sometimes the way in which they communicate influences their lives both positively and dramatically. They feel they are sometimes very good communicators and they find it sometimes extremely easy to maintain a conversation with a member of the opposite sex whom they have just met.

Of the three groups, the TO principals rated themselves as the most dramatic, the most animated, the most impression leaving, the most attentive and the most friendly. They claim to be the least contentious and relaxed in communicating.

As communicators, the NDO principals rated themselves as being the most dominant, the most contentious, the most relaxed but the least animated, the least impression leaving, the least open and the least friendly of the three groups.

The RO principals claimed to be the most relaxed and the most open communicators of the three groups; however, they claimed to be the least dominant, the least dramatic, and the least attentive of the groups. Table VI explains the mean averages of each group of principals (relationship-oriented, no dominance orientation, and task-oriented) that were the outcomes on the Norton Communicator Style Measure.

TABLE VI
NORTON COMMUNICATOR STYLE MEASURE

<u>Communicator Style</u>	<u>Mean Averages</u>		
	<u>R O</u>	<u>N D O</u>	<u>T O</u>
Dominant	°18.33	*16.00	16.66
Dramatic	°16.66	15.33	*14.00
Contentious	15.00	*13.00	°18.00
Animated	12.66	°13.66	*12.33
Impression Leaving	12.66	°14.33	*11.33
Relaxed	13.33	13.33	°14.33
Attentive	13.66	°13.00	*11.66
Open	*13.66	°15.33	14.33
Friendly	11.66	°13.66	*10.33

Scale:	5-7	Almost Always
	8-12	Often
	13-17	Sometimes
	18-22	Seldom
	23-25	Almost Never
	*	Most
	°	Least

The table indicates which group of principals were rated "most" or "least" in each of the categories listed on the measure. A scale is given to clarify whether a group of principals rated as "almost always" to "almost never" on the instrument.

It is interesting to note that NDO principals rated "least" the most number of times and that the TO principals rated "most" the most number of times. The RO principals rated in the middle six out of the nine times.

All three groups rated themselves; the communicator style is therefore a perception the principal had of himself.

Subordinate Communication Satisfaction

Corporate Perspective

The TO principals who participated in the study had staff members who were the most satisfied in the area of corporate perspective. They were more satisfied with information they received about company policies and goals, government action affecting their schools, relations with unions, and with information about accomplishments and/or failures of the school. The subordinates of the RO principals were least satisfied in this area of communication satisfaction. The subordinates of the NDO principals rated somewhat satisfied in this area, which was also how the subordinates of the RO principals rated their satisfaction.

Personal Feedback

The subordinates of RO principals indicated that they were the least satisfied of the three groups in the area of personal feedback. Information about how the subordinate's job compared with others, information about how a person is being judged, and recognition of efforts were areas of concern for these teachers. The TO principals had the most satisfied teachers in this area of the three groups, which meant that they were more satisfied concerning reports on how problems in the job were being handled and the extent to which superiors knew and understood the problems faced by subordinates.

Organizational Integration

All three groups rated in the satisfied range concerning this area of communication. The TO principals had subordinates that were the most satisfied of the groups. Information concerning progress in the job, personnel news, departmental policies and goals, and requirements of the job, were concerns with which these subordinates were satisfied. The RO principals had subordinates who were the least satisfied in the area of organizational integration.

Relationship with Supervisor

All three groups rated in the range of being satisfied with the relationship with their supervisor. The

subordinates of the TO principals rated as being the most satisfied with the extent to which the supervisor offered guidance for solving job-related problems, and they thought their principals were open to ideas. These subordinates also thought the school's publications were interesting and helpful. The subordinates of the RO principals indicated that they were the least satisfied of the three groups in this area. They were especially concerned about the amount of supervision given them being the right amount.

Communication Climate

The subordinates of TO principals seemed to be the most satisfied of the three groups in the area of communication climate. The communication climate includes the appropriate handling of conflicts through proper communication channels; the extent to which the school's communication makes the subordinate identify with it or feel a vital part of it; and the perception that people in the school have great ability as communicators. RO principals had subordinates who were the least satisfied with communication climate. They were least satisfied with the extent to which the school's communication motivated and stimulated an enthusiasm for meeting its goals.

Horizontal Communication

The NDO principals' subordinates were the most satisfied in the area of horizontal communication. They were

satisfied with the extent to which the grapevine was active in their organization; the horizontal communication with other employees was accurate and free-flowing; the practices of communication were adaptable to emergencies; the work group was compatible and informal communication was active and accurate. The subordinates of the RO principals were the least satisfied concerning this area of communication. The subordinates of the TO principals ranked second concerning the horizontal communication satisfaction.

Media Quality

The subordinates of the NDO principals were the most satisfied with the media quality of the school. These subordinates felt their meetings were well organized; written directives and reports were clear and concise; attitudes toward communication in the school were basically healthy; and the amount of communication in the school was about right. RO principals had subordinates who were the least satisfied with the media quality although they ranked in the satisfied range. In fact, all three groups ranked in the satisfied range concerning media quality.

Although the subordinates of RO principals ranked the least satisfied in every area of communication, they ranked as being satisfied in three areas: organizational integration, relationship with supervisor, and media quality. The areas in which the subordinates of NDO principals

ranked as satisfied were organizational integration, relationship with supervisor, horizontal communication, and media quality. The subordinates of the TO principals ranked satisfied in every area of communication except personal feedback, although they were the most satisfied of the three groups in this area.

It is interesting to note that only TO principals had subordinates that were satisfied in the areas of corporate perspective and communication climate. None of the three groups ranked as being satisfied in the area of personal feedback. All three groups of subordinates ranked as being satisfied in organizational integration, relationship with supervisor, and media quality. Table VII relates the information concerning the Communication Satisfaction Questionnaire. The staff members of each of the three groups of principals completed the questionnaires. Mean averages are given for each group of teachers concerning the categories listed on the communication satisfaction questionnaire.

Areas marked with an asterisk indicate that these are the areas in which staff members are satisfied with the communication categories. A scale is given to indicate what area staff members ranked the communication areas as being "very satisfied" to "very dissatisfied."

It is interesting to note that relationship-oriented principals had staff members that were satisfied in only three of the seven areas; no dominance oriented principals

TABLE VII
COMMUNICATION SATISFACTION QUESTIONNAIRE

Relationship Oriented Principals

<u>Corporate Perspective</u>	<u>Personal Feedback</u>	<u>Organization Integration</u>	<u>Relationship w/Supervisor</u>	<u>Communication Climate</u>	<u>Horizontal Communication</u>	<u>Media Quality</u>
15.88	15.68	13.75*	13.92*	15.72	14.05	13.46*

No Dominance Oriented Principals

<u>Corporate Perspective</u>	<u>Personal Feedback</u>	<u>Organization Integration</u>	<u>Relationship w/Supervisor</u>	<u>Communication Climate</u>	<u>Horizontal Communication</u>	<u>Media Quality</u>
15.82	14.90	13.11*	12.63*	14.47	13.51*	12.01*

Task Oriented Principals

<u>Corporate Perspective</u>	<u>Personal Feedback</u>	<u>Organization Integration</u>	<u>Relationship w/Supervisor</u>	<u>Communication Climate</u>	<u>Horizontal Communication</u>	<u>Media Quality</u>
13.89*	14.68	12.48*	12.05*	13.60*	13.72*	12.11*

5-9	Very Satisfied	19-21	Indifferent
*9-13	Satisfied	22-26	Somewhat Dissatisfied
14-18	Somewhat Satisfied	27-31	Dissatisfied
		31-35	Very Dissatisfied

had staff members that were satisfied in four areas of communication; and the task-oriented principals had staff members who were satisfied in six of the seven categories listed on the communication satisfaction questionnaire.

Oral Communication

Instructions

Of the three groups of NDO principals, teachers initiated the most conversation in the area of instructions. The subcategories were identified as messages concerning students, meetings for staff, requests for gaining information, and incident reporting. TO principals had teachers who initiated conversation relating to messages concerning students, meetings for staff, requests for gaining information, and incident reporting. TO principals had teachers who initiated conversation relating to messages concerning students, meetings for staff, requests in gaining information, and incident reporting. The RO principals had subordinates who initiated the least conversation in the area of instruction. The conversation consisted of requests for gaining information and incident reporting.

Principals initiated more conversation in this area than did teachers. Most of the principals' conversation centered around requests in gaining information from teachers. Principals needed information from teachers concerning various areas especially in asking questions about students, materials, and discipline. Some of the schools were

involved in assertive discipline and this program seemed to require more principal involvement with the teachers.

Job Rationale

RO principals initiated more conversation than did the other principals in the subcategory area of job rationale which includes instruction, curriculum, and testing. The teachers of the RO principals initiated more information in this particular subcategory than did the other groups of teachers.

In the entire area of job rationale the teachers of NDO and TO principals initiated much more conversation than did principals. The RO principals, on the other hand, initiated more conversation in this area than did their teachers.

In the area of procedures and practices the teachers of RO principals initiated more conversation than did their principals. The NDO and TO principals, on the other hand, initiated more conversation in this area than their teachers. The NDO principals and their staffs had much more conversation in this area than either the RO or TO groups.

Teachers initiated hardly any information in the area of feedback. The RO and TO principals did not initiate much conversation in this area either. The NDO principals initiated more conversation than any other principal group in the area of feedback. Since these principals were more

participating in the decision-making process with their staffs, more conversation was apparent in this area of feedback, especially in respect to teacher performance review and the encouragement of staff members' efforts.

The only group of principals or teachers to initiate conversation in the area of indoctrination of goals was the NDO principals and his teachers. Neither the RO or TO principals or their staffs had conversation concerning indoctrination of goals.

The personal area was interesting in that the teachers of RO principals did not initiate much conversation at all and the principals initiated three times as much conversation. The TO principals initiated more interactions than his teachers in this personal area; however, the initiations of the teachers required more time. NDO principals initiated twice as many interactions as their teachers, but the initiations of the teachers required more time in conversation.

Total conversation indicated that RO principals and their staffs had the least conversation of the three groups. The RO principals initiated almost three times as many interactions as their teachers initiated, as well as three times as much time being required for the conversation.

The TO principals, on the other hand, had teachers who initiated a few more interactions than did their principals. In addition, the conversations required three times

as much time. The TO principals received more upward communication than any other group of principals.

The NDO principals and their teachers had more conversation than the other two groups; however, principals not only initiated more interactions but their conversations lasted longer. The NDO principals were involved in more downward communication than the TO principals. It seemed there was more participation in both directions with the NDO principals when the tapes were being analyzed and it was a surprise to find that the NDO principals did, in fact, initiate more conversation than did their teachers.

Total Communication of principals with staff members is listed in Table VIII. The content areas, number of interactions, and length of interactions are illustrated in this table for each of three groups of leadership styles of principals (relationship-oriented, no-dominance-oriented, and task-oriented) with their staff members. The content areas included instruction, job rationale procedures and practices, feedback, indoctrination of goals, and personal. The number of interactions and the length of interactions in each of the categories are listed for each group of principals. Totals of conversation interactions are given for both principals and teachers with grand totals included.

Note the comparisons of each of the three leadership styles as to the number of interactions and the length of time of conversation in each of the categories of content.

TABLE VIII
TOTAL COMMUNICATION
INTERACTIONS

<u>CONTENT</u>	Relationship-Oriented		No Dominance-Oriented		Task-Oriented	
	<u>Number</u>	<u>Minutes</u>	<u>Number</u>	<u>Minutes</u>	<u>Num.</u>	<u>Minutes</u>
Instruction	27	14:48	63	32:42	47	20:52
Job Rationale	29	84:16	90	196:00	50	113:55
Procedures & Practices	10	15:46	30	60:07	16	15:50
Feedback	8	20:02	17	24:25	9	4:17
Indoctrination of Goals	0	0	7	26:26	0	0
Personal	16	14:44	78	58:40	81	48:05
	—	—	—	—	—	—
<u>TOTALS</u>						
Principals	63	113:56	165	220:24	100	53:21
Teachers	27	35:40	120	177:56	103	149:38
	==	====	==	====	==	====
Principals And Teachers	90	149:36	285	398:20	203	202:59

For instance, in the category of instruction, the RO group initiated twenty-seven interactions; the NDO group initiated sixty-three interactions; and the TO group initiated forty-seven interactions. The interactions of the RO group required 14 minutes and 48 seconds, while the NDO group required 32 minutes and 42 seconds for their interactions, and the TO group required 20 minutes and 52 seconds for their interactions. There seems to be more differences among the number of interactions factor than the time factor.

CHAPTER VI

CONCLUSIONS

Introduction

It appears that the principal is the most important influence concerning satisfaction of communication within the principal/teacher dyad. Even if the organization of activities and style of the communicator provides the setting in which principals and teachers interact and communication satisfaction or dissatisfaction is formed, it is the principal, after all, who promotes or limits content in conversations.

Communicator Style

Principals having different leadership styles differ in communicator style in relationship to teachers in the following ways.

The relationship-oriented principals have subordinates who are least satisfied with the communication process in their schools. The self-perceived communicator style of these principals includes having the qualities of being:

1. extremely open and expressive;
2. least dominant of the three groups studied;
3. least dramatic of the three groups studied;

4. sometimes contentious;
5. sometimes argumentative;
6. often animated;
7. often friendly;
8. most open of the groups studied;
9. expressive through gesturing.

These principals related to teachers in a way so as not to offend them. These principals seemed to search for ways to reduce negative feelings with their teachers.

The no-dominance-oriented principals have subordinates who are more satisfied than subordinates who had relationship-oriented principals. The self-perceived communicator style of these principals includes the qualities of being:

1. dominant;
2. contentious;
3. argumentative;
4. able to speak frequently in social situations;
5. insistent upon precise definitions in conversation.

According to the three groups of principals that were studied, these no-dominance-oriented principals were:

1. least animated;
2. least impression-leaving;
3. least attentive;
4. least open;
5. least friendly;

6. not necessarily tactful;
7. not empathetic.

The self-perceived qualities of communicator style for NDO principals did not seem congruent with the information gathered from the tapes that were studied for content, frequency and length of conversation. The researcher noticed that these principals most often involved entire staffs in the decision-making process when the decision affected entire groups. The researcher concluded that these principals were the most democratic through group decision-making of all the groups of principals that were involved in the study.

The task-oriented principals have subordinates who are the most satisfied. These principals perceived themselves as having qualities of being:

1. sometimes dominant;
2. fairly strong in social situations;
3. dramatic;
4. verbally expressive;
5. animated;
6. expressive non-verbally;
7. impression-leaving;
8. attentive;
9. empathy oriented;
10. friendly and tactful;
11. able to acknowledge others' contributions.

The other dimensions to the self-perceived communicator style of these principals are:

1. not being contentious;
2. being seldom challenging with others with whom they disagree;
3. being less relaxed and calm than others;
4. not necessarily open as communicators.

These principals have developed a style that worked with people without baring their souls.

Subordinate Communication Satisfaction

Principals having different leadership styles differ with regard to the subordinate communication satisfaction.

The relationship-oriented principals had teachers who were the least satisfied in all areas of the communication process of all three groups that were studied. Even though these teachers rated the least satisfied in all areas, the following areas were rated as having the most satisfaction:

1. organizational integration;
2. information concerning progress in a job;
3. personnel news;
4. relationship with supervisor;
5. guidance by the supervisor;
6. openness to ideas of supervisor;
7. amount of supervision;
8. media quality;

9. well-organized meetings;
10. clear and concise written directives and reports;
11. communication attitudes of the school being healthy;
12. amount of communication.

The areas receiving the most dissatisfaction include:

1. corporate perspective;
2. information concerning policies and goals;
3. information about school's financial standing;
4. information about accomplishments and failures of the school.

The no-dominance-oriented principals had teachers who were more satisfied with the communication process than the subordinates of the relationship-oriented principals. The areas of most satisfaction for this group of subordinates include:

1. media quality;
2. amount of communication from the principal;
3. attitudes toward communication;
4. relationship with principal;
5. amount of supervision;
6. principal being open to new ideas;
7. organizational integration;
8. information about government legislation;
9. information about relations with teacher associations;

10. horizontal communication;
11. extent of activity of the grapevine in the school;
12. accuracy of horizontal communication with other teachers;

The areas receiving the most dissatisfaction for the subordinates of no-dominance-oriented principals include:

1. corporate perspective;
2. policies and goals of the school;
3. personal feedback;
4. recognition of teacher efforts;
5. principal knowing and understanding problems faced by teachers;
6. how problems are handled.

The task-oriented principals had teachers who were the most satisfied with the communication process of all the groups that were studied. The areas of most satisfaction for this group of subordinates include:

1. relationship with supervisor;
2. principal listens and pays attention to teachers;
3. principal offers guidance for solving problems;
4. media quality;
5. well-organized meetings by the principal;
6. well-written reports and directives;
7. organizational integration;
8. information concerning progress;

9. information concerning requirements of the position;
10. communication climate;
11. enthusiasm of other subordinates;
12. school communication fitting teachers' needs;
13. proper handling of conflicts through communication;
14. horizontal communication;
15. free-flowing communication with other teachers;
16. communication practices being adaptable to emergencies;
17. corporate perspective;
18. information concerning school policies and goals.

The areas receiving the least satisfaction for the subordinates of the task-oriented principals include:

1. personal feedback;
2. comparison of how teachers' positions compare with each other's;
3. information concerning evaluation;
4. recognition of teachers' efforts;

Oral Communication

Principals having different leadership styles differ in oral communication with their teachers.

The relationship-oriented principals communicate the least amount of time and also have the least number of

interactions with their teachers than the other groups studied. These principals and their subordinates tend to center conversation around the following content, in this particular order, with the principal initiating most of the conversation:

1. job rationale concerning instruction, curriculum, and testing; and activities such as track meets and field days;
2. instructions concerning messages for students, requests in order to gain information and compliance of duties;
3. personal, relating to illness;
4. procedures and practices, funding district budget, and negotiation procedures;
5. feedback, rumor reporting, and review of teacher performance;

The areas of communication in which relationship-oriented principals did not have interactions were:

1. indoctrination of goals;
2. feedback concerning school activities;
3. free lunches and books;
4. fire and tornado drills;
5. salaries;
6. attendance;
7. ordering procedures;
8. giving direct orders;

The relationship-oriented principals tended to show much concern as to whether teachers were satisfied in their work. These principals stated that they tended to leave decisions to the teacher's judgment. This indicates that these principals thought teachers desired autonomy in the instructional process when, in fact, teachers may have been actually wanting to be told what to do.

The no-dominance-oriented principals generated the most conversation with their teachers. These principals and their subordinates had conversation in almost all categories and subcategories listed on the tally sheet. Areas in which the most conversation was generated tended to center around the following subjects, in this order of importance, with the principal initiating more conversation than the teacher:

1. job rationale concerning instruction, curriculum, and testing; discipline; student placement in programs; materials and equipment; and facilities;
2. personal, especially with personal or family business;
3. Instructions concerning requests of gaining information;
4. procedures and practices concerning attendance and negotiation procedures;

5. feedback concerning teacher performance;
6. indoctrination of goals including team programs to meet goals;

Areas that were neglected in conversation between the no-dominance-oriented principals and their subordinates include:

1. funding the district's budget;
2. extra curricular activities;
3. school district calendar;
4. evaluation;
5. rumor reporting;
6. teacher illness.

The no-dominance-oriented principals appeared to be the most democratic of the three groups in the decision-making process with their teachers. The subordinates of the NDO principals shared equally with the principal in the decision-making process. These principals had subordinates who communicated with other subordinates more often than any other groups studied, according to the informal data that was gathered by the researcher. NDO subordinates were not always happy with their co-workers since majority was the rule and at times the minority became sore losers. Most of these groups, however, were very cooperative and were very democratic in accepting majority rule.

The task-oriented principals had an almost equal number of interactions with their subordinates; however,

more time was spent in conversation that teachers initiated than in conversation that principals initiated. Areas in which conversation was generated according to the most number of interactions include:

1. personal conversations relating to illness of teachers and personal or family business;
2. job rationale including instruction, curriculum, and testing; discipline; student placement in programs; materials and equipment; and activities;
3. instructions concerning gaining information, compliance of duties, and giving direct orders;
4. procedures and practices including ordering procedures, attendance, salaries, fire and tornado drills, and free lunches and books;

Areas that were neglected in conversation between the task-oriented principal and his staff members were:

1. policies;
2. funding for district's budget;
3. school functions calendar;
4. negotiation procedures;
5. evaluation;
6. discipline feedback;
7. rumor reporting;
8. developing teacher talents;
9. indoctrination of goals;

10. building level rules;
11. ideological commitment.

Principals who are task-oriented chose to use a high proportion of direction giving in the form of orders in their conversation. Since the number of interactions were almost equal between the principal and teachers, an openness between the TO principal and his staff is implied. The researcher found that these teachers were unusually apprehensive concerning whether they were doing what the principal wanted. It was found that these teachers would more often than not question the principal in the most minute detail concerning the what, how, and when he wanted something done. These teachers appeared not to carry much responsibility or be involved in higher levels of thinking as to decision-making. Indications are that satisfaction resulted not only because they knew exactly what to do but also because they were bothered with decision-making.

Teachers who rely primarily on the exercise of formal, institutional authority will not be able to develop effective bonds that promote willing compliance, the motivation to learn, and a communication among their co-workers.

Comparison of all Three Leadership Styles and Other Studies

Principals who are task-oriented may choose to use a high proportion of direction giving in the form of orders in their conversation. Likewise, principals who are less

task-oriented may choose the requesting of compliance concerning duties from teachers.

The conclusions of this study agree in part with Baird (1974) who found that the majority of superior-subordinate interaction concerns were task issues. This is true with the RO and NDO principals and their staff members. However, with the TO principals and their staffs, it was found that the interactions were nearly the same in number, although the length of interactions was greater if the teacher initiated the conversation. Also, the personal area required more interactions but not more time than any other area of content with the TO principals and their staffs. This contrasts with what Dubin and Spray (1964) reported.

They reported that superiors are more likely than subordinates to initiate interactions and that messages are usually impersonal in nature. It is significant to note that the subordinates of the TO principals were the most satisfied in most areas of communication of all the three groups studied.

Since the TO principals had staffs that were the most satisfied of all three groups, conclusions are that upward communication has an impact on satisfaction of communication. In this study it is evident that these staff members felt free or obligated to report to their principal. This study would agree with Baird and Diebolt's (1976) discovery that satisfaction of subordinates is

positively correlated with the frequency of communication with superiors.

This study supports Willits' (1967) findings which state that subordinates who participate in more frequent upward communication are also those employees who are satisfied with their jobs when openness of communication exists between superior and subordinate.

According to Goldhaber (1974) most downward communication contains messages related to policies, goals, directions, orders, questions, and discipline. This study tends to disagree to some extent with Goldhaber, as most downward communication consisted of job rationale, instructions, and the personal area. Directions, orders and questions were included in the area of instructions in this study.

This study supports Smith (1972) who posits that downward communication sets the tone and creates the environment for effective upward communication.

A conclusion from this study would include: Rather than being totally emergent within the context of the communication setting, communication satisfaction develops in response to the principal's choice of communicator and leadership style.

Implications and Recommendations

The first implication to be made is that other similar groups need to be studied to assure that the RO, NDO, and TO principals in this study are truly indicative of their

representative groups. This study is descriptive of three principals from each of the three groups of leadership styles which needs to be replicated in order to show reliability.

The second implication would be that these principals were all from the eastern half of Kansas. This might create some discrepancy in distinguishing clear delineations of types of schools. The similarities of the schools were probably more because of similar backgrounds of clientele. This could be helpful in the study or it could create problems in distinguishing the differences in leadership styles. The researcher did not feel there was a problem caused by the similarities of the schools.

The third implication might be that the tape recorder made a difference in the conversation between the teacher and the principal. The first two days this might have been a problem but after that, it seemed to be conversation as usual. If the tape recorder did make a difference in how conversations progressed, it was not evident or perceived by the researcher.

A fourth implication might have been that subordinates might have been unhappy with administration other than the principal and it could have been reflected in the Communication Satisfaction Questionnaire. Again, the researcher did not perceive this as being a problem.

A recommendation of this researcher is that more research in the area of education leader communication be conducted to establish clear and concise understanding of communication patterns between the elementary principal and his/her staff. A satisfaction communication questionnaire is recommended to be designed especially for the area of education since some areas of communication satisfaction for industry may be unique to industry. Education may also have some areas of communication satisfaction that are unique to education.

A recommendation of the researcher would be to consider comparing various leadership theories to communication satisfaction of teachers as well as conducting more research concerning all levels of communication satisfaction in education. Subordinates in educational administration, as well as teachers, should be studied to acquire information concerning communication satisfaction at all levels of the hierarchy.

Another recommendation would be to consider the following questions when conducting more research concerning principal and teacher oral communication and communication satisfaction:

1. What are the indicators of communication satisfaction of teachers?
2. Are these indicators different from those of industry?

3. How different are the leadership styles of principals in general?
4. Does the leadership style vary according to groups of subordinates?
5. What other indicators affect communication other than those studied in this research?
6. Are there groups of teachers that want to be treated autonomously and that can handle decision-making?
7. Is there a need for a particular type of leader for a particular type of staff?
8. Does clientele in addition to principal leadership style have an affect on teacher communication satisfaction?

If communication is a critical factor that makes a school viable, successful, effective, and enduring; then educational leaders need to have a knowledge of improving the climate for interactions with their subordinates. This can only be accomplished through much research and the communication of that research to educational leaders.

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APPENDIX A
CORRESPONDENCE

November 20, 1982

Dr. Robert Norton
Purdue University
Department of Communication
West Lafayette, Indiana

Dear Dr. Norton:

Thank you very much for granting permission for the use of the Communicator Style Measure in my doctoral dissertation in our phone conversation as of November 15th. You indicated that you thought the directions were included in the article. On page 107 of that article, it states that instructions can be obtained from the author.

I would appreciate receiving a copy of the instrument with directions for administration and instructions for scoring along with information concerning analyzing the results.

The article in which I have reference is: "Foundations of a Communicator Style Construct," Human Communications Research, 1978, 2, 99-112. If there are other articles in this area that you might suggest in furthering my research, I would appreciate your assistance.

Thank you for your help concerning my research. I will be looking forward to hearing from you soon.

Sincerely,



Donna Boshart



3090 Wescoe Hall
1910 864-3831

THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66045

DEPARTMENT OF COMMUNICATION STUDIES

November 30, 1982

Donna Boshart
Box 117
Riverton, KS 66770

Dear Donna:

Enclosed is a copy of the Com Sat instrument. You have my permission to use it if you will provide me with a complete report. I would also like a copy of the data cards.

Articles that might be helpful to you are:

- 1) C. Downs and M. Hazen, "A Factor Analysis Study of Communication Satisfaction," Journal of Business Communication, 1977 (14:3), pp. 63-73.
- 2) C. Downs, "Communication and Satisfaction" in Richard Huseman's 3rd edition of Readings in Interpersonal and Organizational Communication.
- 3) M. White & M. Crano, "An Analysis of ... Downs-Hazen Meas. ..." Psychological Reports, (Oct., 1981).
- 4) Dissertations by Jean Jones (Vanderbilt), Peggy Duke (Vanderbilt), Jean Nicholson (Vanderbilt), James Kio (KU) and Roberta Thiry (KU).
- 5) Be certain to call Phil Clampitt at the University of Wisconsin-Green Bay. He is doing a similar dissertation.

I hope these are helpful. Let me know if there are questions. I wish you well.

Best regards,

Cal W. Downs
Professor
Organizational Communication

CWD:zh

Enc.

Unified School District No. 499

704 MAIN STREET - PHONE 316-733-2324
Galena, Kansas 66739

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February 11, 1983

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Attention: Joan Lince

Dear Ms. Lince:

This letter is a request to use the "Least Preferred Co-Worker (LPC) Scale" which is stated on page 8 of Improving Leadership Effectiveness by Fiedler, Chemers, and Mahar. I spoke to you in a telephone conversation yesterday and you gave tentative approval so that I could send the instruments to the subjects of my dissertation.

Enclosed is a copy of the instrument as it is being administered to the subjects of my study.

Thank you very much for your assistance in this matter.

Sincerely,

Donna Boshart
Donna Boshart

FEB 24 1983

Permission granted.
Credit must be given to
our work and its copyright.

Joan Lince

Joan K. Lince
Permissions Manager
John Wiley & Sons, Inc.

February 3, 1983

Dear Elementary Principal:

I know this correspondence comes to you at a very busy time of the year, but I desperately need your help concerning a study of the elementary school principalship.

I am collecting data for my doctoral dissertation. My study concerns the leadership and communication processes between the elementary school principal and staff members.

Your completion and return of the enclosed questionnaire will be greatly appreciated. It will take approximately ten minutes of your time to complete the questionnaire. Your anonymity will be respected.

A stamped, self-addressed envelope is enclosed for your convenience.

Sincerely,



Donna Boshart

APPENDIX B
INSTRUMENTS

PRINCIPAL INFORMATION SHEET

1. Indicate the highest degree you have attained.
 - BS/BA
 - MS/MA
 - Specialist
 - Doctorate
2. How many years experience do you have in education?

3. How many years experience do you have as a principal?

4. Indicate the number of years you have been in your present position.

5. How many staff members are under your supervision?

6. How many students are under your supervision?

7. What is the total student population of the school district in which you work?

8. How many faculty members are there in the school system in which you work?

9. What is your sex?
 male female
10. Indicate the age category that best describes you.
 - under 35
 - 35-50
 - over 50

PRINCIPAL INFORMATION SHEET
RO PRINCIPALS

1. Indicate the highest degree you have attained.

1	BS/BA
	MS/MA
2	Specialist
	Doctorate

2. How many years experience do you have in education?

22

3. How many years experience do you have as a principal?

9

4. Indicate the number of years you have been in your present position.

7

5. How many staff members are under your supervision?

16

6. How many students are under your supervision?

242

7. What is the total student population of the school district in which you work?

1,189

8. How many faculty members are there in the school system in which you work?

73

9. What is your sex?

100%	male		female
------	------	--	--------

10. Indicate the age category that best describes you.

	under 35
2	35-50
1	over 50

PRINCIPAL INFORMATION SHEET

NDO PRINCIPALS

1. Indicate the highest degree you have attained.

<u>1</u>	BS/BA
<u>1</u>	MS/MA
<u>1</u>	Specialist
<u>1</u>	Doctorate

2. How many years experience do you have in education?

21

3. How many years experience do you have as a principal?

11

4. Indicate the number of years you have been in your present position.

7

5. How many staff members are under your supervision?

22

6. How many students are under your supervision?

268

7. What is the total student population of the school district in which you work?

1,537

8. How many faculty members are there in the school system in which you work?

96

9. What is your sex?

100% male _____ female

10. Indicate the age category that best describes you.

<u> </u>	under 35
<u>2</u>	35-50
<u>1</u>	over 50

PRINCIPAL INFORMATION SHEET
TO PRINCIPALS

1. Indicate the highest degree you have attained.

	BS/BA
2	MS/MA
1	Specialist
	Doctorate

2. How many years experience do you have in education?

18

3. How many years experience do you have as a principal?

9

4. Indicate the number of years you have been in your present position.

7

5. How many staff members are under your supervision?

21

6. How many students are under your supervision?

273

7. What is the total student population of the school district in which you work?

1,597

8. How many faculty members are there in the school system in which you work?

136

9. What is your sex?

100% male _____ female

10. Indicate the age category that best describes you.

1	under 35
2	35-50
	over 50

TEACHER INFORMATION SHEET

1. Indicate the highest degree you have attained.

_____ BS/BA
_____ MS/MA
_____ Specialist
_____ Doctorate

2. How many years experience do you have in education?

3. How many years experience do you have as a teacher?

4. Indicate the number of years you have been in your present position.

5. How many students are under your supervision?

6. What is your sex?

_____ male _____ female

7. Indicate the age category that best describes you.

_____ under 35
_____ 35-50
_____ over 50

TEACHER INFORMATION SHEET
RO SUBORDINATES

1. Indicate the highest degree you have attained.

25 BS/BA
13 MS/MA
 Specialist
 Doctorate

2. How many years experience do you have in education?

12

3. How many years experience do you have as a teacher?

17

4. Indicate the number of years you have been in your present position.

7

5. How many students are under your supervision?

20

6. What is your sex?

5 male 34 female

7. Indicate the age category that best describes you.

10 under 35
25 35-50
4 over 50

TEACHER INFORMATION SHEET
NDO SUBORDINATES

1. Indicate the highest degree you have attained.

23 BS/BA
14 MS/MA
2 Specialist
1 Doctorate

2. How many years experience do you have in education?

12

3. How many years experience do you have as a teacher?

11

4. Indicate the number of years you have been in your present position.

7

5. How many students are under your supervision?

23

6. What is your sex?

7 male 33 female

7. Indicate the age category that best describes you.

22 under 35
11 35-50
7 over 50

TEACHER INFORMATION SHEET
TO SUBORDINATES

1. Indicate the highest degree you have attained.

20 BS/BA'
17 MS/MA
3 Specialist
 Doctorate

2. How many years experience do you have in education?

13

3. How many years experience do you have as a teacher?

13

4. Indicate the number of years you have been in your present position.

7

5. How many students are under your supervision?

22

6. What is your sex?

1 male 39 female

7. Indicate the age category that best describes you.

14 under 35
14 35-50
11 over 50

Directions: Think of all the people with whom you have ever worked, and then think of the person with whom you could work least well. He or she may be someone with whom you work now or with whom you have worked in the past. This does not have to be the person you liked least well, but should be the person with whom you had the most difficulty getting a job done, the one individual with whom you could work least well.

Describe this person on the scale which follows by placing an "X" in the appropriate space. The scale consists of pairs of words which are opposite in meaning. Look at the words at both ends of the line before you mark your "X". There are no right or wrong answers. Work rapidly; your first answer is likely to be the best. Do not omit any items, and mark each item only once.

									scoring	
Pleasant	8	7	6	5	4	3	2	1	Unpleasant	_____
Friendly	8	7	6	5	4	3	2	1	Unfriendly	_____
Rejecting	1	2	3	4	5	6	7	8	Accepting	_____
Tense	1	2	3	4	5	6	7	8	Relaxed	_____
Distant	1	2	3	4	5	6	7	8	Close	_____
Cold	1	2	3	4	5	6	7	8	Warm	_____
Supportive	8	7	6	5	4	3	2	1	Hostile	_____
Boring	1	2	3	4	5	6	7	8	Interesting	_____
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious	_____
Gloomy	1	2	3	4	5	6	7	8	Cheerful	_____
Open	8	7	6	5	4	3	2	1	Guarded	_____
Backbiting	1	2	3	4	5	6	7	8	Loyal	_____
Untrustworthy	1	2	3	4	5	6	7	8	Trustworthy	_____
Considerate	8	7	6	5	4	3	2	1	Inconsiderate	_____
Nasty	1	2	3	4	5	6	7	8	Nice	_____
Agreeable	8	7	6	5	4	3	2	1	Disagreeable	_____
Insincere	1	2	3	4	5	6	7	8	Sincere	_____
Kind	8	7	6	5	4	3	2	1	Unkind	_____
									TOTAL	_____

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NORTON COMMUNICATOR STYLE MEASURE

Instructions: Please answer the following questions as quickly and honestly as possible. There are no right or wrong answers and the first response is usually the best. Some questions will seem to repeat themselves but don't let it bother you. Just answer the question as if it were the first time.

Please circle your response:	almost always	often	sometimes	seldom	almost never
1. I readily reveal personal things about myself.	1	2	3	4	5
2. Once I get wound up in a heated discussion I have a hard time stopping myself.	1	2	3	4	5
3. I always prefer to be tactful.	1	2	3	4	5
4. I am conscious of nervous mannerisms in my speech.	1	2	3	4	5
5. In most social situations I generally speak very frequently.	1	2	3	4	5
6. I actively use facial expressions when I communicate.	1	2	3	4	5
7. In most social situations I tend to come on strong.	1	2	3	4	5
8. I am an extremely friendly communicator.	1	2	3	4	5
9. I have a tendency to dominate informal conversations with other people.	1	2	3	4	5
10. Very often I insist that other people document or present some kind of proof for what they are arguing.	1	2	3	4	5
11. What I say usually leaves an impression on people.	1	2	3	4	5
12. As a rule, I am very calm and collected when I talk.	1	2	3	4	5
13. In arguments I insist upon very precise definitions.	1	2	3	4	5
14. I leave people with an impression of me which they tend to remember.	1	2	3	4	5
15. I can always repeat back to a person exactly what was said.	1	2	3	4	5
16. Under pressure I come across as a relaxed speaker.	1	2	3	4	5
17. The rhythm or flow of my speech is affected by my nervousness.	1	2	3	4	5
18. The first impression I make on people causes them to react to me.	1	2	3	4	5
19. Most of the time I tend to be very encouraging to people.	1	2	3	4	5
20. I try to take charge of things when I am with people.	1	2	3	4	5
21. I am very expressive nonverbally in social situations.	1	2	3	4	5
22. My speech tends to be very picturesque.	1	2	3	4	5
23. I always show that I am very empathetic with people.	1	2	3	4	5
24. I tend to constantly gesture when I communicate.	1	2	3	4	5
25. I am an extremely open communicator.	1	2	3	4	5
26. Usually I do not tell people very much about myself until I get to know them quite well.	1	2	3	4	5

	always	often	sometimes	seldom	never
27. I am an extremely attentive communicator.	1	2	3	4	5
28. I very frequently verbally exaggerate to emphasize a point.	1	2	3	4	5
29. I really like to listen very carefully to people.	1	2	3	4	5
30. Often I physically and vocally act out what I want to communicate.	1	2	3	4	5
31. The way I say something usually leaves an impression on people.	1	2	3	4	5
32. Regularly I tell jokes, anecdotes, and stories when I communicate.	1	2	3	4	5
33. As a rule, I openly express my feelings or emotions.	1	2	3	4	5
34. People generally know my emotional state, even if I do not say anything.	1	2	3	4	5
35. Often I express admiration to a person even if I do not strongly feel it.	1	2	3	4	5
36. I am a very relaxed communicator.	1	2	3	4	5
37. When I disagree with somebody I am very quick to challenge them.	1	2	3	4	5
38. I would rather be open and honest with a person rather than closed and dishonest, even if it is painful for that person.	1	2	3	4	5
39. I dramatize a lot.	1	2	3	4	5
40. I leave a definite impression on people.	1	2	3	4	5
41. I am very argumentative.	1	2	3	4	5
42. My eyes tend to reflect to a very great degree exactly what I am feeling.	1	2	3	4	5
43. I habitually acknowledge verbally other's contributions.	1	2	3	4	5
44. I am dominant in social situations.	1	2	3	4	5
45. I deliberately react in such a way that people know that I am listening to them.	1	2	3	4	5
46. The way I communicate influences my life both positively and dramatically.	1	2	3	4	5
47. I am a very good communicator.	1	2	3	4	5
48. I find it very easy to communicate on a one-to-one basis with strangers.	1	2	3	4	5
49. In a small group of strangers I am a very good communicator.	1	2	3	4	5
50. I find it extremely easy to maintain a conversation with a member of the opposite sex whom I have just met.	1	2	3	4	5
51. Out of a random group of five people, including myself, I would probably have a better communicator style than 1, 2, 3, or 4 of them. (circle one)					

THANK YOU!

COMMUNICATION SATISFACTION QUESTIONNAIRE

Gai W. Downs and Michael D. Hazen
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INTRODUCTION. Most of us assume that the quality and amount of communication in our jobs contribute to both our job satisfaction and our productivity. Through this study we hope to find out how satisfactory our communication practices are and what suggestions you have for improving them.

We appreciate your taking the time to complete the questionnaire. Hopefully, you should be able to complete it in 10-15 minutes.

Your answers are completely confidential so be as frank as you wish. This is not a test--your opinion is the only right answer. Do not sign your name; we do not wish to know who you are. The answers will be combined into groups for reporting purposes.

1. How satisfied are you with your job? (Check 1)

<input type="checkbox"/> 1. Very dissatisfied	<input type="checkbox"/> 5. Somewhat satisfied
<input type="checkbox"/> 2. Dissatisfied	<input type="checkbox"/> 6. Satisfied
<input type="checkbox"/> 3. Somewhat dissatisfied	<input type="checkbox"/> 7. Very satisfied
<input type="checkbox"/> 4. Indifferent	

2. In the past 6 months, what has happened to your level of satisfaction? (Check 1)

<input type="checkbox"/> 1. Stayed the same	<input type="checkbox"/> 2. Gone up	<input type="checkbox"/> 3. Gone down
---	-------------------------------------	---------------------------------------

3. If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how. _____

- A. Listed below are several kinds of information often associated with a person's job. Please indicate how satisfied you are with the amount and/or quality of each kind of information, by circling the appropriate number at the right.

		Vary Satisfied	Satisfied	Slightly Satisfied	Indifferent	Slightly Dissatisfied	Dissatisfied	
4. Information about my progress in my job.	1	2	3	4	5	6	7	
5. Personnel news.	1	2	3	4	5	6	7	
6. Information about company policies and goals.	1	2	3	4	5	6	7	
7. Information about how my job compares with others	1	2	3	4	5	6	7	
8. Information about how I am being judged.	1	2	3	4	5	6	7	

	Very Satisfied	Satisfied	Slightly Satisfied	In indifferent	Slightly Dissatisfied	Dissatisfied	Very Dissatisfied
9. Recognition of my efforts.	1	2	3	4	5	6	7
10. Information about departmental policies and goals.	1	2	3	4	5	6	7
11. Information about the requirements of my job.	1	2	3	4	5	6	7
12. Information about government action affecting my company.	1	2	3	4	5	6	7
13. Information about relations with unions.	1	2	3	4	5	6	7
14. Reports on how problems in my job are being handled.	1	2	3	4	5	6	7
15. Information about employee benefits and pay.	1	2	3	4	5	6	7
16. Information about company profits and financial standing.	1	2	3	4	5	6	7
17. Information about accomplishments and/or failures of the company.	1	2	3	4	5	6	7

Please indicate how satisfied you are with the following. (Circle the appropriate number at the right.)

18. Extent to which my superiors know and understand the problems faced by subordinates	1	2	3	4	5	6	7
19. Extent to which company communication motivates and stimulates an enthusiasm for meeting its goals.	1	2	3	4	5	6	7
20. Extent to which my supervisor listens and pays attention to me.	1	2	3	4	5	6	7
21. Extent to which the people in my organization have great ability as communicators.	1	2	3	4	5	6	7
22. Extent to which my supervisor offers guidance for solving job related problems	1	2	3	4	5	6	7
23. Extent to which the company's communication makes me identify with it or feel a vital part of it.	1	2	3	4	5	6	7
24. Extent to which the company's publications are interesting and helpful.	1	2	3	4	5	6	7
25. Extent to which my supervisor trusts me.	1	2	3	4	5	6	7
26. Extent to which I receive on time the information needed to do my job.	1	2	3	4	5	6	7

	Very Satisfied	Satisfied	Slightly Satisfied	Indifferent	Slightly Dissatisfied	Dissatisfied	Very Dissatisfied
27. Extent to which conflicts are handled appropriately through proper communication channels.	1	2	3	4	5	6	7
28. Extent to which the grapevine is active in our organization.	1	2	3	4	5	6	7
29. Extent to which my supervisor is open to ideas	1	2	3	4	5	6	7
30. Extent to which horizontal communication with other employees is accurate and free-flowing.	1	2	3	4	5	6	7
31. Extent to which communication practices are adaptable to emergencies.	1	2	3	4	5	6	7
32. Extent to which my work group is compatible.	1	2	3	4	5	6	7
33. Extent to which our meetings are well organized.	1	2	3	4	5	6	7
34. Extent to which the amount of supervision given me is about right.	1	2	3	4	5	6	7
35. Extent to which written directives and reports are clear and concise.	1	2	3	4	5	6	7
36. Extent to which the attitudes toward communication in the company are basically healthy.	1	2	3	4	5	6	7
37. Extent to which informal communication is active and accurate.	1	2	3	4	5	6	7
38. Extent to which the amount of communication in the company is about right.	1	2	3	4	5	6	7

C. Please tell how you feel about your productivity on your job by answering the three questions below.

39. How would you rate your productivity in your job? (Check 1)
- | | |
|--|---|
| <input type="checkbox"/> 1. Very low | <input type="checkbox"/> 5. Slightly higher than most |
| <input type="checkbox"/> 2. Low | <input type="checkbox"/> 6. High |
| <input type="checkbox"/> 3. Slightly lower than most | <input type="checkbox"/> 7. Very high |
| <input type="checkbox"/> 4. Average | |

40. In the last 6 months, what has happened to your productivity? (Check 1)
- | | | |
|---|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1. Stayed the same | <input type="checkbox"/> 2. Gone up | <input type="checkbox"/> 3. Gone down |
|---|-------------------------------------|---------------------------------------|

41. If the communication associated with your job could be changed in any way to make you more productive, please tell how.
- _____
- _____
- _____

Very
Satisfied

Satisfied

Slightly
Satisfied

Indifferent

Slightly
Dissatisfied

Dissatisfied

Very
Dissatisfied

D. Answer the following only if you are a manager or supervisor. Then indicate your satisfaction with the following.

42. Extent to which my subordinates are responsive to downward directive communication.	1	2	3	4	5	6	7
43. Extent to which my subordinates anticipate my needs for information.	1	2	3	4	5	6	7
44. Extent to which I <u>do not</u> have a communication overload.	1	2	3	4	5	6	7
45. Extent to which my subordinates are receptive to evaluation, suggestions, and criticisms.	1	2	3	4	5	6	7
46. Extent to which my subordinates feel responsible for initiating accurate upward communication.	1	2	3	4	5	6	7

Communication Management
Box 3242
Lawrence, Kansas 66044

VITA

Donna Lou Boshart

Candidate for the Degree of
Doctor of Education

Thesis: A QUANTITATIVE AND FIELD STUDY INVESTIGATION OF
LEADER COMMUNICATION

Major Field: Educational Administration

Biographical:

Personal Data: Born in Galena, Kansas, November 20,
1939, mother of Douglas and Dustin.

Education: Graduated from Riverton High School,
Riverton, Kansas, in May, 1957; received Bachelor
of Science degree in Education from Pittsburg
State University in 1963; received Master of
Science degree in Education in 1976; received
Educational Specialist Degree in Educational
Administration in 1981; enrolled in doctoral
program at Oklahoma State University, 1981-1984;
completed requirements for the Doctor of
Education degree at Oklahoma State University
in May, 1984.

Professional Experience: Art teacher, Fremont
Elementary, Arvada, Colorado, 1963-66; kinder-
garten teacher, Fremont Elementary, Arvada,
Colorado, 1966-68; high school art teacher,
Columbus, Kansas, 1968-69; first grade teacher,
Riverton, Kansas, 1969-74; first grade teacher,
Joplin, Missouri, 1974-78; Supervisor of
Curriculum, Director of Federal Programs,
Clerk of the Board, Galena, Kansas, 1978-83;
Assistant Superintendent of Curriculum and
Personnel, Derby, Kansas, 1983.