PERCEIVED LEADERSHIP STYLES OF BUSINESS MANAGEMENT

FACULTY AT FOUR-YEAR POST-SECONDARY RESEARCH

INSTITUTIONS IN OKLAHOMA

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been completed and this document represents a war promise kept. May

God bless each and every person involved in this tremendous

undertaking from beginning to end.

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CHAPTER I

INTRODUCTION

In regard to leadership, Kamm (1982) stated, "Few terms today are so much on our minds and are so much discussed, yet are so little understood by people, as is leadership. It is a subject of special meaning and significance for those of us in education" (p. 38). As the decade of the '90's progresses, leadership within the academy is coming under scrutiny. Byrne (1991) stated that of the twelve billion dollars spent annually by corporate America on leadership development, slightly more that 25 per cent goes to business schools in higher education. Corporate America is the primary recipient of those students graduating from the nations college and university business schools. According to O'Reilly (1994) and Johnson (1992), the business community does not believe that it is getting graduates on the "cutting edge" of leadership that they want and need. Organizational leaders are needed to restructure and streamline operations as corporate down-sizing, mergers and acquisitions continue.

It is vital to the nation's growth and "wellness" that both business and educational leaders exhibit and maintain the optimum levels of effectiveness. Much has been written about organizational theory concerning leadership style and

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effectiveness models. A few of these published researchers are

Blake and Mouton (1964), McGregor and Smith (1990), Fiedler (1967),

Reddin (1970), Hersey and Blanchard (1988), and Zugarmi (1993) and a

host of others. Reddin was the first to add an effectiveness

dimension to the task concern and relationship concern dimension of

earlier attitudinal models such as the Blake and Mouton Managerial

Grid.

Establishing and developing a leadership style for a student

can begin in the university setting and carry forward to practical

application in the business community. Management faculty involved

in teaching our past, present and future business leaders, by

function, are in positions of leadership. To the undergraduate

students, faculty are the institution (Tucker, 1992). Burns (1979)

determined that teachers in their shaping of the curriculum, control

of readings and discussions, their role as authority figures, and

conscious and unconscious projections of attitude can influence the

development of a students principles and standards. Therefore, they

have the potential of influencing the leadership behaviors of their

students.

Curry (1993) conducted a study of the leadership styles of the

Division and Department Chairpersons at East Central University,

Ada, Oklahoma. The study, using Certo's (1984), Leadership

Inventory indicated that the leadership style exhibited was one of

high relationship and low task orientation. Students exposed to

this leadership style are subject to emulating it even though it may

or may not be the most effective in private sector business

management. Review of the literature suggests that there is just as much need for a task-oriented leadership style in business today (Stienmetz and Todd, 1992 and Ulmer, 1994), as there is for relation-oriented (Gilmore, et al., 1979; Robbins, 1991). It is a question of the specific needs within the organization. In other words, the appropriate leadership style is situational as Blanchard (1985) suggests.

The selected four-year postsecondary research (Carnegie Classification, 1987) institutions in Oklahoma graduate approximately 237 students annually with degrees or concentrations in management from their business colleges. Many of these students will be placed in management/leadership positions within a variety of enterprises. It is important that research be conducted to provide employers of these graduates information concerning the leadership involved in training and educating them. In order to understand and begin to deal with issues concerning leadership on campuses and business communities, it is necessary to begin research on the individuals occupying critical teaching positions. Specifically, business school faculty teaching management curriculum must be studied. To accomplish this goal it is necessary to begin the initial process. That is to determine the leadership styles, flexibility and effectiveness of management faculty members of the selected research universities in Oklahoma. There has been no research conducted to ascertain the leadership styles, style effectiveness and flexibility of this population.

Statement of the Problem

There is growing concern that students graduating in the
business management disciplines are not on the "cutting edge"
of leadership. A part of assessing and evaluating an established
postsecondary curriculum is to examine the credentials, professional
activities, and leadership skills of those involved in teaching
designated courses.   There have been no studies done to examine the
leadership style, effectiveness and flexibility levels and their
relationship to selected professional development activities of
management faculty within the research universities in Oklahoma.

Purpose

The purpose of this research is to assess the perceived
leadership styles of business school management faculty of two of
the research universities in Oklahoma. Secondary purposes
of the study are to determine which styles of leadership prevail,
effectiveness , and flexibility levels of these styles. In addition,
assess the relationship between leadership behavior and other
significant professional developmental variables i.e., involvement
in continuing education activities, years of professional management
experience in the private sector, frequency and purposes of
involvement in the business community, and frequency of exposure to
current management publications.

Research Questions

The specific questions to be researched are:

1. What leadership style is predominantly exhibited by the faculty members/leaders involved in conducting management courses in the selected universities in Oklahoma?

2. What style flexibility and effectiveness levels are exhibited by the researched group and are they significantly related to leadership behavior?

3. Are the selected variables contributing to professional/ managerial knowledge of previous managerial/leadership experience in the private sector, contact with the business community, reading professional journals/publications and participating in continuing education, related to style effectiveness flexibility levels exhibited by the group studied?

Assumptions

The following assumptions apply to this study:

1. All individuals who completed the questionnaires understood each question and answered honestly.

2. Outlined procedures were followed to ensure confidentially.

Scope

The study of management/leadership styles was directed toward the faculty members involved in instructing organizational management courses on a " full-time" basis in the Management

Divisions, College of Business within the following institutions:

1. Oklahoma State University (OSU), Stillwater, Oklahoma

2. Oklahoma University (OU), Norman, Oklahoma

These two research universities (Carnegie Classification, 1987) graduate approximately 230 management students annually from their schools or business colleges. Within the Management Divisions of both of these universities are faculty that teach/conduct classes in strategic planning, organizational development and behavior, management science and information systems, limited human resources management, and office technology. There are a total of 40 full-time faculty members within the Management Divisions at both institutions. Of these, 21 fit the established organizational management criteria and were selected to receive research questionnaires. Their academic ranks ranged from instructor to full professor. The remaining 19 faculty members conducted courses in the narrow, technical areas of management science and information systems and office technology. Through discussions with individuals in these technical areas, it was determined that a significant portion of these individuals were probably not going to have practical human resources management experience that would have provided an opportunity to develop demonstrated leadership style flexibility or effectiveness.

The validity and/or intent of this research depended, in part, on the premise that those faculty teaching/conducting "non-technical" or organizational management courses are providing

instruction that deals with both supportive and directive leadership behavior from a "human relations" standpoint. Therefore, the sample is composed of the 21 faculty members teaching "general" management courses.

Definition of Terms

The following terms were used in this study:

<u>Autocratic Leader</u> - One who dictates decisions down to subordinates.

<u>Conceptual Skills</u> - The mental abilities to analyze and diagnose complex situations.

<u>Democratic Leader</u> - One who shares decision making with subordinates.

<u>Effectiveness</u> - Achievement of established goal.

<u>Efficiency</u> - The ratio of effective output to the input required to achieve goal.

<u>Human Skills</u> - The ability to work with, understand, and motivate other people, both individually and in groups.

<u>Teacher</u> - Those involved in instructing students. This may include faculty at the instructor, associate, assistant and full professor levels.

<u>Leadership</u> - The ability to influence a group or individual toward achievement of goals.

<u>Leadership Style</u> - Combination of an individual's Task Orientation and Relationship Orientation.

Management - To work with or through a group or individuals to accomplish organizational goals.

Model - A representation of a program that assists in explaining a phenomenon by pointing out its essential characteristics.

Planning - Defining goals, establishing strategy, and developing plans to coordinate activities.

Strategic - Pertaining to strategy; long range outlook.

Limitations

1. This study was limited to two of the major research institution in Oklahoma. Therefore, it cannot be concluded that the results can not be generalized to "all" management faculty regionally or nation wide.

2. Because the population and resulting sample was limited to relatively small numbers it took a number of participant reminders to acquire an adequate number of completed questionnaires to conduct the study.

3. The sample size, being less than 30, created a degree of difficlty in meeting statistical assumptions.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to provide data indicating the
perceived management/leadership styles, effectiveness and
flexibility levels of the faculty members at OSU and OU involved in
conducting management courses on a full-time basis. A secondary
purpose was to ascertain if selected variables concerning
professional development and proficiency sustainment are related to
leadership behavior. The review of literature is presented in six
areas of information related to the foundation of study. These
areas are: (1) Introduction, (2) Management Science, (3) Leadership/
Management Models, (4) Classroom Leadership, (5) Professional
Development and Proficiency Sustainment; and (6) Summary.

Introduction

Human beings are an incredible creation. Regardless if one
views the creation in philosophical or theological terms, management
experts agree that this organism is a true mystery. They can best
be described as activists. They have destroyed civilizations and
meticulously rebuilt them. For centuries humans explored their
surroundings. Natural resources have been extracted and developed
by their astounding technology. Among their actions are the ability
to organize. The ability of mankind to organize and effectively
lead and manage an organization is one of its most amazing

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accomplishments. According to Lilienthal (1967):

> It is worth reminding ourselves that management does
> not really exist. It is a word, an idea. Like science,
> like government, like engineering, management is an
> abstraction. But mangers exist. And managers are not
> abstractions; they are men and women, they are human
> beings. Particular and special kinds of human beings.
> Individuals with a special function: to <u>lead</u> and move
> and bring out the latent capabilities--and dreams--of
> other human beings. . .This I believe, and this my whole
> life's experience has taught me: the managerial life
> is the broadest, the most demanding, by all odds the
> most comprehensive and the subtle of all human activities.
> And the most crucial (p. 18).

It is not known at what point in history leaders of people

emerged. Some feel as though Moses was the first recorded leader

(Peters, 1992). He divided his multitudes, designed leaders, and

along with responsibilities delegated them the authority to act in

his behalf.

Every organization is a complex system with its own

peculiarities. Each has a group of individuals that recognize and

direct activities within the specialized environment to successfully

complete goals and objectives. The people dealing with these

internal and external forces are managers. All types of complex

systems need the knowledge and skills of an effective leader. An

example of perhaps one of the largest and most complex

organizational structures would be American higher education. A

select group within this structure that is tasked with the

development and training of the nations minds and intellect is the

university/college faculty. Tucker (1992) stated:

In colonial times, faculty at the few colleges then
existing were largely populated with young men who
served as tutors. They had no special qualification
as academics, and certainly did not hold advanced
degrees. Their principal responsibilities lay as much
in student discipline as in serious intellectual
pursuits. It was not until the period of the late
1700's to the early 1800's that tutors gradually were
expected to specialize in a subject. Indeed,
'professors' were comparatively scarce until the early
decades of the twentieth century -- few Americans held
the Ph.D., and scholarship was as often conducted
outside the academy as inside it. Several important
developments have led to the organization and character
of "faculties" as they now appear in the contemporary
college and university. Most importantly, the
developments has increased both the independence and
the autonomy of faculty from the corporate university.
Even though their wants and needs are much like those of
other academy employees, faculty are not like other
employees. They are an intellectual and cultural elite.
They endured an extensive period of personal sacrifice
to achieve advanced degrees, and have been through an
intense socialization experience that has resulted in a
set of very strong values--values shared by faculty
across disciplines and generations alike (p. 103-6).

Because the involvement of these organizations and their

faculties is so vital to the continued well-being of the nation, it

is extremely important that the leadership, particularly at the

"teaching" levels, be as proficient as possible in dealing with both

human and material resources.

Because faculty are placed in the position of being the formal

leaders of a group and are given power and authority to direct and

guide the group, the theory and research relating to leader

effectiveness in non-academic organizational situations are

applicable to the classroom. Also, the theory and research should

be of interest to those concerned with instructor selection and

training. This is due to the fact that it has been found that

leadership behavior produces the greatest effect on group

interaction if selection and training are combined. This means that training and experience can aid persons placed in positions of leadership, although personality characteristics are related in a complex way to various leadership styles.

Advanced technology and changing organizational structure in the public and private sectors are changing the face of education and pose special training and professional updating challenges to the academy and its faculty members. Specifically, those faculty members that bare the responsibility of preparing and training future managers. Therefore, it is vital that this group be analyzed in regard to their management/leadership skills.

Management Science

According to Hertz (1965, p. 89), "the single ubiquitous mind-driven activity of mankind is management." After a review of literature, it is obvious that there are a number of definitions of management. The definition along with the defined functions have changed as the science of management has matured. Whenever a definition was presented, a common denominator appeared. This common denominator involved the individual's concern for accomplishing organizational goals and/or objectives.

In order to better understand contemporary management theory it is helpful to have an idea of the evolution of management. It is not possible to discuss contemporary management without recognizing the contributions of three individuals. Steinmetz and Todd (1992) refer to Max Weber, Henri Fayol and Fredrick Taylor as the "Fathers

of Scientific Management" (p. 192).

Max Weber described the ideal organizational form as a bureaucracy. Even though a bureaucracy is described by many today by terms such as inefficient, red tape, and non-responsive. He felt it was an excellent form of organization structure. He felt that the highly structured system that depended on formal rules and regulations, selection of personnel based on merit, and a well-defined chain of command was the most efficient process of managing an organization. Many public sector organizations adopted Weber's model and many large private sector organizations utilize some of his bureaucratic characteristics.

Fredrick Taylor felt that there was one best way to perform any job or task. In his early research he developed the piece-rate system. Through his studies in the steel mills he determined that if equipment was fit to the user, periodic breaks provided, and small incremental increases in pay applied, that production would be increased significantly.

Henri Fayol, the last of the three fathers, developed the 14 principles of management and administration. Among these principles were listed subordination of individual goals and objectives to organizational goals and objectives, esprit de corps, scolar chain or well defined chain of command. Each of his principles were directed toward accomplishing organizational goals and objectives from a "directive" or "task" oriented perspective. Many of his principles are still applicable in todays workplace.

These three pioneers in management were interested in one primary issue. The issue being efficiency in production, or concern for task behavior. It was not until Elton Mayo conducted his Hawthorne studies with the Atlantic Telephone and Telegraph, that the "human relations" factor began to emerge as an important aspect of management. Through these studies he determined that increased production on the assembly line had more to do with human relations behavior than simply task behavior and mechanical adjustments in facility lighting. During the research the assembly line workers were afforded work breaks and opportunities to converse with other workers forming informal work groups. In addition, it was found that they were positively effected by the fact that management would inquire as to how they perceived working conditions.

From Mayo's research came a new dimension in management. Since his studies, many management theorists and researchers have continued to study the correlation between concern for people/ workers in relation to concern for task behaviors. As a result of this newly found dimension, management had to be redefined in order to continue to develop management as a science.

Hersey and Blanchard (1972) define management as "working with and through individuals and groups to accomplish organizational goals" (p. 3). This definition applies to organizations whether they are churches, hospitals, sole proprietorships, corporations, universities or military units. Everyone is involved in the

management of their social lives, family budget, and society as a whole.

The definition of management entails four basic elements. Kast and Rosenzweig (1974) identified these elements as: (1) toward objectives, (2) through people, (3) via techniques, and (4) in an organization. The role of a manager is focused on coordination of activities performed by others and the unifying of their efforts. It involves problem solving and the optimum uses of a variety of specialists using analytical techniques adapted from many other fields of study such as psychology, engineering, economics, statistics, and accounting (p. 268).

The individual faculty member holds an earned rank, but is also a *specialist*. Leavitt, Dill, and Eyring (1973) recognized that the "professor" may be a sociologist, an historian, or an anthropologist, for example. "One of the key functions of specialization is to institutionalize an organization--to permit it to endure beyond the lifetime of the men and women who currently staff it" (p. 46).

Faculty members specialize and utilize a variety of specialists within the organization in order to "map" the curriculum. This is done for basically two reasons, according to Leavitt, Dill, and Eyring (1973). They cite the two reasons as:

> First, the process gives the men (or women) leadership a powerful tool for controlling the organization; it enables them to spot the place where control should be exercised. Second, it creates a way to relax and simplify the exercise of authority (p. 46).

Management is a process. It is active and involves clearly
definable functions. These are planning, organizing, directing, and
controlling (Steinmetz and Todd, 1992). There are variations of
these functions as described by Robbins (1991) and Massie and
Douglas (1981). They do agree that directing is a function of
leadership. Robbins (1991) states that organizations are made of
people and it is a manager's job to lead these people through
directing and coordinating. He stated that motivating, directing
activities, selecting the appropriate method of communications, and
resolving conflicts are actions of a leader that a manager must be
able to accomplish effectively (p. 124).

Massie and Douglas (1981) state, "A good manager must provide
leadership, but not all leaders are necessarily good managers"
(p. 126). This thought is graphically depicted in Figure 1.
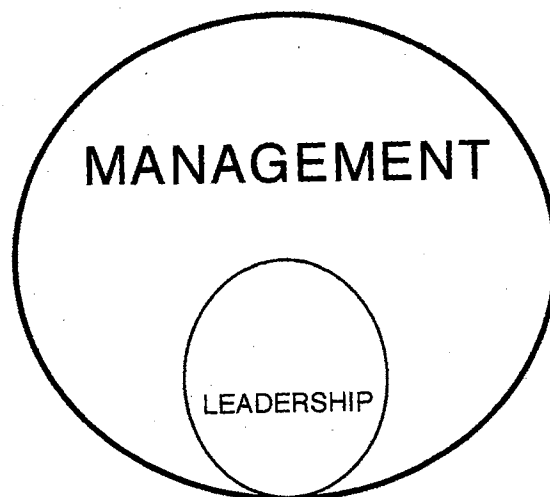
Figure 1. The Leadership Function of Management

These functions are relevant regardless of the types of organization or level of management with which one is concerned. Second, managers involve cooperation of individuals and this deals with the behavioral components of how people in groups can best work together. Massie and Douglas (1981) found that a major emphasis within most recent history of management science has been placed on human behavior and how a manager gets goals accomplished through others. The final focus is the concept of goal accomplishment (p. 222).

According to Hersey and Blanchard (1972) the planning process involves the actual setting of goals and objectives. Steinmetz and Todd (1992) point out that this process should answer the question, "Where do we want to be?" (p. 32). This question should stem from the fundamental organizational analysis. Once these objectives are understood, the methodical and effective plans can be developed, implemented, and achieved.

Planning is an absolute essential element to senior level management. The primary intent of planning, according to Field Manual (FM) 22 - 100 (1990), is to support a specified course of action that has been selected. The course of action is a result of a specified objective. Massie and Douglas (1981) explain that many times the terms *goals* and *objectives* are often used as synonymous terms. They make a precise distinction between them to alleviate any confusion and enhance the relationship to the planning process.

They define objectives as "precise, definite and measurable." Objectives provide a means for determining whether performance has

been successful or not" (pp. 221-222).   To meet the objectives,

during the planning process a management process is followed. As

pointed out by FM 22-100 (1990), these processes involve developing

strategies, delegating, organizing, budgeting, etc. (p. 68).

According to Robbins (1990), strategic planning is centered at

the top levels of management in every organization (pp. 123-124).

Steinmetz and Todd (1992) also agreed that top level managers

concentrate on long-range plans. They concluded that:

> Strategic plans usually become guidelines or policies
> that direct organizations over relatively long periods
> of time. They set the direction of the organization
> and assist the other levels of management define ways
> of contributing to overall organizational objectives
> (p. 42).

The academy <u>has</u> to have order simply because of the nature of

its existence. Strategic planning for training, fiscal wellness,

and future tools of education remain at the conceptual level in

which faculty dwell.

During the planning process a manager will, at some point,

consider resources available. These are specifically people,

capital, and equipment. Organizing them certainly involves an

integration of resources.

Directing, as Steinmetz and Todd (1992) point out, requires all

the related activities encompassed in influencing subordinates to

perform at an acceptable level. Among these activities would be

delegating, motivating, and effectively communicating. The most

important part of the manager's ability to control depends upon the

feedback of results and follow-up. Hersey and Blanchard (1972)

determined that these issues are used to compare accomplishments

with plans. This allows adjustments to be made to correct any

deviations from the anticipated results.

Another aspect of management to be examined would be the

skills of management. Robert Katz (1974), a highly regarded analyst

of management action, observed most management skills were either

technical, human, or conceptional. This theory has been accepted by

most contemporary management experts. The concept is illustrated as

Figure 2.

Management Levels	Skills Needed		
Top Management			Conceptual
Middle Management		Human	
Supervisory Management	Technical		
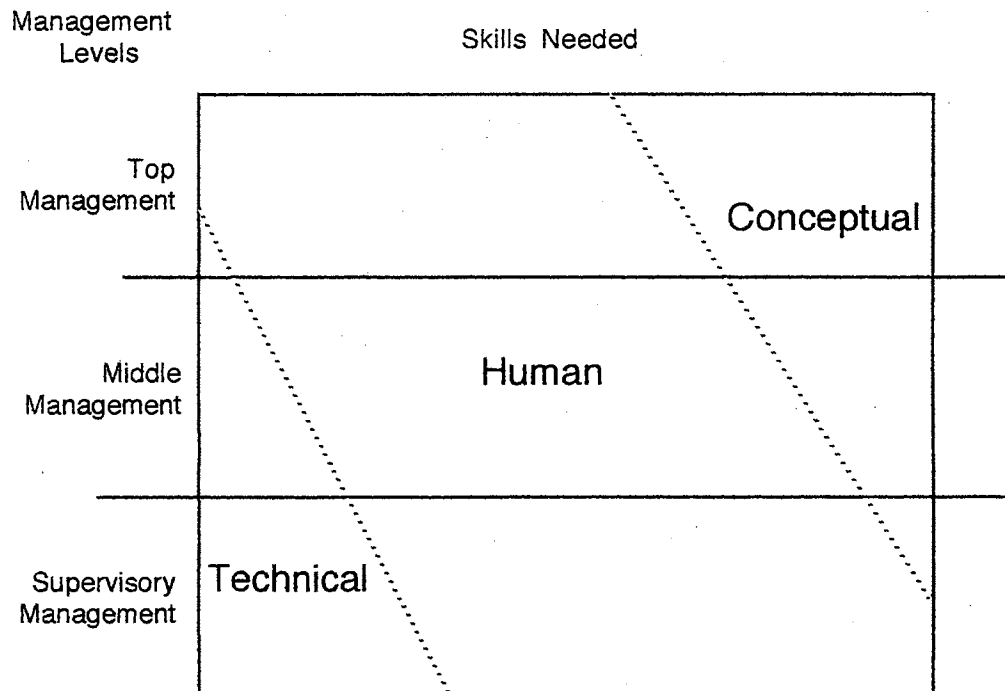
Figure 2. Management Skills

Technical skills involve the "hands-on" or doing aspects of a

task or a job. It is the ability to utilize the techniques,

machinery, and knowledge that accomplish specific tasks that are

developed through education and training. Human skills, the

majority skill, provides a manager the ability to accomplish

organizational goals through motivating people. The conceptual

skill is the ability to understand the complexities of the overall

organization. It is the ability to visualize future events (p. 6).

Katz (1974) summarizes conceptual skills as follows:

> Utilized more at higher levels of management. A primary
> activity of top management and important to middle
> managers. Used to a degree by supervisors. Involves
> the "thinking into the future" part of managing. Long-
> range planning, analysis of trends, determining
> strategy and developing more effective organizational
> formats are all conceptual in nature (p. 39).

As Figure 2 indicates, the emphasis on human skills is of

primary importance today. One of America's great entrepreneurs,

John Rockerfeller, stated, "I will pay more for the ability to deal

with people than any other ability under the sun." All levels of

management from supervisor to the upper echelons in any organization

must have effective human relations skills to create and maintain an

effective organization.

Burns and Stalker (1961) emphasize that a manager's position

within an organization is dependent upon the existing technology and

environmental circumstances. It is clear that to meet the

requirements of current and future management methodology and its

unique challenges, leaders/managers must have and properly utilize

special characteristics. Among these characteristics is

flexibility. The very philosophy of how management functions is under close scrutiny. Time has seen multiple theories of management come into existence, undergo modification, and/or disappear. Technology has certainly had its affect on the private and public sector manager.

Leadership/Management Models

Robbins (1991) agrees that good leadership is essential to an effective organization and a responsive government (p. 343). One of the oldest theories concerning leadership is the "great man" theory. This theory was based on the premise of biological superiority. In present day terminology, as stated by Steinmetz and Todd (1992), it is now referred to as the "great person" theory. The ability to influence others occurs early in the lives of some children. In some, this ability persists into adulthood. It is rejected by most social scientists that there exists a 'leadership gene.'

Management writers of the past also proposed a trait theory of leadership. It was proposed that among the traits were intelligence, energy, analytical, politically sensitive, attractive to followers, and dependable. Similar traits and/or characteristics in some studies appeared in what would be defined as "nonleaders."

One of the many studies conducted concerning leadership was conducted by Fielder (1967). He concluded, as did Woodward (1965), that the reaction of a leader depends upon the situation in an organization at a given time (p. 197).

Fielder's most noteworthy contribution was to list and define what he identified as the essential components of leading. They were listed as: (1) leader-member relations, (2) task structure, (3) position power, and (4) situational control (p. 141).

Fielder and others have provided the basis for determining that leaders can be developed. Higher education is committed to the development of its leaders. The driving principle is that leaders must be developed before assuming leadership positions. The competency and confidence must exist to the level of their operation.

The traitest theory previously discussed desirable or common traits among leaders. Stogdill (1948) after examining in excess of 100 studies concluded that:

> The findings suggest that leadership is not a matter of passive status, or the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which a leader acquires status through active participation and demonstration of his capacity to carry cooperative tasks through to completion (p. 66).

Recognizing the importance of human factors, many researchers began to examine the kind of leadership and related variables employed within organizational units which were "most effective" in meeting organizational goals in contrast with those used in the "least effective" units. Thus, the study of leadership was redirected toward describing leader behavior using a continuum to categorize behavior from authoritarian-job related to democratic-employee centered (p. 57).

Few theories concerning management styles have had as much impact as Douglas McGregor's "Human Side of Enterprise" (1960). He contrasts two management styles he describes as Theory X and Theory Y. The Theory X manager subscribes to what might be described as the authoritarian method of management. This, as cited by Steinmetz and Todd (1992), is the management style centered around task accomplishment. Typically, they subscribe to the assumptions that people work due to fear, money, and to get the most output for the least amount of input.

The opposite end of the spectrum is the Theory Y manager who is concerned with the human aspects of labor. A person subscribing to this notion operates on the assumption that people want to work and receive a fair wage for doing so. These people-oriented leaders also believe that employees do not see money as the most important reason to produce. A comprehensive comparison of McGregor's assumptions are presented in Table I (p. 189).

As stated by Todd (1977), "recognizing the importance of human factors, researchers began to examine the kind of leadership and related variable employed within organizational units which were "most effective" in meeting organization goals in contrast with those used in the "least effective" units" (p. 28). Then, examining leadership begin to be develop a "uni-dimensional" continuum in an attempt to demonstrate leadership behavior in relation to authority granted or given the psyco-social substructure ---the worker. If autocratic and democratic behavior are viewed as opposite positions on a continuum, it can be graphically represented

TABLE I

MCGREGOR'S THEORY X AND THEORY Y

Theory X Assumptions	Theory Y Assumptions
People do not like responsibility	Most people seek responsibility
People need to be proded to work	People will work if encouraged
Fear is the best motivator	Fear is the worst motivator
Employees are not interested in the organization	Most employees want to work for a successful organization
People work for money and money alone	People work for money and many reasons
At best, people are naturally lazy	Most people would prefer to work rather than to remain idle

as Figure 3. The original model was developed by Robert Tannenbaum and Warren Schmidt (1957), and modified by Paul Hersey (1975). The Harvard Business Review, (1958) used the continuum merely replacing the term "leader" in the continuum with the term "manager." They viewed the terms as being synonymous.

(Authoritarian) ◄———————————————————————► (Democratic)

(Task Oriented) ——————————————————————— (Relationship Oriented)

Use of Authority by the
Leader

Area of Freedom for
Subordinates

Leader makes
decision and
announces it

Leader
"sells" it

Leader presents
ideas and invites
questions

Leader presents
tentative
decision subject
to change

Leader presents
problem, gets
suggestions and
makes decitions

Leader defines
limits; asks
group to make
decision

Leader permits
subordinates to
function within
limits defined by
superiors

Figure 3. Continuum of Leader Behavior

At one extreme, the leader makes the decision with no

subordinate input and announces the decision. At the other extreme,

the leader fully shares the decision-making power with subordinates,

allowing each to have equal input. Along the continuum is found a

multiplicity of leadership styles. The style selected is dependent

upon forces present in the leader, the operating group, and the

situation. Hersey and Blanchard (1972) described the selected

leadership style as L = f (L,f,s). Simply stated, leadership is a

function of the leader, the follower, and other situational

variables (p. 92).

Tannenbaum and Schmidt (1958), viewed the continuum as a zero-

sum game; as one gains the other loses, and visa versa (p. 95). But

it was still a continuum model that provided an either/or approach

(Blanchard, Zigarmi and Nelson, 1992). After reviewing eleven

studies, Filley, House, and Keer (1976) found that more than half of

the studies demonstrated that participative leadership has positive

effects upon productivity. The other cases showed no significant

differences (p. 223).

Hamner and Organ (1978) reviewed their research and came to a

similar conclusion:

> Generally speaking, it was found that participative
> leadership is associated with greater satisfaction on
> the part of subordinates than is nonparticipative
> leadership; or, at worst, that participation does
> not lower satisfaction. It can not be summarized so
> easy the findings with respect to productivity. Some
> studies find participative groups to be more productive;
> some find nonparticipative groups more effective; and
> quite a few studied show no appreciable differences in
> productivity between autocratically versus
> democratically managed work groups (p. 397).

One of the most significant leadership models developed in management science was constructed by R. R. Blake and J. S. Mouton. The Harvard Business Review (1964) graphically illustrates the "Managerial Grid" and explains its functions. This grid, shown below as Figure 4, is a two-dimensional graph that will correlate an individual's leadership style based on a "concern for people" and "concern for production" relationship (p. 136).

The model provides eighty-one different positions in which a person's leadership style may fall. It is not an "either/or" situation as McGregor's Theory X, Theory Y might be perceived. The two axes of the grid are concerned with people (Y axis) and concerned with production (X axis). Robbins (1992) states "that based on Blake and Mouton's findings, managers perform best under the 9,9 style, as contrasted, for example, with a 9,1 style (authority type) or the 1,9 style (country club type) leader. Unfortunately, the grid offers a better framework for conceptualizing leadership style than for presenting any tangible new information in clarifying the leadership quandary, since there is little substantive evidence to support the conclusion that a 9,9 style is most affective in all situations" (p. 358).

Their basis of quantitative graphing a leader within the grid was the result of a scored questionnaire. There are five basic leadership styles described by Blake and Mouton.

(High)

9		1-9						9-9	
8		Country Club						Team Management	
7									
6									
5					5-5				
4					Middle Road				
3									
2		1-1						9-1	
1		Improvished						Authority Obedience	
0	1	2	3	4	5	6	7	8	9

(Low) ◄——— C O N C E R N   F O R   P R O D U C T I O N ——► (High)
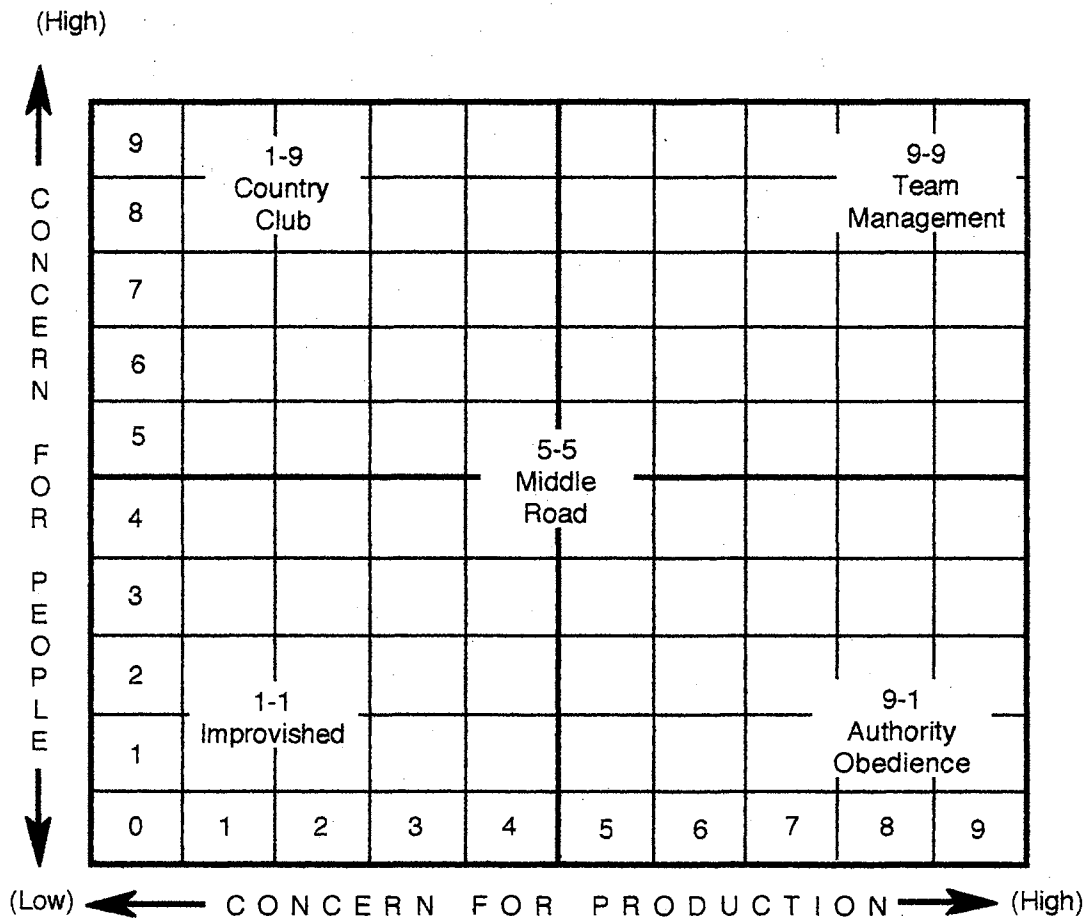
Figure 4. The Managerial Grid

The five categories of managerial or leadership styles are defined on the managerial grid. Steinmetz and Todd describe them as:

> *Impoverished (1-1).* This example illustrates a low involvement with both people and tasks. These leaders see themselves primarily as message carriers. Most of the decision-making is left to the employees. The work

climate is poor. These managers usually follow company
procedures and expend the minimum effort to maintain
employment.

Country Club (1-9). They ensure that their employees
receive maximum benefits from the organization. Their
desire to be liked and highly regarded by the employees
is paramount. Because of this need, little attention
is given to task accomplishment.

Middle-of-the-Road (5-5). There is an adequate balance
between concern for people and tasks. This style is based
on attaining a compromise that is suited to developing a
positive work climate. They have a moderate commitment
to the organization, employees, and production.

Authority-Obedience (9-1). This individual sees people
as a means to get the job done. They maximize operational
efficiency, quality, and overall output. These managers
have little to no interaction with employees. As a result,
they often create tension and hostility with the work
place.

Team Management (9-9). Here managers exhibit a high
concern for both employees and production. A "build the
team" attitude exists with the organization. The primary
goals emphasized are excellence, achievement, and
continued improvement (pp. 192-193).

Todd (1977) cited Reddin (1970), Riedler and Chemers (1974),

Cherri (1975), and Schmitt (1975) in his study of leadership styles

of Junior College Division Chairpersons to support the position that

there is a not single best leadership style. The authors listed, in

addition to several others to include Woodward (1965) concur that

the effective leadership style will many times depend upon the

situation at hand (p. 34). As described in Module 913, <u>Leadership</u>,

they are as follows:

<u>Directing</u> - this style provides clear, specific
direction toward goal or mission accomplishment.
It is characterized by the leader telling
subordinates what, how, where, and when to do
specific tasks.

Coaching - provides directive behavior and supportive behavior to build confidence and enthusiasm. It encourages two-way communication and assists with building confidence and motivation, but the leader retains decision-making authority.

Supporting - the leader encourages, praises, and supports subordinates to assist in building confidence and lessen insecurity. This style has the highest probability of being effective. The leader and subordinates share in decision-making with the key roles of the leader being listening and facilitating.

Delegating - this style is most effective when subordinates have reached a high level of competency and are motivated to seek and take responsibility. The leader still identifies the problem, but the responsibility for developing and implementing plans and solutions rests with subordinates (p. 93).

If one combines the leadership styles defined above with the basic managerial grid developed by Blake and Mouton one can see the evolution of the situational leadership theory. The situational leadership styles discussed above can be examined within the four quadrents of the grid, Figure 5 demonstrates how these two concepts work together. The leadership styles in past publications and documents were referred to as Telling (S1), Selling (S2), Participating (S3), and Delegating (S4). The revisions have come about through feedback from research projects over the past six years. It is felt that the present designated labels are more descriptive of the actual leadership behavior exhibited.

This model describes which specific leadership style proves most effective in the various stages of development. This model can apply to group development as well as individual development.

Manager Leadership Styles

(High)

SUPPORTIVE BEHAVIOR

High Supportive and Low Directive Behavior	High Directive and High Supportive Behavior
SUPPORTING S3	COACHING S2
S4 DELEGATING	S1 DIRECTING
Low Supportive and Low Directive Behavior	High Directive and Low Supportive Behavior

(Low) ———— DIRECTIVE BEHAVIOR ——→ (High)
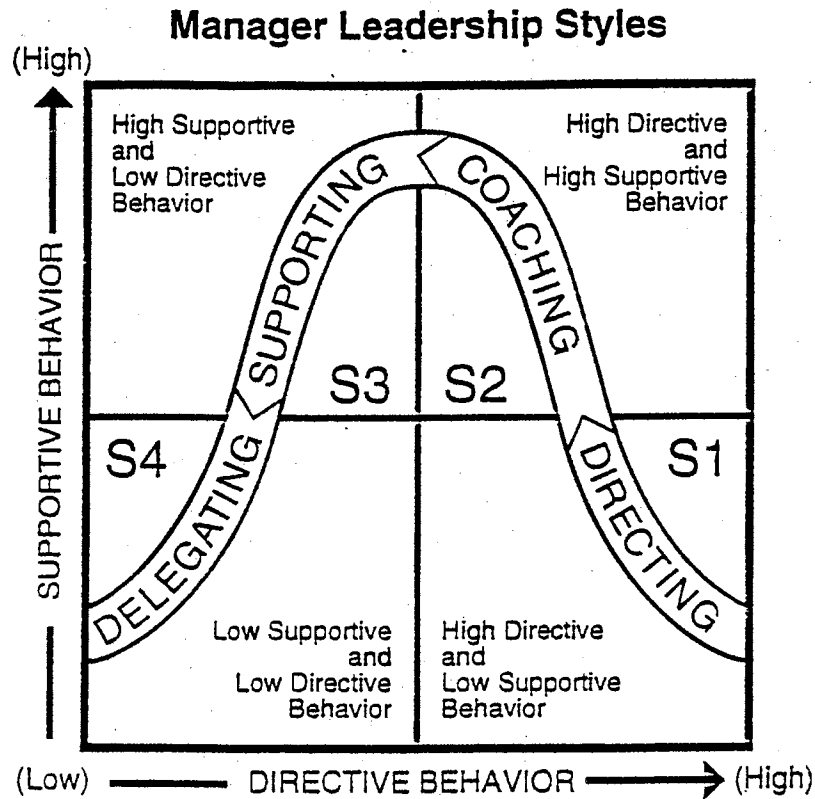
Figure 5. Situational Leadership

Kettler and Blanchard (1990) collaborated on a study of leadership development that supported a model of development based on a leader's supportive behavior and directive behavior. This supports the theory that ones leadership style and development depends upon the situation. They concluded that these two styles were not an "either/or" situation. From this thinking came a developmental model that was constructed to define ones developmental level.

The basis of this model, depicted in Figure 6, is competence and commitment of subordinates to perform a particular task. The competence level can be described as C=fk(e,t,ex). Competence is a function of knowledge that is gained from education, training, and experience. Commitment is a result of confidence and motivation (p. 90).

High Competence	High Competence	Some Competence	Low Competence
●	●	●	●
High Commitment	Variable Commitment	Low Commitment	High Commitment
D4	D3	D2	D1

◀─────────────────────────────── Developing
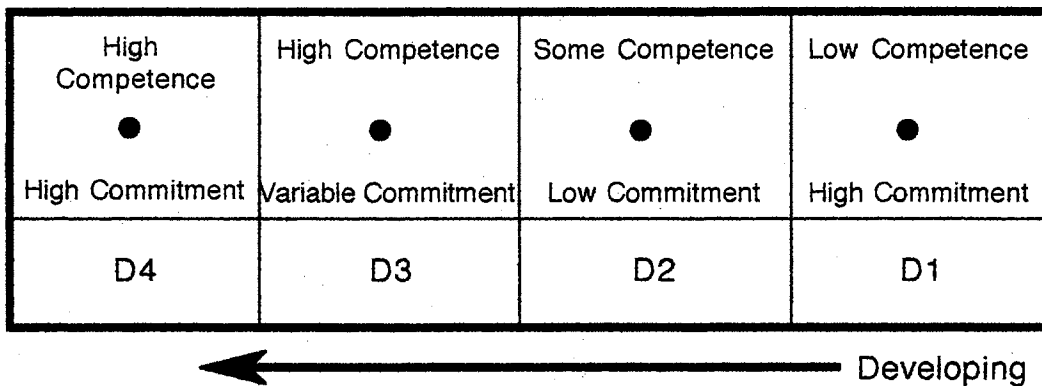
Figure 6. Development Level

Blanchard (1990), in explaining his Situational Leadership II model, states that subordinates are not "fully developed" or "underdeveloped." The specific developmental level depends greatly on the task at hand. He indicates that the concept of development level is not a global concept; it is task specific (p. 81).

To describe the model one must understand that as a leader develops, the level of competence and commitment fluctuate. If a manager's career is correlated to the model, the following sequence of events would better explain the model.

An entry level manager is likely to begin his/her career highly motivated with little experience to reinforce the enthusiasm. This manager would be at the D1 level. Often, once the individual gets involved, it is found that the task, job, or function is not quite what was expected. This would tend to decrease the commitment level, yet the experience factor is raised. Thus, placement would be at the D2 level.

Once involved in task accomplishment, the guidance or supervision of an upper-level manager may nurture the 'junior' mangers , providing a high competence level. The fact that the junior manager does not have total control and is not independent of assistance, self-doubt can cause a viable commitment level. The individual would be in the D 3 level.

The D4 level is reached when the junior manager can eventually be left to perform virtually alone. The fluctuation from self-doubt to extreme confidence stops. The level of competence is high. Depending on the level of supervision and tasks assigned, subordinates will gradually move from one level of development to another, as follows: enthusiastic beginner (D1); disillusioned learner (D2); reluctant contributor (D3); and peak performer (D4).

The development of an organization can proceed in the same fashion as depicted in Figure 6. The foundation to developing effectiveness, efficiency and versatility is quality leadership and effective training.

Classroom Leadership

According to Terry (1960), "Leadership is the ability of influencing people to strive willingly to accomplish group

objectives" (p. 493). Tannenbaum, Weschler, and Massarik (1958) defined leadership as, ". . . interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialized goal or goals" (p. 95). Koontz and O'Donnell (1968) state that ". . . leadership is influencing people to follow in the achievement of a common goal" (p. 2). FM 22-103, Leadership and Command at Senior Levels, defines leadership as, ". . . the art of direct and indirect influence and the skill of creating the conditions for sustained organizational success to achieve the desired result" (p. 3).

Given the definitions of leadership provided above, it is clear to many that faculty involved in teaching classes are, in fact, leaders. Unfortunately, conceptions regarding what constitutes leadership and teaching vary. This can be expected, since the topic of leadership in general is subject to disagreement and controversy (Kamm, 1982). Educators, for the most part, do not view the act of teaching as leadership. They do not refer to teachers as leaders or examine the teaching profession in terms of its leadership functions. Teaching, as performance, is more apt to be considered in terms of a set of teacher competencies or in terms of understandings and skills to be taught. Some social scientists, however, such as Hemphill, Cantor, Rogers and Thelen, have viewed teaching, at any level, as an act of leadership. Their view is that teachers are leaders and that the teaching job can be studied as a series of leadership acts or roles.

Leadership style has a great influence upon the classroom pattern of interaction. Considerable variation in classroom behaviors are produced by different leadership styles. Leadership concepts, developed in business and industry, have been found to be appropriate in educational settings (Cogan, 1973; Hersey and Blanchard, 1988; Landy, 1978). These leadership concepts are particularly applicable to the university classroom teacher who develop and implement a course curriculum (Stogdill, 1974; Burns, 1968).

When leadership concepts are applied to the classroom, there are several important considerations to be made. The first consideration is that leadership is a relationship between two or more people in which influence and power are unevenly distributed (Baker, 1990). Secondly, situational factors incorporated into the circumstances are involved when attempted leadership occurs (Hersey and Blanchard, 1988). Finally, there is the concept that leadership behaviors are observable (Ryans, 1960).

Some leadership research has focused on two theoretical leadership dimensions: Consideration and Initiating Structure (Hersey and Blanchard, 1988). The term *consideration* refers to a leader who finds time to listen to group members, makes changes willingly and is friendly and approachable. The term *initiating structure* refers to a leader who expects group members to follow standardized rules and regulations and identifies expectation for group members (Hersey and Blanchard, 1988). These dimensions have been used in educational settings to study the relationship between

teachers and students as well as between administrators and faculty (Blake and Mouton, 1964).

Studies of teacher leadership behaviors, utilizing various instruments, have shown that constructs similar to consideration and initiating structure behaviors result in predictable student achievement when used by teachers in their classrooms (Gates, 1976; Kinicki and Schriescheim, 1978). Identifying the correlates of effective teaching styles is essential for effective teaching. It was also indicated that it is important to determine if a teacher's leadership style is flexible and responsible enough to meet the needs of students.

Another related term for consideration leadership style is student-developmental leadership style (Sexton and Switzer, 1977). This dimension is an attitudinal approach to education that considers student needs in the educational setting.

The concern-for-people leadership dimension is a term that will interchange with consideration. The focus of the concern-for-people leadership dimension, as discussed previously, is on people rather than on task performance (Blake and Mouton, 1964; Zigarmi and Nelson, 1993).

A final related term for the consideration leadership style is student-centered leadership (Solomon, Bezdek, and Rosenberg, 1963). The student-centered style emphasizes student classroom participation, student-student interactions, and teacher-student interactions.

Burns (1979) determined that teachers in their shaping of the curriculum, their control of readings and discussions, their role as authority figures, and their conscious and unconscious projections of attitudes can influence the development of a student's principles and standards. Therefore, they have the potential of influencing the leadership behaviors of their students.

According to Flanders (1967), teaching is a planned behavior that promotes learning by the student. The concern of teaching is the execution of goals that are determined by the teacher and should allow input from the students. Because the teacher coordinates and organizes the education activities of the student in order to successfully achieve established goals and objectives, the teacher is viewed as being the person who occupies the leadership position.

The use of power in the classroom by the teacher may permit students to question their own assumptions or existing paradigms concerning power and also may permit students to experiment with power to establish a new environment (Flanders, 1954). The outcome of this psycho-social aspect of leadership is a student inquiry system. In the process of inquiry, the system is open to inspection and challenge by the student.

Teacher leadership style affects student academic achievement (Hersey and Blanchard, 1984). Teachers who understand their leadership style will be aware of the varied conditions and situations students undertake to be successful in accomplishing their academic endeavors. In the process of understanding these

issues, they can gain insight and plan their behaviors in such a way that individual student needs can be met.

Leadership styles and theories discussed thus far are based on the practical realization that all action begins with a vision. Principles provide the cornerstone for leadership action. The eleven principles of leadership were included in military doctrine in 1958 and even though they are directed and published by the military. These principles have been adopted by a number of educational researchers and practitioners. Smith and Smith (1991), two professors at West Virginia University, developed an assessment of student teachers based upon these leadership principles. They can also be adapted to the classroom environment or educational setting. Use of these principles can become important tools to those instructing future manager/leaders. They are cited in FM 22-100 (1990) and adopted to an education setting to read as follows:

1. *Know yourself and seek self-improvement.* To know ones self allows an understanding of strengths and weaknesses. It allows one to build on strengths and overcoming weaknesses. This process allows one to increase the level of confidence.

2. *Be technically proficient.* This proficiency is developed through institutional training, daily task assignments, professional reading, and self-study. This process provides a high level of credibility.

3. *Seek responsibility and take responsibility for your actions.* Optimum performance result in mission accomplishment. Educational doctrine requires bold leaders at all levels who exercise initiative, are resourceful, and take advantage of opportunities in the classroom that will lead to active learning.

4. *Make sound and timely decisions.* It is critical that leaders be able to assess situations and act accordingly. Hesitancy and indecisiveness can ultimately result in lost educational opportunities.

5. *Set the example.* Leaders are standard bearers and role models . This concept encompasses a great deal of responsibility. This principle is perhaps the most important of the eleven. It behooves the leader to not only profess but display honor, integrity, courage, and moral fortitude. When placed in a visible position, the responsibility of integrity may not be desired but is most certainly given.

6. *Know your students and look out for their well-being.* It is important to know how students think and act. This enables the leader to more closely predict how they will react in a given situation. It also provides the students a sense of concern and caring from their instructor. Task accomplishment will be maximized when leaders have the trust and respect of their followers.

7. *Keep students informed.* It is important that everyone within the classroom be informed of plans, decisions, and activities. If current and accurate information is distributed properly, it is possible to have enhanced learning experiences that will achieve both classroom and 'real world' goals and objectives.

8. *Develop a sense of responsibility in your students.* The catalyst to developing responsibility in students is through proper delegation of learning exercises and experiences. This is a critical key to leadership development.

9. *Ensure that tasks and assignments are understood and accomplished.* It must be clear to students the tasks to be accomplished. They must also realize that the leadership is interested in what they do and how it is being done. Feedback from the leadership is used to evaluate and measure desire results.

10. *Build the team.* The very nature of management education dictates that the importance of team efforts be understood. Individuals acting alone cannot meet organizational goals alone. The team is constructed and maintain through mutual respect and trust. Many times these are attained primarily through technical competency on behalf of the leadership. A fundamental lesson learned by Monahan and Smith (1990) was that when teachers comply with studied principles, students become involved, become a part of the team, and they function very well.

11. *Employ your students in accordance with their capabilities.* Instructors have to continually monitor the resources of their organization. Therefore, taskings can be assessed to determine if organic resources are available to complete the job. Motivation and morale can be devastated by undertaking tasks that cannot be completed to satisfy required standards.

The leadership principles listed above have been adapted to meet the educational setting. To understand them does not guarantee success. However, one's leadership acumen can be maximized. Every situation will demand a particular emphasis on more than one of the principles. They have been tested by time and have remained as steadfast guidelines to successful leadership.

Bound in these principles are commitments to personal competence, responsibility, and caring. They are, according to Garcia (1992) "bound around a vision of action--the test of leadership. The ultimate test!"

Professional Development and

Proficiency Sustainment

Leader development must be a continuous, progressive, and sequential process of building confidence and competence in the skills, knowledge, and abilities required to accomplish missions. A primary goal of education is to develop future managers and leaders capable of successfully applying effective and efficient organizational doctrine across the spectrum of diverse organizations. This development process applies to teachers and students alike.

FM 22-100 (1990) states that leadership development is accomplished through three means. They are:

1. <u>Schools</u>. These institutions provide the formal education, continuing educational experiences and training to prepare leaders for positions of greater responsibility and add to their level of expertise and knowledge base.

2. <u>Experience</u>. Operational experiences through duty assignments provide leaders the opportunity to use and build upon what was learned through the process of formal education and continuing education.

3. <u>Self-Development</u>. Individual initiative and self-improvement are keys to training and developing every leader. The formal education system has limits to what it can accomplish.

A classroom leader has the responsibility to assist students to participate and be successful in the three areas above. Plainly stated, the purpose of leadership development is "to develop leaders capable of influencing others to accomplish established goals and objectives."

The process discussed above also has application to teachers themselves. Education is an on-going process and those involved in the education of others have the responsibility to seek self improvement (the first principle of leadership) and to be technically proficient (the second principle of leadership) while progressing through the three processes listed above. Each of the processes offer the teacher a developmental avenue to enhance his/her expertise.

Likewise, according to Byrne (1991), the private sector is beginning to closely evaluate its return for leadership development training. He reports that twelve billion dollars are spent annually on senior level development alone (p. 102). Approximately 25 percent of these funds go to business schools in higher education. He points out that many companies are becoming disenchanted with the leadership abilities of those coming out of higher education. Many are forgoing partnerships with business schools in order to train and enhance the leadership within the employee ranks.

In order to change their way of collaborating on formal education programs, many corporations are working closely with business schools. Mason (1992), illustrates that some of the things being done in an article in Management Review. Business schools across the country have been taking a closer look at their curriculum offerings and revamping or, in some cases, completely restructuring their management/business curriculum.

Faculties and administrators consistently have made efforts to bring the real business world into the classroom and the students into the business arena. Many business schools have long-established internship programs, such as the University of South Carolina's six-month internship at a foreign corporation for its Masters of International Business candidates. And there probably is not one of the almost 800 business schools in America that does not have guest lecturers or teachers from the private sector.

Mason believes the future of formal programs will depend greatly on the degree to which higher education and the customers

they serve, i.e., the business community, work together to satisfy customer demands. If corporations are dissatisfied with the caliber of instruction, then they need to communicate to the business schools what is lacking. If business schools feel that they are out of touch with the changing business environment, then they need to network with industry leaders to keep up to date. Each faculty member within the business school can effectively maintain this critical contact.

There is a growing recognition, in both the public and private sectors, that professionals need to continue to develop and maintain their professional competence throughout their work life. Because of the current knowledge explosion and rapid rate of technological change, mid-career professionals must spend more time in maintaining and enhancing their professional competence, or they will face the threat of obsolescence.

Dinsmore (1975) believed that being a practical individual, the true professional wants, above all, a development program whose end result is not to make his subordinates feel better, but to have him/her achieve more. Involvement in an effective development program can accomplish a number of important organizational objectives by providing a continuous flow of quality updated information. This updated information can provide in sight to innovations in business theory and practice and new technologies which may impact future organizational effectiveness.

Schulze (1986) indicate that professional development activities promote growth and change. He also states that this

process or function of professional development and knowledge

sustainment is a never-ending process of learning to be a better

manager-better in available resources, better in use of power and

better in performance of responsibilities as measured by results.

Teachers involved in development activities, as a general rule,

increase productivity, develop a higher level of self-confidence,

and increase their ability to help their students advance (p. 53).

Professional competence involves the ability to function

effectively in the tasks considered essential within a given

profession. Professional competence involves two broad domains

(Dubin, 1977). First, there are proficiencies specific to the

profession or discipline: (1) the discipline-specific knowledge

base; (2) technical skills considered essential in the profession;

and (3) ability to solve the types of problems encountered within

the profession. Second, the concept of professional competence

represent general characteristics of the individual that facilitate

the individual's development and maintenance of professional

competence; intellectual ability, personality traits, motivation,

attitudes, and values (p. 173).

The faculty are the lifeblood of any college or university.

It is they who define the curriculum, teach and advise students,

generated new knowledge through research and scholarship, and reach

out in a variety of ways to serve that larger society on whom higher

education depends for legitimacy and support. In many essential

respects, the college/university is its faculty. Encouraging on-

going faculty competence and vitality, particularly at mid-career,

is a complex challenge that campus leaders must confront if they hope to produce and maintain energetic and productive institutions.

In today's colleges and universities, the challenge of encouraging faculty development and renewal is made more complex because larger numbers of faculty are in the middle and later stages of their careers. Throughout the 1960's and 1970's, thousands of new faculty members were hired to teach the baby-boom generation that was enrolling in record numbers. Today, those same faculty are in at least the mid-career stage. Keller (1983) noted that by 1990, 35 percent of the nation's faculty would be over 50. He estimated that by the year 2000, this figure will be approximately 52 percent, perhaps even higher. The Chronicle of Higher Education, Almanac (1994) indicates that in 1987, 47.5 percent of the nation's faculty was between the ages of 35 to 49 and 24.7 percent was over the age of 50 (p. 33). Keller, as noted by the figures presented above, was not far off of his 1990 predictions.

Many researchers have studied the varied characteristics that are related to effective teaching (Hildebrand, 1971; McKeachie, 1971; Irby, 1978; and Jason, 1962). There are several characteristics that continue to consistently appear. Of the five characteristics, the one that continues to be rated the most important is instructor *knowledge*. In a 1986 study cited in the Journal of Staff, Program and Organization Development, students, alumni, faculty and administrators at the University of Washington were asked to rank those characteristics of faculty that made them effective. The first characteristic listed was knowledge. It

included ". . . discusses current developments, reveals broad reading, discusses divergent points of view, relates topics to other disciplines and directs student to useful literature in the field." In this particular study, 81 percent of student respondents, 75 percent of the alumni respondents, 70 percent of the faculty respondents and 53 percent of the administration respondents listed the characteristic of subject knowledge as the primary characteristic for an effective teacher.

It is generally agreed that the cognitive processes of professionals do not change significantly once the mid-career stage is reached. Some of the elements that are subject to change are methods of motivation and what one defines as important to one's career progression. Methods of updating a professional's knowledge base have not changed that drastically over the past 50 years. The most prominent methods of keeping abreast of developments in one's discipline, as listed by Granick, Dessaint, and VandenBos (1981), are attending professional/technical meetings and conferences, frequent perusal of four or five journals, correspondence and conversation with colleagues.

While the task of professional updating is more complex in today's environment, the same forces that caused professional updating activities in years past still apply. The tools available the accomplish some of these communications processes are more prevalent and faster. A specific example would be the computer with its ability to analyze, retrieve and display needed information in an accurate and timely manner.

Professional updating involves information-seeking and educational activities, both formal and informal, directed toward the enhancement of professional competence. Within a developmental approach, updating is a continual process, beginning immediately after professionals receive their terminal degree and continuing throughout their career.

Maintenance of competence is largely self-directed. The professional determines what information or proficiency areas on which to focus, and then determines the best mechanisms and procedures for acquiring them. In some professions, the updating process is being increasingly formalized and directed by other sources, such as professional organizations or regulatory agencies. In the case of professional faculty one would like to think that updating is simply a matter of professional pride and the concern for the end product. The end product being the student that is to become an effective managerial leader.

Summary

As advances in technology bring about changes to both private and public sector organizations, resulting adjustments in managerial leadership styles must follow. An important outcome of the maintenance of competence is professional vitality. Vitality involves the ability to meet successfully the challenges of tomorrow. As a result of maintaining professional competence, professionals and their organizations are better positioned to anticipate and prepare for future challenges in their fields.

One outcome of the failure to maintain professional competence is professional obsolescence, defined by Dubin (1977) as the discrepancy between a person's stock of knowledge, skills, and abilities, and that person's capability to perform the required tasks of the professional. The obsolete professional has inadequate command of the knowledge considered current in the field. Obsolescence is one of the greatest concerns in the field of education and higher education in particular.

Today's colleges and universities still need the classroom leadership they have needed for so many years, perhaps more so today than in years past. The development and maintenance of quality leaders to effectively teach is an on-going process. It is important for faculty leaders to remember that leadership--the ability to influence others to achieve goals--is a *human* activity. It is important that management faculty understand that their leadership style can have a profound effect upon the future leaders of our organizational world. It is imperative that they understand that professional updating of their knowledge base is critical to developing "up-to-date" managerial leaders.

A prudent leader will understand that as he/she advances in position, and becomes more involved with the administrative functions of the department and/or institution, influencing students becomes more indirect. Nevertheless, contact with students is extremely important. An excellent yardstick to ensure leadership awareness and effectiveness is to know, understand, and live

according to the principles of leadership. These doctrinely sound requirements are the cornerstone to action.

Various leadership models and theories have developed in the last five decades. Each has made its mark on the concept of leadership styles. It is clear that within the higher educational realm, various styles are needed to accomplish missions at hand. Management doctrine identifies directing, coaching, supporting, and delegating as the four basic styles of leadership. The situation dictates the appropriate method to be used. The dynamics of the teaching/instructing at the post-secondary level demands a versatile leader. Faculty leaders involved in classroom instruction must be developed, tested, and assessed to evaluate their leadership style, effectiveness and flexibility.

Updating professional knowledge provides the teacher, institution and the participients of the classroom experience with a competitive edge. Conditions that make updating necessary are the rapid growth and complexity of knowledge, and the fast-paced technological change and innovation. Knowledge is a driving force on both the national and international scene. Continually acquiring new knowledge, and applying it, are vital if we are to maintain strategic leadership in global competition. Keeping up to date will become an increasingly critical issue for all professionals and particularly for teaching faculty.

CHAPTER III

METHODS AND TECHNIQUES

Introduction

The purpose of this study was to provide data of perceived management and leadership (m/l) styles of the management faculty involved in conducting management courses at the research universities of Oklahoma University, Norman, Oklahoma and Oklahoma State University, Stillwater, Oklahoma. The methods and techniques of how this was done are presented in four informational sections. These sections are: (1) description of population; (2) instruments; (3) conduct of study; and (4) analysis of data.

Description of Population

The population consisted of 21 full-time faculty members teaching organization management courses at OU and OSU. The faculties consisted of instructors, assistant, associate, and full professors. The faculty members selected for the sample to be studied teach/conduct classes in "general" management theory. The courses that meet this definition consists of management strategy, organizational development and behavior, and policies and procedures. Those who conducted courses in Management Science and Information Systems (MSIS) and Office Technology (OT) were excluded

from the study. It was determined, through discussions with

professionals in these two areas, that those involved in conducting

courses in these areas are often not considered "managers." They

are perceived as "technicians" and do not necessarily process

organizational management experience or "people" skills needed to

meet the criteria of this study.

The entire grouping includes both male and female of Caucasian,

Asian and Hispanic ethnic origins. They ranged in age from 35 to

over 50. The only stipulation to participating in the study was to

be presently conducting organizational management courses on a full-

time basis within the College of Business Administration, Division

of Management at one of the two research universities studied. The

respondents held the academic rank of either instructor, assistant,

associate, or full professor.

Instruments

The research design for this study is descriptive in nature.

The instruments used in conducting this study are described as

follows.

Leadership Behavior Analysis II (LBA II - Self) - The LBA II -

Self, is a six page questionnaire that presents 20 "real-life"

leadership situations along with four possible responses (Appendix

A). The selected choices provide information about leadership,

primary and secondary leadership styles, flexibility or the overall

tendencies to misuse or over-use various styles, effectiveness in

diagnosing a situation and matching the selected choice of a

leadership style to the situation and matching the selected choice

of a leadership style to the situation. There is a four page

scoring instrument used by the researcher that provides proven

methods to tabulate and review the results of the questionnaire

(Appendix B).

The LBA II-Self is one of the most frequently utilized instruments

for accessing leadership behavior by business and industry. It is a

derivative of the Situation Leadership Model II, developed in 1985

by Ken Blanchard, Drea Zigarmi and Ann Zigarmi. It is able to

compare the relationship between the respondent's relationship and

task behavior given a specific managerial situation. The LBA II -

Self and LBA II - Other, with 20 situations each, are both products

of the original 12 question/situation LBA. The original LBA also

consisted of "real world" managerial scenarios. The respondent is

to respond to each of the 20 items with one of four viable

responses. Each one of the possible responses represents one of the

four leadership styles. The four styles are defined below:

    Directing - (S1) - High Directive, Low Supportive Behavior

    Coaching - (S2) - High Directive, High Supportive Behavior

    Supporting - (S3) - Low Directive, High Supportive Behavior

    Delegating - (S4) - Low Directive, Low Supportive Behavior

The LBA II actually provides six pieces of useful managerial data.

It will provide the respondent a primary, secondary leadership

style, styles that can be developed, flexibility, effectiveness and

responses provided in each of the four styles.   The style

flexibility score is an leadership behavioral score derived from the

respondents' responses to the situational questions presented. The numerical rating will range from a minimum of zero to a maximum of thirty (0 - 30). The higher the numerical score the more flexible the respondent in using the four different leadership styles. The lower the score the less flexible the respondents are in their selection of varied styles. Their responses are generally limited to one or two styles.

Style effectiveness is defined as selecting the most effective response given the situation. The situations provide the respondent with information regarding the maturity and developmental levels of the followers involved in each situation. The style effectiveness score is represented by four levels of effectiveness. The four selected responses are rated as poor (P), fair (F), good (G) or excellent (E). The effectiveness score is calculated by adding the respondent's score on each of the four levels (S1-S4). The numerical score for style effectiveness can range from a minimum of twenty to a maximum of eighty (20 - 80). A higher score indicates the respondent chose more "good" and "excellent" answers than "poor" and "fair" answers. A lower score would indicate the opposite. As previously stated the scoring sheet is displayed as Appendix B.

Additional Data Questionnaire - The additional data questionnaire (Appendix C) was developed to gather a limited amount of demographic data to include age, ethnic or national origin and academic rank. It is anticipated that these data could be used in future research concerning leadership styles, effectiveness and flexibility.

Four informational questions were presented concerning the respondent's activities related to professional development and sustainment. These questions were directed toward gathering data concerning the respondent's number of years of practical management experience in the private sector, frequency and purpose of contacts with the business community, frequency of attending continuing educational events and frequency of consulting/reading professional publications for professional updating. The specific questions were based on a review of literature and recommendations of management authorities in high education and the private sector.

Validity and Reliability

Blanchard Training and Development, Inc., has established alpha coefficients for each of the designated styles as being S1 --.57, S2 -- .50, S3 -- .55, S4 -- .56. Current validity for the LBA II correlates at the .0001 level with the Leader Behavior Description Questionnaire, the long-established standard measure of leadership qualities (Zigarmi, 1987).

Multiple procedures were used to establish the reliability factor of the instrument. The procedures used were the Internal Consistency model, Alternative Form model and the Test/Retest model.

In a study of 350 managers drawn form public and private enterprise organizations such as police, armed services, public service boards, manufacturing, banking, and education, Punch (1987) applied the Rasch Model of analysis to provide psycometric data on the LBA scale. In his summation Punch stated that, "Overall, and

with the qualifications noted, the analysis shows that the scale
stands up well. One point should be stressed -- the fact the great
majority of items fit the model means that operationalizing the
theory or model into this scale is valid -- that is, the analysis
done is in fact validity testing, of a fairly stringent form."

Additional research establishing the reliability of the LBA
includes a study investigating the leadership style among Student
Services Administrator in the Massachusetts Community College System
conducted by Nastri. He reported,

> The LBA II - Self instrument has been administered
> and evaluated in a number of research document and
> doctoral dissertations. The reliability level form
> supportive research has been found to range from
> .65 to .70. Since 1982, the LBA II - Self has been
> administered to over 10,000 individuals and upon
> being scored has shown to support the description
> of leadership styles presented (1985).

Conduct of Study

The study is quantitative and descriptive research and
correlative in nature. Individual listings of all full-time faculty
members teaching/conducting organizational management courses were
obtained from each Management Divisions within the College of
Business Administration of the selected research universities in
Oklahoma. The two research institutions selected included: The
University of Oklahoma, Norman, and Oklahoma State University,
Stillwater.

The population described totaled 21 human subjects. All
correspondence to and from the author of the LBAII - Self and to the
individuals in the studied sample is displayed in Appendix D. The

steps of the data gathering process followed by the researcher is

presented below:

1. Permission to use the Leadership Behavior Analysis II (LBA

II - Self) questionnaire was requested from Blanchard Training and

Development, Inc.   A statement of conditions for use of the

document was discussed and agreed upon.   Permission to use the

questionnaire for the purposes of this study was granted (See

Appendix D).

2. An "Addition Data: questionaire was prepared to obtain

factual data concerning practical experience in private sector

management, frequency and reasons for contact with the business

community, frequency of attending professional meetings or

continuing education sessions, and frequency of consultation or

reading professional journals and publications.

3. A telephone inquiry to each institution's Management

Division provided faculty member's names resulting in the exact

number of packets to send each.

4. Each participant was assigned a code number for the

purpose of handling, recording, classifying and analyzing the raw

data collected.   When the study was completed the records of code

numbers were destroyed to ensure the anonymity of participants.

5. Materials for collecting data were prepared.   This

included a cover letter, the LBA II - Self questionnaire with an

alphabetical color coded sticker, Additional Data questionnaire and

individual self-addressed, stamped envelope.

6. A request to use human subjects in the study was submitted to the Oklahoma State University, Institutional Review Board (IRB), on September 12, 1994. IRB approval (No. Ed-95-011) to conduct the study as presented was granted September 13, 1994. A copy of the approval is displayed in Appendix D, Correspondence.

7. They were distributed through the U.S. Postal System to the selected individuals. The first packet containing the appropriate number of materials was sent to the individual faculty members of the College of Business, Management Division at each of the universities. The letter of introduction and instruction indicated that it would take 25-35 minutes to complete the questionnaire. These were mailed September 19, 1994.

8. The first reminder requesting return of the material was mailed September 27, 1994.

9. Once the established date for a non-response had past, non-respondents were sent another letter encouraging them to participate in the study. This second request was mailed October 7, 1994.

10. After the returned questionnaires were scored using the LBA II score sheet, each respondent was given a primary and secondary style classification in addition to a style effectiveness and flexibility score. Then the analysis of data was conducted.

11. Each respondent that was asked to participate in this study received a "Thank You" letter from the researcher once the project was completed.

The results of the scoring were mailed to those participants on November 19, 1994, indicating that they wanted the scoring results.

As a result of the original mailing and two reminder mailings a total of 16 responses were received. This equates to 76 percent, or 16 respondents had returned the questionnaires. A total of 40 percent, or 6 respondents requested the scored results of their LBA II - Self.

Analysis of Data

Two computerized statistical programs and several statistical texts were used to analyze the gathered data. Gay's Statistical Package (STATPAC) and text (1984), and the Statistical Analysis System (SAS), were all instrumental in analyzing the raw data. All the data gathered from both questionnaires were input into the computerized systems to construct a comprehensive data file. A variety of statistical procedures were utilized to obtain needed data. These statistical procedures provided statistical measurements of central tendency to include range, mean scores, and standard deviations. These processes were performed for respondent's leadership style, flexibility and effectiveness scores.

In order to correlate flexibility and effectiveness scores the Pearson product moment correlation process was utilized. This statistical procedure was used to test three null hypotheses regarding the three variables. The hypotheses are as follows:

1. There is no significant relationship between the respondents' levels of flexibility and effectiveness.

2. There is no significant relationship between the respondents' levels of flexibility and years of practical management experience in the private sector.

3. There is no significant relationship between the respondents' effectiveness levels and years of practical management experience in the private sector.

An One-Way Analysis of Variance (ANOVA) procedure was used to test four null hypotheses regarding the respondents' effectiveness and flexibility levels and two professional development and sustainment variables. These two variables were the respondents' frequency of contacts with the business community, and reading and/or consulting professional management literature. The hypotheses to be tested are as follows:

1. There is no significant difference in the respondents' mean effectiveness level and mean frequency of contacts in the business community.

2. There is no significant difference in the respondents' mean flexibility level and mean frequency of contacts in the business community.

3. There is no significant difference in the respondents' mean effectiveness level and mean frequency of reading or consulting professional management journals and/or periodicals.

4. There is no significant difference in the respondents' mean flexibility level and mean frequency of reading or consulting professional management journals and/or periodicals.

The researcher utilized the t-test to test four established hypotheses regarding the respondents' effectiveness and flexibility levels related to the specific purpose for the respondents' business community contacts and the frequency of involvement in continuing educational activities. The hypotheses to be tested are as follows:

1. There is no significant difference in the respondents' mean effectiveness level and mean purpose of contacts in the business community.

2. There is no significant difference in the respondents' mean flexibility level and mean purpose of contacts in the business community.

3. There is no significant difference in the respondents' mean effectiveness level and mean frequency of attending continuing educational sessions.

4. There is no significant difference in the respondents' mean flexibility level and mean frequency of attending continuing educational sessions.

CHAPTER IV

RESULTS

Introduction

This chapter presents the results of the data analysis

collected during this study of the leadership behavior regarding

management faculty at the selected universities. The descriptive

data collected were obtained using an additional data questionnaire

developed by the researcher and the LBAII-Self instrument developed

by the Blanchard Training and Development, Inc. Three research

questions were developed to study the leadership style, style

flexibility and style effectiveness of the full-time faculty

teaching/conducting management courses. The Additional Data

questionnaire was developed to gather certain demographic and

professional development and sustainment data that can be

statistically compared to the leadership flexibility and

effectiveness styles of the researched sample.

This chapter presents discussions of data resulting from the

participants responding to the questionnaires. Personal

characteristics of the respondents will be presented followed by

corresponding analysis through a multiplicity of statistical

procedures. The data will provide pertinent central tendency and

variability statistics to include, means, frequencies, percentages,

standard deviations, maximums and minimums. Statistical procedures

employed were, One-Way Analysis of Variance (ANOVA), t-Tests, and
Pearson Product Moment Correlation Coefficients.

<div align="center">Presentation of Findings</div>

There were a total of 21 qualified respondents that received
the two questionnaires at the two research institutions. A total of
16, or 76 percent, completed them and returned them for scoring. Of
these 21 questionnaires mailed, only one respondent, or 4.8 percent,
returned the LBA II-Self incomplete. The respondent indicated that
several of the situations/questions on the questionnaire did not
list any of the appropriate answers/actions he/she would select as a
solution to some of the managerial problems/situations presented.
Therefore, there were 15 of the 21, or 71.4 percent of the
questionnaires that were valid for use in the research. The 15
respondents represented nine respondents from OU and six respondents
from OSU.

The demographic characteristics of the respondents are
presented in Table II. In the age categories, there was one (1)
faculty, or 6.67 percent of the respondents in the 35 and under age
group; 10, or 66.67 percent in the 35-50 age group; and four (4), or
26.66 percent in the over 50 age group. The category with the most
faculty was the 35-40 age group. Twelve (12) of the respondents
indicated their ethnic or racial background to be Caucasian and two
(2) were of Asian origin and one (1) Hispanic. Academic rank was
represented as follows: instructor (1), assistant professor (4),
associate professor (5), and full professor (5).

In summary, the pattern indicated by the data presented in Table II, would be that a majority of the respondents were Caucasian, between the ages of 35-40, and hold the academic rank of either associate or full professor.   This reflects the demographic characteristics of a large majority of research universities nation wide (Chronicle of Higher Education, 1994).

TABLE II

FREQUENCY AND PERCENTAGE OF RESPONDENTS BY AGE, ETHNIC
RACIAL BACKGROUND AND RANK

Variable	Groups	Frequency	Percentage
Age	Under 35	1	6.67
	35 - 50	10	66.67
	Over 50	4	26.66
	Total	15	100.00
Ethnic/Racial Background	Caucasian	12	80.00
	American Indian	--	-----
	Black	--	-----
	Hispanic	1	6.67
	Asian	2	13.33
	Other	--	-----
	Total	15	100.00
Academic Rank	Instructor	1	6.67
	Assistant Professor	4	26.67
	Associate Professor	5	33.33
	Full Professor	5	33.33
	Total	15	100.00

Research Question One

What leadership style is predominantly exhibited by the faculty members/leaders involved in conducting management courses in the selected universities in Oklahoma?

The scoring results of the LBAII-Self provided a variety of scores for each respondent. The primary and secondary scores were determined by the number of times the respondent indicated they would resolve a situation by using the four leadership styles. Therefore, the style receiving the majority of the responses indicated the primary style, while the second style most responded to would indicate the respondents secondary style. The possibility of having a tie in primary and secondary styles does exist, but none of the respondents did so in this study. Primary and secondary managerial leadership styles are but two of six scores that can be obtained from the LBAII-Self.

Analysis showed that High Supportive, Low Directive (S3-participating) was the primary or dominate style of those full-time faculty involved in conducting management courses in two of Oklahoma's research institutions. Data in Table III show the frequencies and percentages of the responses in each of the four leadership style categories.

As indicated, the primary style of 12 respondents (80%) was High Supportive and Low Directive (S3-Supportive), while two (2), or 13.3% indicated Low Supportive and Low Directive (S4-Delegating) as their primary style. Only one (1) respondent (6.7%) indicated that High Supportive and High Directive (S2-Coaching) was his/her primary

leadership style. There were no respondents that scored in the High

Supportive and High Directive (S1-Directive) category as the primary

managerial leadership style.

TABLE III

FREQUENCY AND PERCENTAGE OF PRIMARY
LEADERSHIP STYLES OF RESPONDENTS

Leadership Style	Frequency	Percentage
Directing (S1)	--	----
Coaching (S2)	1	6.67
Supporting (S3)	12	80.00
Delegating (S4)	2	13.33
Totals	15	100.00

Information provided in Table IV provides the respondents'

secondary style. Ten respondents (66.66%) scored Low Supportive and

Low Directive (S4-Delegating) as their secondary style, while three

(3), or 20% indicated High Supportive and Low Directive (S3-

Supportive) and of the remaining two (2) respondents, one (1), or

6.67% scored Low Supportive and High Directive (S1-Directive). The

information mirrors the leadership style patterns indicated by other

leadership behavioral studies conducted in higher education
(Jahanshahl, 1992).

TABLE IV

FREQUENCY AND PERCENTAGE OF SECONDARY
LEADERSHIP STYLES OF RESPONDENTS

Leadership Style	Frequency	Percentage
Directive (S1)	1	6.67
Coaching (S2)	1	6.67
Supporting (S3)	3	20.00
Delegating (S4)	10	66.66
Totals	15	100.00

Research Question Two

What style flexibility and effectiveness levels are exhibited
by the researched group and are they significantly related to
leadership behavior?

Flexibility or Style Range. Another score that can be derived
from the LBAII-Self is the style flexibility score. This is a
number that can range from 0-30. It provides a numerical score
that indicates the respondent's ability to use the various

leadership styles. The lower the numerical score the respondent
scores the less flexible he/she is in dealing with managerial
situations that call for different style approaches for
appropriate solutions. As the score becomes higher the indication
is that the respondent has a wider range or is more flexible in
utilizing the various styles.

Table V provides calculated results of the respondents'
flexibility scores. As indicated the style flexibility range for
the total sample was from 10-24. Each respondent's individual score
can be "plotted" visually on the corresponding number along the
Style Flexibility Graph (refer to LBAII - Scoring A, Appendix B). A
lower score of five or less indicates low style flexibility, which
means that the respondent selects the same one or two styles for
virtually every situation. The higher the score the higher style
flexibility, which means that the respondent is more likely to use
all four styles more or less equally. Table V provides the simple
statistics for respondents of each primary leadership group and
flexibility scores. A summary of the single statistics, provides
average mean scores, standard deviations, sum of squares, maximums
and minimums.

TABLE V

AVERAGE MEAN SCORES, STANDARD DEVIATIONS, SUM OF SQUARES,
MAXIMUMS AND MINIMUMS OF LEADERSHIP STYLES
AND FLEXIBILITY OF RESPONDENTS

Leadership Style	N	Mean	Std Dev	Sum	Minimum	Maximum
Directing (S1)	15	1.20	1.94	18.00	0	6.00
Coaching (S2)	15	2.60	2.09	39.00	0	8.00
Supporting (S3)	15	10.40	2.79	156.00	6.00	15.00
Delegating (S4)	15	5.80	2.24	87.00	1.00	10.00
Flexibility	15	14.80	5.05	222.00	10.00	24.00

Effectiveness or Style Adaptability. A respondent's style

effectiveness score will be a numerical score with a range of 20 -

80. Blanchard, Hambleton, Forsyth and Zigarmi (1985) indicate that

to score high on style effectiveness, a respondent must not only

show a high level of flexibility in style selection, but must also

choose the leadership style that is most appropriate for each given

situation on the LBAII-Self. The style effectiveness of the

management faculty varied from a score of 43 (minimum) to 58

(maximum). A score of 43 indicates relatively "moderate" leadership

style effectiveness. This means that the respondent chose a greater

number of "fair" or "poor" choices for the situations presented in

the LBAII-Self. The highest respondent's score of 57 indicates

relatively high effectiveness, which means that the respondent chose

a greater number of "good" and "excellent" responses to the leadership situations presented in the instrument.

Table VI provides data indicating the frequency, style effectiveness range and means of each primary style group. The Directing (S1) style was not indicated as the primary leadership style of any of the respondents. Coaching (S2) was the primary style of one (1) respondent with an effective score of 44. The range of effectiveness scores of 12 of the respondents with a Supporting (S3) primary style was from 43-58 with a mean of 50.75. The two (2) respondents indicating a primary style of Delegating (S4) indicated an effectiveness score range of 44-57 with the mean score of 50.50.

TABLE VI

EFFECTIVENESS SCORES OF RESPONDENTS
BY PRIMARY LEADERSHIP STYLE

Primary Leadership Style	Frequency	Effectiveness Score Range	Mean Scores
Directing (S1)	---	----	----
Coaching (S2)	1	44-44	44.00
Supporting (S3)	12	43-58	50.75
Delegating (S4)	2	44-57	50.50

Style Diagnosis or Style Development. The LBAII-Self provides

the respondent a "Style Diagnosis Matrix" that indicates a numerical

rating in each of the style categories S1 - S4. It is to assist the

respondent to better understand how to improve the effectiveness

score. A single number is placed in each of the four style boxes in

the diagnosis matrix. These individual style numbers are derived

from adding the number of "poor" and "fair" responses made within

each of the given styles. This information is taken from the

subscripted number provided on the style effectiveness scoring key.

Refer to Appendix B for a detailed explanation of the process for

gathering these data. The model indicates that a pattern of four or

more responses in the fair or poor categories in one leadership

style indicates that the respondent may be discounting the

developmental level of his/her subordinates into consideration when

making managerial leadership decisions or selecting a leadership

style. This matrix can provide data to assist the respondent in

better selecting a more appropriate leadership style given a similar

scenario.

Table VII provides information concerning the developing

leadership styles of the respondents. It is possible for each

respondent to have one or more developing styles. In this study no

respondent had more that two. It is indicated that there are no

developing styles for those respondents with the primary leadership

style of Directing (S1). This is due to the fact that no

respondent has a primary style of S1. The respondent having a

primary style of Coaching (S2) has both an S1 and S4 developing leadership style. The 12 Supporting (S3) respondents displayed styles S1 (11), S2 (8), and S3 (2) to possibly be developed. The two (2) respondents indicating Delegating (S4) as their primary leadership style indicated styles S1 and S2 could be potentially developed.

TABLE VII

DEVELOPING STYLES BY PRIMARY LEADERSHIP STYLE

Primary Style	N	Frequency by Style			
		S1	S2	S3	S4
Directing (S1)	----	--	--	--	--
Coaching (S2)	1	1	--	--	1
Supporting (S3)	12	11	8	--	2
Delegating (S4)	2	1	2	--	--
Totals	15	13	10	--	3

Research Question Three

Are the selected variables contributing to professional/
managerial knowledge of previous managerial/leadership experience,
contact with the business community, reading professional
journals/publications and participating in continuing education,
related to the style effectiveness and flexibility levels
exhibited by the group studied?

Years of Practical Management Experience in the Private Sector.

Data provided by respondents regarding their practical management
experience in the private sector are displayed in Table VIII.
According to the data collected, in excess of 40 percent of the
management faculty reported having over nine (9) years of practical
managerial experience in the public sector. Six (6) respondents
(40%) had from one to five years, five (5) or 33.33% reported from
six (6) to 10 years, three (3) or 20% from 11 to 15 years, none from
16 to 20 years, none from 21 to 25 years, and one (1), or 6.67% from
26 to 30 years. The mean number of years of practical experience in
private sector management was eight and eight tenths (8.8) years.

The years of practical management experience variable was
correlated to the respondents' effectiveness and flexibility levels
using the Pearson Correlation Coefficients. The tested hypotheses
were:

1. There is no significant relationship between the
respondents' levels of flexibility and effectiveness.

2. There is no significant relationship between the respondents' levels of flexibility and years of practical management experience in the private sector.

3. There is no significant relationship between the respondents' effectiveness level and years of practical management experience in the private sector.

TABLE VIII

FREQUENCY AND PERCENTAGE OF RESPONDENTS BY YEARS OF PRACTICAL
MANAGERIAL EXPERIENCE IN THE PRIVATE SECTOR

Years of Managerial Experience	Frequency	Percentage
1 year - 5 years	6	40.00
6 years - 10 years	5	33.33
11 years - 15 years	3	20.00
16 years - 20 years	--	---
21 years - 25 years	--	---
26 years - 30 years	1	6.67
Totals	15	100.00

Information in Table IX shows that at p < 0.05 level of significance, there is a significant relationship between the years of practical managerial experience in the private sector and the respondents flexibility level. The upper number of the two number groups is the correlation coefficient. The lower number immediately below the correlation coefficient is the p-value.

TABLE IX

CORRELATION OF RESPONDENTS STYLE FLEXIBILITY, EFFECTIVENESS AND
YEARS OF PRACTICAL MANAGERIAL EXPERIENCE IN THE
PRIVATE SECTOR

Variable	Flexibility	Effectiveness	Years of Experience
Flexibility	1.0000	0.2178	0.6432
	0.0000	0.4354	0.0097*
Effectiveness	0.2178	1.0000	0.2958
	0.4354	0.0000	0.2844
Years of Experience	0.6432	0.2958	1.0000
	0.0097 *	0.2844	0.0000

*Significant at p < 0.05

Frequency of Business Community Contacts.   The respondents

were asked to indicate how frequently they contacted the business

community. All but one (1) respondent indicated that there was

some degree of contact with the business community. Table X

shows data provided by the respondents in regard to frequency of

communications. As stated, one (1), or 6.67% respondent indicated

that he/she had no contact, four (4), or 26.67% have daily contact,

three (3), or 20.00% weekly, four (4), or 26.67% monthly and three

(3), or 20.00% annually.

TABLE X

FREQUENCY AND PERCENTAGE OF RESPONDENTS
CONTACTS WITH THE BUSINESS COMMUNITY

Frequency	N	Percentage
None	1	6.67
Daily	4	26.67
Weekly	3	20.00
Monthly	4	26.76
Yearly	3	20.00
Totals	15	100.00

Statistical analysis, of mean frequency contacts with the business community and mean effectiveness and flexibility levels was analyzed to test the stated hypotheses. The tested hypotheses were:

1. There is no significant difference in the respondents' mean effectiveness level and mean frequency of contacts in the business community.

2. There is no significant difference in the respondents' mean flexibility level and mean frequency of contacts n the business community.

Analysis indicated that the established hypotheses be supported or fail to be rejected. For the studied sample there was sufficient evidence at the p - < 0.05 level of significant to conclude there is no significant difference in the respondents' mean effectiveness and flexibility levels and the mean frequency of contacts in the business community.

In addition to determining the probability of style flexibility and effectiveness to the respondents frequency of contacts with the business community, it was necessary to determine the purpose(s) of these contacts. Among the possible purposes were listed: (1) to keep abreast of current events and situations in the business/ management arena; (2) have vested interest for consulting reasons; (3) to assist students with employment opportunities; and (4) others(s). The respondents were asked to specify the reason for contact(s) if they responded to the "other" category.

It is possible that each respondent could respond to more than one of the possible purposes for contacts listed in the

questionnaire. Many of the respondents indicated more than one

purpose for their contacts. Table XI shows data provided by

respondents regarding the purposes for contacts with the business

community. The hypotheses to be tested are:

1. There is no significant difference in the respondents'

mean effectiveness level and mean purpose of contacts in the

business community.

2. There is no significant difference in the respondents'

mean flexibility level and mean purpose of contacts in the business

community.

TABLE XI

FREQUENCY AND PURPOSE FOR RESPONDENTS' CONTACTS
WITH THE BUSINESS COMMUNITY

Purpose	Frequency	Percentages
To keep abreast of current events and situations in the business/management community	10	38.46
Have vested interest for consulting reasons	8	30.77
To assist students with employment opportunities	7	26.92
Other(s), please list	1	3.85
Totals	26	100.00

There were 10, or 38.46% respondents indicating that they contacted the business community to keep abreast of current events and situations in the business/management community. There were eight (8), or 30.77% that indicated having a vested interest for consulting reasons. There were seven (7), or 26.9% indicating to assist students with employment opportunities and only one (1), or 3.85% having other reasons for these contacts. The one respondent indicating "other" specifically stated that he/she made the contacts as a, "university public service."

An analysis of the mean scores on leadership flexibility and effectiveness and purposes for community contacts revealed a significant difference. A t - Test was conducted for the mean scores for both of the style variables and all the possible purpose(s) of contacts with the business community listed on the questionnaire. The only significant difference resulting from these calculations is presented in Table XII. As the data in Table XII indicates, the computation of t presents a value of -2.5309 at 0.0251 significance level for style effectiveness when contacts are made for the purpose of assisting students with employment opportunities. The procedure indicated no significant mean difference between style effectiveness and flexibility and the other purposes listed.

TABLE XII

T-TEST PROCEDURE FOR LEADERSHIP EFFECTIVENESS OF RESPONDENTS
AND PURPOSE OF BUSINESS COMMUNITY CONTACTS BEING TO ASSIST
STUDENTS WITH EMPLOYMENT OPPORTUNITIES

Variable	DF	t	P
Effectiveness	13	-2.5309	0.0251*

* Significant at $p < 0.05$

Frequency of Involvement in Continuing Education Activities.

The respondents were asked to indicate how frequently they attended

continuing educational events to include, management workshops,

seminars, conferences. etc. All respondents indicated that there

was some frequency of involvement in management related continuing

educational activities. Each participant responded with only one

response. Table XIII presents data indicating the respondents

answers in regard to frequency of attendance. As indicated, the

respondents were given seven possible frequencies. They were daily,

weekly, monthly, quarterly semi-annually, annually and never. There

were no respondents indicating that they attended continuing

educational events either daily, weekly or not at all. Seven (7),

or 46.66% respondents indicated that they participated in continuing

educational events on a quarterly basis, six (6), or 40.00%

annually, and one (1) each, or 6.67% respectively, monthly and semi-

annually.

TABLE XIII

FREQUENCY AND PERCENTAGE OF RESPONDENTS ATTENDING
MANAGEMENT CONTINUING EDUCATION EVENTS

Frequency	N	Percentage
Daily	--	----
Weekly	--	----
Monthly	1	6.67
Quarterly	7	46.66
Semi-annually	1	6.67
Annually	6	40.00
Never	--	----
Totals	15	100.00

In an effort to increase the probability of providing more

precise statistical data, the categories displayed in Table XIII

were compressed into two categories. These categories consisted of

those respondents that attended continuing education events annually

and more than annually. A t-test was used to analyze the data to

test the established hypotheses regarding leadership style

effectiveness and flexibility and the variable frequency of attending continuing education activities. The stated hypotheses to be tested were:

1. There is no significant difference in the respondents' mean effectiveness level and mean frequency of attending continuing educational sessions.

2. There is no significant difference in the respondents' true mean flexibility level and true frequency of attending continuing educational sessions.

The t-test, presented in Table XIV shows that there is a significant difference in flexibility level and the frequency of attending managerial continuing educational events by the respondents. At the 0.05 level of significance the t- value is 2.5609 with a resulting p-value of 0.0237. This would indicate that the mean flexibility score is higher for those who experience continuing education more than once a year. Therefore, the null hypothesis stating that there is no significant difference in the respondents' true mean flexibility level and true mean frequency of attending continuing education sessions would be rejected. Analysis does indicate that there is evidence to support the hypothesis that there is no difference between effectiveness levels for the two groups.

TABLE XIV

t-TEST PROCEDURE FOR LEADERSHIP FLEXIBILITY OF RESPONDENTS
AND FREQUENCY OF ATTENDING CONTINUING EDUCATION EVENTS

Variable	DF	t	P
Flexibility	13	-2.5609	0.0237*

*Significant at p < 0.05

Frequency of Reading or Consulting Professional Publications.

The respondents were asked to indicate how frequently they read or

consulted professional management journals, magazines or other

publications that were not required reading for the management

classes they instruct.   All respondents indicated that there was

some frequency of involvement in management related continuing

educational activities.   Each participant responded with only one

response of seven possible responses.   Table XV provides data

indicating the respondents answers in regard to frequency of reading

professional management publications.   As shown, the respondents

were given seven possible frequencies from which to choose.   They

were daily, weekly, monthly, quarterly, semi-annually, annually and

never.   There were no respondents indicating that they did not ever

read professional journals/publications or they only read them semi-

annually or annually.   Seven (7), or 46.66% respondents indicated

that they read management publications on a daily basis, four (4) or

26.67% weekly, three (3,) or 20 .00% monthly and only one (1), or

6.67% responded to reading quarterly.

TABLE XV

FREQUENCY AND PERCENTAGE OF RESPONDENTS READING PROFESSIONAL
MANAGEMENT PUBLICATIONS

Frequency	N	Percentage
Daily	7	46.66
Weekly	4	26.67
Monthly	3	20.00
Quarterly	1	6.67
Semi-annually	--	-----
Annually	--	-----
Never	--	-----
Totals	15	100.00

Statistical analysis, of mean frequency contact with the

business community and mean effectiveness and flexibility levels was

analyzed to test the stated hypotheses. The tested hypotheses were:

1. There is no significant difference in the respondents' mean

effectiveness level and mean frequency of reading or consulting

professional management journals and/or periodicals.

2. There is no significant difference in the respondents' mean flexibility level and mean frequency of reading or consulting professional management journals and/or periodicals.

Analysis indicated that the established hypotheses be supported or fail to be rejected. For the studied sample there was sufficient evidence at the 0.05 level of significance to conclude there is no significant difference in the respondents' mean effectiveness and flexibility levels and the mean frequency of consulting or reading professional management literature.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the primary

leadership style, style effectiveness, style flexibility, and

selected professional development variables of full-time faculty

conducting organizational management courses at two of the research

universities in Oklahoma. The variables selected for professional

development and sustainment were years of practical management

experience in the private sector, frequency and reasons for contact

with the business community, frequency of attending continuing

education sessions and frequency of consulting/reading professional

publications.

These variables were statistically compared with the

respondent's leadership style effectiveness and flexibility.

Demographic data, including age, ethnic or racial background and

academic rank, were collected for further studies. Each of the

twenty-one qualified faculty members were mailed a Leadership

Behavior Analysis II - Self (Appendix A), developed by Blanchard

Training and Development, Inc., Escondido, California, and an

Additional Data Questionnaire (Appendix C), developed by the

researcher. The LBAII-Self presented the respondents with twenty

"real world" managerial leadership situations, each having four

alternative responses to resolve the situation. The respondents

were asked to select one of the four possible approaches that would

best resemble the course of action they would take in an actual

work situation. The results of each respondent's questionnaire was

scored using the LBAII-Scoring A key (Appendix B). The results

provided the respondent's primary and secondary leadership style,

flexibility and effectiveness scores, and the leadership styles that

could be developed for maximum leadership proficiency. Pearson

Product Moment, t-Tests, Analysis of Variance (ANOVA) procedures

were used to determine if any of the selected professional

development and sustainment variables were significant in

determining a relationship in leadership behavior.

Research Question One

Given the cummulative scored results of the LBAII-Self, the

respondents indicated that the primary perceived leadership style

was clearly Supportive (S3). A total of 80% (N=12) of the full-time

management faculty at the University of Oklahoma and Oklahoma State

University indicated this style as their preferred leadership style.

The secondary leadership style preferred was the Delegating (S4).

Of the respondents, 66.67% (N=10) indicated this style as their next

preferred leadership style.

Research Question Two

Flexibility. Statistical analysis indicated that there was not

a significant relationship between the primary leadership style and

levels of effectiveness and flexibility. The respondent's
flexibility or style range score could range from 0 - 30. The mean
flexibility score for the sample was 14.80. The respondents
indicating a Coaching (S2) primary style had a mean effectiveness
score of 10, Supporting (S3) mean score of 14.83 and Delegating
having a mean score of 17.00.

Effectiveness. A respondent's style effectiveness or style
adaptability score could range from 20 - 80. Since Blanchard,
Hambleton, Forsyth and Zigarmi (1985) concluded that to score high
on style effectiveness, a respondent must not only show a high level
of flexibility in style selection, but must also choose the
leadership style that is most appropriate for each given situation,
it stands to reason that no one indicated primary style showed a
significant relationship to style effectiveness. The mean
effectiveness score for respondents was 50.27. Using the
correlation coefficient, analysis revealed that there was indeed no
significant linear relationship between the respondent's style
effectiveness and style flexibility at p - < 0.05.

Style Development. A respondent's style development was
provided by the sum of the "poor" and "fair" responses made on the
LBAII - Self within each of the four given styles. The most
relevant information drawn from these data was to indicate to the
respondent the leadership styles he/she may consider developing in
regard to interacting with subordinates. The net results were
determined that the respondents selecting the most dominant

leadership style of Supporting (S3) indicated the need to develop styles S1 (N =11), S2 (N=8) and S4 (N=2) respectively. A majority of the primary leadership styles, excluding the Directing (S1) (there were no respondents with this style as a primary style), indicated a need to develop the Directing (S1) style. None of the four primary style groupings indicated the Supporting (S3) style as a developing style.

Research Question Three

The three major questions, excluding demographic data, presented on the Additional Data Questionnaire were developed as a result of a review of literature and conversations with management experts in higher education and the public sector. According to the Journal of Staff, Program and Organizational Development (1987), one of the traditional criteria used to evaluated the effectiveness of a faculty member by students, peers, superiors and alumni is knowledge of professional area. It has been concluded by many researchers to include, Gray and Smeltzer (1989), Hanger and Brown (1975), that this needed knowledge is acquired through practical experience, participation in continuing education events and in exposure to, by reading, pertinent professional literature. These axioms were "tested" in this study. The independent variables of management experience in the private sector, frequency of attending continuing education events and consulting current management literature, were statistically analyzed in regard to the leadership behavior of the respondents.

<u>Years of Practical Management Experience in the Private Sector.</u>
Each respondent indicated some managerial experience in the public
sector. A majority, or 40.00% (N=6) of them had between 1-5 years
of practical experience. One respondent indicated a number of years
of practical management experience in the public sector in addition
to the private sector experience.   It was annotated separately by
the respondent, so it was not calculated in the experience factor.
The respondents' mean years of management experience was 8.8 years.

A correlation of coefficients revealed a significant linear
relationship between the experience variable and the flexibility of
respondent at $p < 0.05$. Therefore, the hypothesis stating that
there is no significant relationship between years of practical
management experience and flexibility level has to be rejected.
This study concluded that there was sufficient evidence at the .05
level of significance to state that the probability exists, within
the studied sample, that those with a greater number of years of
practical management experience in the private sector were more
flexible in their leadership style.

<u>Frequency of Contacts of the Business Community.</u>   All but one
respondent indicated some frequency in making contact with the
business community. A total of 11 (73.34%) respondents had either
daily, weekly or monthly exchanges with the business community. As
indicated by other management experts, it is necessary for
educational institutions to maintain contact with corporate America
to keep in tune with innovative developments that relate to the
professional field of management. If one is to adequately prepare

future managers to function effectively and efficiently in the organizational world that awaits them, then the most up to date information has to be provided to them.

Statistical analysis indicated that there was significant evidence to fail to reject the established hypothesis. Therefore, this study would indicate that there is no significant difference between the mean frequency of contacts the respondent made with the business community and the respondents' mean leadership style flexibility and effectiveness levels.

Purpose(s) for Contacting the Business Community. The respondents were asked to indicate the reason(s) they made these contacts discussed above. The four possible purposes listed on the Additional Data Questionnaire were: (1) To keep abreast of current events and situations in the business/management community; (2) Have vested interest for consulting reasons; (3) To assist students with employment opportunities; and (4) Other reasons and list. Each respondent could respond to more that one reason for the contacts.

Even though 10, or 38.46% of the responses indicated the purpose was to keep abreast of current events and eight (8), or 30.77% of the total responses indicated having a consulting interest. T-testing indicated that there was only a significant difference between leadership style effectiveness and contacting the business community to assist students with employment opportunities.

Frequency of Involvement in Continuing Education. As Tucker

indicated in his discussion of faculty development in, Chairing the

Academic Department, a significant element of maintaining and/or

enhancing faculty member effectiveness is to seek opportunities of

continuing education. This allows those faculty, in any given

field, to be continuously updated on strategies, techniques and

technologies in their respective fields.

In this study, all respondents (N=15) indicated that they

attended continuing educational activities in management. Of the 15

respondents, 7 (46.66%) of the management faculty indicated that

they participated in continuing education events, sessions, and/or

activities on a quarterly basis. Six of the respondents, or 40%

attended these events annually and the remaining two (2), or 13.34%

respondents attended either monthly or semi-annually.

After using t-test procedures, it was indicated that there was

a significant difference between the respondents' mean style

flexibility and effectiveness and the frequency of attending

continuing educational activities in management.

The t-test procedure indicated the flexibility variables'

t-values and P-values at the .05 level of significance as 2.5609 and

0.0237 respectively. From the statistical data it can be concluded

that the hypothesis established regarding no significant difference

in effectiveness level and frequency of attending continuing

education would fail to be rejected. The hypothesis established

regarding the respondents' flexibility level and this variable

would be rejected. This indicates that the more often the

respondent attends a continuing educational activity the greater the

probability of higher style flexiblity.

Frequency of Reading or Consulting Professional Publications.

As advocated by many professionals, regardless of professional

field, a significant element of maintaining and/or enhancing

effectiveness and efficiency in one's field is to maintain the

professional updating process through reading relevant literature.

As in the case of attending continuing education events. This

allows management faculty to be continuously updated on trends,

methods, strategies, techniques and technologies in the management

arena.

In this study, all 15 respondents indicated that they periodic-

ally read or consulted literature in management. Of the 15

respondents, seven (7), or 46.66% of the management faculty

indicated that they read professional management on a daily basis.

Four (4) of the respondents, or 26.67% read professional literature

on a weekly basis.

After using the appropriate statistical procedures, it was

indicated that there was no significant difference between either

variable, flexibility or effectiveness and the frequency of reading

literature in management.

This indicates that the more often the respondent reads and/or

consults related management literature there is no greater

probability of higher style flexibility or effectiveness. The

established hypotheses of no difference with regard to greater

flexibility and effectiveness levels with increased frequency of reading are failed to to be rejected.

Conclusions

It was concluded that situational leadership effectiveness of the full-time faculty teaching management courses at Oklahoma State University and the University of Oklahoma are related to three professional variables selected for study. This conclusion is based on the data gathered from the LBAII-Self and the Additional Data questionnaires. It was indicated that:

1. The more years of practical management experience the probability exists that the leadership style flexibility level is higher.

2. Those management faculty that made contacts in the business community for the purpose of seeking employment opportunities for students exhibited higher leadership style effectiveness levels.

3. Flexibility levels were greater for those participants that attended continuing educational events on a more frequent basis.

Therefore, these variables should be considered when developing institutional policies dealing with faculty development sustainment.

There was no comparative analysis of leadership behavior conducted between the two universities studied. It was concluded

that since the responding sample was small (N=15) there was a high

probability of an invalid statistical comparison.

Additional conclusions of this study are that situational

leadership effectiveness is associated with both an individual

faculty member's style of leadership in a given situation and

his/her years of practical managerial experience. Of the four

leadership styles provided by the LBAII-Self -- directing,

coaching, supporting and delegating -- three developmental styles

were preferred by the faculty surveyed. The two highly preferred

styles were Supporting (S3) and Delegating (S4). Collected data

indicated that the Supporting (S3) style was the most preferred

compared to the second style selection of Delegating (S4). Only one

(1) respondent preferred the Directing (S1) as the primary

leadership style.

While situational leadership indicates that there is no one

best leadership style, it is widely accepted that situational

leaders are most influential with subordinates when utilizing a high

supportive and low directive management style. Researchers in

higher education have determined that in most higher education

settings, this style (S3) is the most dominant style exhibited by

faculty members and administrations (Tucker, 1992; Todd, 1977;

Curry, 1993; Jahanshahi, 1992).

As indicated by the Managerial Leadership Model (Blanchard and

Zigarmi, 1992), the supporting style involves a significant shifting

of decision making responsibilities from the manager to the

subordinate. Some of the other traits of this type leader/manager

are to share ideas with others, encourage others to make decisions, seeks others opinions and provides feedback on positive accomplishments of others.

If the concept of the supporting leadership style were put in context of the classroom, it would be a leadership shift from teacher to student. The leader's role becomes that of providing recognition and listening while allowing the subordinate to undertake guided problem solving and decision making. It is also worth noting that the S3 leadership style is usually the prevalent style of a fairly mature organization.

The specific variable of years of practical management experience in the private sector provided additional information related to the leadership flexibility score. None of the respondents have less than two years. It was quite conceivable that a study of this nature involving two major universities would have had one or more respondents with no practical management experience in the private sector. It was the opinion of several higher education faculty that there are many situations where a student will proceed from undergraduate through graduate level and become a faculty member without ever leaving the higher education environment. Thus, such a respondent would have zero (0) years of practical experience in the private sector. There were no such respondents of this type.

The correlation coefficient procedures indicate a high level of significance associated with the years of practical management experience in the private sector. This is not surprising given the

opinion of many management experts. That opinion being, that experience is the origin and test of theory. In order to become an effective manager in the corporate world a certain degree of experience is mandated. Many management curricula in universities and colleges nation wide are integrating practicums into their programs to provide their students a limited, yet valuable, experience factor.

An interesting fact was documented in the study. The positive relationship between the style effectiveness, and the contacts with the business community for the purpose of assisting students with employment opportunities was interesting. One of the current debates within the higher educational community is the debate concerning the utility of higher education and the functions of faculty in regard to utility. Questions such as, "Is it the function of the academic programs and faculty within higher education to be concerned with job opportunities for it's graduates? Or is higher education's function merely to promote and enhance critical thinking and other attributes of learning regardless of whether it provides employment 'skills'?" Those who advocate the utility of education would be encouraged by the concern for student employment opportunities exhibited by the management faculty studied.

Recommendations

Based on observations, discussions and data collected, it is recommended that:

1. Additional studies be conducted to compare the leadership behavior of full-time management faculty of research, doctorate-granting post-secondary institutions to four-year, non-research doctorate-granting institutions.

2. A follow-up study be conducted to include the use of the LBAII-Other instrument. The findings of such a study would be based on subordinates' perceptions of respondents. The LBAII-Other is developed to provide subordinates an opportunity to score their superiors as to how they think their superiors would react to the same twenty "real world" situations. Such a study would add another dimension to the actual leadership styles exhibited by the leader/manager.

3. A study be conducted to determine what effective incentives can be provided within the research and doctoral-granting institutions to get administrators and faculty to respond to research inquiries.

4. The sample be drastically extended to a much larger population of research universities, so the results can be more generalized to a larger geographical area. It would be helpful to develop a leadership profile to determine what type of individual would best fit a teaching faculty position within the university/ college management division or department.

5. Leadership style studies be conducted in other business disciplines within higher education to include, economics, finance, accounting, etc. This would provide a more comprehensive view of

those involved in teaching subjects that virtually all business students will encounter in the private sector business world.

6. A "regionally" oriented study be conducted of private sector leaders to determine their dominant leadership behaviors for comparison with faculty and administrators in regional higher education institutions.

In summary, it is important that studies of this nature be continued in an attempt to bring about an awareness of the importance of leadership styles and their possible implications in higher education. Some of the possible outcomes of such studies could include guidelines for professional development of faculty, adjustments from a less theoretical management curriculum to more of an application based structure. Through these studies the base of knowledge concerning leadership can expand to assist academia in understanding and developing a situational leadership approach to becoming more effective teachers, leaders, and administrators. In addition, they can provide valuable data concerning the impact of faculty leadership behavior on our future leaders -- the students.

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APPENDIXES

APPENDIX A

LEADERSHIP BEHAVIOR ANALYSIS II

SELF QUESTIONNAIRE

LEADER BEHAVIOR ANALYSIS II®

Kenneth H. Blanchard. Ronald K. Hambleton.
Drea Zigarmi and Douglas Forsyth

SELF, FORM A

PERCEPTIONS OF LEADERSHIP STYLE

_____

Name

DIRECTIONS:

The purpose of the LBAII Self, Form A is to provide you with
information about your perceptions of your own leadership
style. This instrument consists of twenty typical job situations
that involve a leader and one or more staff members.
Following each situation are four possible actions that a leader
may take. Assume that you are the leader involved in each of
the twenty situations. In each of the situations, you must
choose one of the four leader decisions. Circle the letter of the
decision that you think would most closely describe **your**
behavior in the situation presented. **Circle only one choice.**

bTd

Blanchard Training and Development, Inc.
125 State Place. Escondido. CA 92029
(800) 728-6000 (619) 489-5005

LBAII

1 You have asked a new employee to write a report to buy new equipment for the division. She needs to learn more about this equipment to make a sound decision about options and costs. She feels this assignment will stretch her already full schedule. You would

A) Tell her you want the report. Explain what you want in the report. Outline the steps she should take to become knowledgeable about the new equipment. Set weekly meetings with her to track progress.

B) Ask her to produce the report. Discuss its importance. Ask her for a deadline for completion. Give her resources she thinks she needs. Periodically check with her to track progress.

C) Tell her you want the report and discuss its importance. Explain what you want in the report. Outline steps she should take to learn more about the equipment. Listen to her concerns and use her ideas when possible. Plan weekly meetings to track her progress.

D) Ask her to produce the report. Discuss its importance. Explore the barriers she feels must be removed and the strategies for removing them. Ask her to set a deadline for completion and periodically check with her to track progress.

2 Your task force has been working hard to complete its division-wide report. A new member has joined the group. He must present cost figures at the end of next week but he knows nothing about the report requirements and format. He is excited about learning more about his role in the group. You would

A) Tell him exactly what is needed. Specify the format and requirements. Introduce him to other task-force members. Check with him frequently during the week to monitor progress and to specify any corrections.

B) Ask him if there is anything you can do to help. Introduce him to other task-force members. Explore with him what he thinks he needs to get up to speed with the report. Check with him frequently during the week to see how he is doing.

C) Specify the report format and information needed and solicit his ideas. Introduce him to each task-force member. Check with him frequently during the week to see how the report is progressing and to help with modifications.

D) Welcome him and introduce him to members of the task force who could help him. Check with him during the week to see how he is doing.

3 You have recently noticed a performance problem with one of your people. He seems to show a "don't care" attitude. Only your constant prodding has brought about task completion. You suspect he may not have enough expertise to complete the high-priority task you have given him. You would

A) Specify the steps he needs to take and the outcomes you want. Clarify timelines and paperwork requirements. Frequently check to see if the task is progressing as it should.

B) Specify the steps he needs to take and the outcomes you want. Ask for his ideas and incorporate them as appropriate. Ask him to share his feelings about this task assignment. Frequently check to see the task is progressing as it should.

C) Involve him in problem solving for this task. Offer your help and encourage him to use his ideas to complete the project. Ask him to share his feelings about the assignment. Frequently check to see that the task is progressing as it should.

D) Let him know how important this task is. Ask him to outline his plan for completion and to send you a copy. Frequently check to see if the task is progressing as it should.

Leader Behavior Analysis II

4 Your work group's composition has changed because of company restructuring. Performance levels have dropped. Deadlines are being missed and your boss is concerned. Group members want to improve their performance but need more knowledge and skills. You would

A) Ask them to develop their own plan for improving performance. Be available to help them, if asked. Ask them what training they think they need to improve performance and give them the resources they need. Continue to track performance.

B) Discuss your plan to solve this problem. Ask for their input and include their ideas in your plan, if possible. Explain the rationale for your plan. Track performance to see how it is carried out.

C) Outline the specific steps you want them to follow to solve this problem. Be specific about the time needed and the skills you want them to learn. Continue to track performance.

D) Help them determine a plan and encourage them to be creative. Support their plan as you continue to track performance.

5 Because of budget cuts, it is necessary to consolidate. You have asked a highly experienced department member to take charge of the consolidation. This person has worked in all areas of your department. In the past, she has usually been eager to help. While you feel she is able to perform the assignment, she seems indifferent to the task. You would

A) Reassure her. Outline the steps she should take to handle this project. Ask for her ideas and incorporate them when possible, but make sure she follows your general approach. Frequently check to see how things are going.

B) Reassure her. Ask her to handle the project as she sees fit. Let her know that you are available for help. Be patient but frequently check to see what is being done.

C) Reassure her. Ask her to determine the best way to approach the project. Help her develop options and encourage her to use her own ideas. Frequently check to see how she is doing.

D) Reassure her. Outline an overall plan and specify the steps you want her to follow. Frequently check to see how the steps are being implemented.

6 For the second time in a month you are having a problem with one of your employees. His weekly progress reports have been incomplete and late. In the past year he has submitted accurately completed reports on time. This is the first time you have spoken to him about this problem. You would

A) Tell him to improve the completeness and timeliness of his paperwork. Go over the areas that are incomplete. Make sure he knows what is expected and how to fill out each report section. Continue to track his performance.

B) Ask him to turn in his paperwork on time and accurately, without pushing him. Continue to track his performance.

C) Discuss time and completion standards with him. Listen to his concerns but make sure he knows what is expected. Go over each report section and answer any questions he may have. Use his ideas, if possible. Continue to track his performance.

D) Ask him why the paperwork is incomplete. Listen to his concerns and do what you can to help him understand the importance of timeliness and completeness. Continue to track his performance.

LBAII

7 You have asked one of your senior employees to take on a new project. In the past, his performance has been outstanding. The project you have given him is important to the future of your work group. He is excited about the new assignment but doesn't know where to begin because he lacks project information. Your relationship with him is good. You would

A) Explain why you think he has the skills to do the job. Ask him what problems he anticipates and help him explore alternative solutions. Frequently stay in touch to support him.

B) Specify how he should handle the project. Define the activities necessary to complete the job. Regularly check to see how things are going.

C) Ask him for a plan for completing the project in two weeks and to send you a copy for your approval. Give him enough time to get started, without pushing him. Frequently offer your support.

D) Outline how the project should be handled and solicit his ideas and suggestions. Incorporate his ideas when possible but make sure your general outline is followed. Regularly check to see how things are going.

8 One of your staff members is feeling insecure about a job you have assigned to him. He is highly competent and you know that he has the skills to successfully complete the task. The deadline for completion is near. You would

A) Let him know of your concerns about the impending deadline. Help him explore alternative action steps and encourage him to use his own ideas. Frequently check with him to lend your support.

B) Discuss with him your concerns about the impending deadline. Outline an action plan for him to follow and get his reactions to the plan. Modify the plan if possible but make sure he follows your general outline. Frequently check with him to see how things are going.

C) Specify the reasons for on-time completion the assignment. Outline the steps you would like him to start following. Ask that the steps be followed. Frequently check to see how he is progressing.

D) Ask him if there are any problems but let him resolve the issue himself. Remind him of the impending deadline, without pushing him. Ask for an update in three days.

9 Your staff has asked you to consider a change in their work schedule. Their changes make good sense to you. Your staff is well aware of the need for change. Members are very competent and work well together. You would

A) Help them explore alternative scheduling possibilities. Be available to facilitate their group discussion. Support the plan they develop. Check to see how they implement their plan.

B) Design the work schedule yourself. Explain the rationale behind your design. Listen to their reactions, ask for their ideas and use their recommendations when possible. Check to see how they carry out your schedule.

C) Allow the staff to set a work schedule on their own. Let them implement their plan after you approve it. Check with them at a later date to assess their progress.

D) Design the work schedule yourself. Explain how the schedule will work and answer any questions they may have. Check to see that your schedule is followed.

Leader Behavior Analysis II

10 Due to an organizational change, you have been assigned six new people whose performance has been declining over the past three months. They do not seem to have the task knowledge and skills to do their new jobs, and their attitudes have worsened because of the change. In a group meeting, you would

A) Make them aware of their three-month performance trend. Ask them to decide what to do about it and set a deadline for implementing their solution. Monitor their progress.

B) Make them aware of their three-month performance trend. Specify the action steps you want them to follow. Give constructive feedback on how to improve performance. Continue to monitor performance.

C) Make them aware of their three-month performance trend. Outline the steps you want them to follow, explain why and seek their feedback. Use their ideas when possible but make re they follow your general approach. Continue to monitor performance.

D) Make them aware of their three-month performance trend. Ask them why their performance is declining. Listen to their concerns and ideas. Help them create their own plan for improving performance. Track their performance.

11 A member of your department has had a fine performance record over the last 22 months. He is excited by the challenges of the upcoming year. Budgets and unit goals have not changed much from last year. In a meeting with him to discuss goals and an action plan for next year, you would

A) Ask him to submit an outline of his goals and an action plan for next year for your approval. Tell him you will call him if you have any !estions.

B) Prepare a list of goals and an action plan that you think he can accomplish next year. Send it to him and meet with him to see if he has any questions.

C) Prepare a list of goals and an action plan that you think he can achieve next year. Meet with him to discuss his reactions and suggestions. Modify the plan as you listen to his ideas, but make sure you make the final decisions.

D) Ask him to send you an outline of his goals and an action plan for next year. Review the goals and plan with him. Listen to his ideas and help him explore alternatives. Let him make the final decisions on his goals and plan.

12 Your unit has had an excellent performance record over the past two years. However, they have recently experienced three major setbacks due to factors beyond their control. Their performance and morale have drastically dropped and your boss is concerned. In a group meeting, you would

A) Discuss the recent setbacks. Give them the specific steps you want them to follow to improve their performance. Continue to track performance.

B) Ask them how they feel about the recent setbacks. Listen to their concerns and encourage and help them explore their ideas for improving performance. Continue to track performance.

C) Discuss the recent setbacks. Clarify the steps you want them to follow to improve performance. Listen to their ideas and incorporate them, if possible. Emphasize results. Encourage them to keep trying. Continue to track performance.

D) Discuss the recent setbacks, without pressuring them. Ask them to set a deadline to improve performance and to support each other along the way. Continue to track performance.

LBAII

13 You were recently assigned a new employee who will perform an important job in your unit. Even though she is inexperienced, she is enthusiastic and feels she has the confidence to do the job. You would

A) Allow her time to determine what the job requires and how to do it. Let her know why the job is important. Ask her to contact you if she needs help. Track her progress.

B) Specify the results you want and when you want them. Clearly define the steps she should take to achieve results. Show her how to do the job. Track her progress.

C) Discuss the results you want and when you want them. Clearly define the steps she can take to achieve results. Explain why these steps are necessary and get her ideas. Use her ideas if possible but make sure your general plan is followed. Track her performance.

D) Ask her how she plans to tackle this job. Help her explore the problems she anticipates by generating possible alternative solutions. Encourage her to carry out her plan. Be available to listen to her concerns. Track her performance.

14 Your boss has asked you to increase your unit's output by seven percent. You know this can be done but it will require your active involvement. To free your time, you must reassign the task of developing a new cost-control system to one of your employees. The person you want has had considerable experience with cost-control systems, but she is slightly unsure of doing this task on her own. You would

A) Assign her the task and listen to her concerns. Explain why you think she has the skills to handle this assignment. Help her explore alternative approaches if she thinks it would be helpful. Encourage and support her by providing needed resources. Track her progress.

B) Assign her the task and listen to her concern. Discuss the steps she should follow to complete the task. Ask for her ideas and suggestions. After incorporating her ideas, if possible, make sure she follows your general approach. Track her progress.

C) Assign her the task. Listen to her concerns but let her resolve the issue. Give her time to adjust and avoid asking for results right away. Track her progress.

D) Assign her the task. Listen to her concerns, and minimize her feelings of insecurity by telling her specifically how to handle this task. Outline the steps to be taken. Closely monitor her progress.

15 Your boss has asked you to assign someone to serve on a company-wide task force. This task force will make recommendations for restructuring the company's compensation plan. You have chosen a highly productive employee, who knows how her co-workers feel about the existing compensation plan. She has successfully led another unit task force. She wants the assignment. You would

A) Give her the assignment but tell her how she should represent her co-workers' point of view. Specify that she give you a progress report within two days of each task-force meeting.

B) Ask her to accept the assignment. Help her develop the point of view she will take on the task force. Periodically check with her.

C) Give her the assignment. Discuss what she should do to ensure her co-workers' perspective is considered by the task force. Ask for her ideas and make sure she follows your general approach. Ask her to report to you after every task-force meeting.

D) Give her the assignment. Ask her to keep you informed as things progress. Periodically check with her.

Leader Behavior Analysis II

16 Due to illness in your family, you have been forced to miss two meetings of a committee under your direction. Upon attending the next meeting, you find that the committee is operating well and making progress toward completing its goals. All group members come prepared, participate and seem to be enthusiastic about their progress. You are unsure of what your role should be. You would

A) Thank the committee members for their work so far. Let the group continue to work as it has during the last two meetings.

B) Thank the committee members for their work so far. Set the agenda for the next meeting. Begin to direct the group's activities.

C) Thank the committee members for their work so far. Do what you can to make the members feel important and involved. Try to solicit alternative ideas and suggestions.

D) Thank the committee members for their work so far. Set the agenda for the next meeting but make sure to solicit their ideas and suggestions.

17 Your staff is very competent and works well on their own. Their enthusiasm is high because of a recent success. Their performance as a group is outstanding. Now, you must set unit goals for next year. In a group meeting, you would

A) Praise them for last year's results. Involve the group in problem solving and goal setting for next year. Encourage them to be creative and help them explore alternatives. Track the implementation of their plan.

B) Praise them for last year's results. Challenge them by setting the goals for next year. Outline the action steps necessary to accomplish these goals. Track the implementation of your plan.

C) Praise them for last year's results. Ask them to set the goals for next year and to define their action plan to accomplish these goals. Be available to contribute when asked. Track the implementation of their plan.

D) Praise them for last year's results. Set the goals for next year and outline the action steps necessary to accomplish these goals. Solicit their ideas and suggestions and incorporate them if possible. Track the implementation of your plan.

18 You and your boss know that your department needs a new set of work procedures to improve long-term performance. Department members are eager to make some changes but, because of their specialized functions, they lack the knowledge and skills for understanding the *big picture*. You would

A) Outline the new procedures. Organize and direct the implementation. Involve the group in a discussion of alternatives. Use their suggestions when possible, but make them follow your general approach. Track their use of the new procedures.

B) Outline and demonstrate the new procedures. Closely direct the group in their initial use of the procedures. Track their use.

C) Involve the group in a discussion of what the new procedures should be. Encourage their initiative and creativity in developing the new procedures. Help them explore possible alternatives. Support their use of the procedures. Closely track results.

D) Ask the group to formulate and implement a set of new procedures. Answer any informational concerns but give them the responsibility for the task. Closely track the use of the new procedures.

LBAII

19 You were recently appointed head of your division. Since taking over, you have noticed a drop in performance. There have been changes in technology, and your staff has not mastered the new skills and techniques. Worst of all, they do not seem to be motivated to learn these skills. In a group meeting, you would

A) Discuss the staff's drop in performance. Listen to their concerns. Ask for their solutions for improving performance. Express your faith in their strategies. Emphasize their past efforts but track performance as they carry out their strategies.

B) Outline the necessary corrective actions you want them to take. Discuss this outline and incorporate their ideas but see that they implement your corrective action plan. Track their performance.

C) Tell them about the drop in performance. Ask them to analyze the problem and draft a set of action steps for your approval. Set a deadline for the plan. Track its implementation.

D) Outline and direct the necessary corrective actions you want them to take. Define roles, responsibilities and standards. Frequently check to see if their performance is improving.

20 You have noticed that one of your inexperienced employees is not properly completing certain tasks. She has submitted inaccurate and incomplete reports. She is not enthusiastic about this task and often thinks paperwork is a waste of time. You would

A) Let her know that she is submitting inaccurate and incomplete reports. Discuss the steps she should take and clarify why these steps are important. Ask for her suggestions, but make sure she follows your general outline.

B) Let her know that she is submitting inaccurate and incomplete reports. Ask her to set and meet her own paperwork deadlines. Give her more time to do the job properly. Monitor her performance.

C) Let her know that she is submitting inaccurate and incomplete reports. Ask her what she plans to do about it. Help her develop a plan for solving her problems. Monitor her performance.

D) Let her know that she is submitting inaccurate and incomplete reports. Specify the steps she should take with appropriate deadlines. Show her how to complete the reports. Monitor her performance.

APPENDIX B

LEADERHSIP BEHAVIOR ANALYSIS II SELF

QUESTIONNAIRE SCORING SHEET

LEADER BEHAVIOR ANALYSIS II™

Kenneth Blanchard, Ronald Hambleton,
Douglas Forsyth, Drea Zigarmi

SCORING-A

DIRECTIONS:

1. Record your answers from the Leader Behavior Analysis II form in the columns labeled S1, S2, S3 or S4 under Style Flexibility. For each situation (1-20), circle the letter that corresponds to your answer.
2. Once this step is completed, repeat the procedure in the columns labeled P, F, G or E under Style Effectiveness.
3. Add the number of circled letters in each of the eight columns on the scoring sheet, and enter the sums in the boxes labeled "Totals."

btd

LBAII

STYLE FLEXIBILITY

The column headings under Style Flexibility correspond to the four leadership styles.

S1 - High Directive, Low Supportive Behavior
S2 - High Directive, High Supportive Behavior
S3 - High Supportive, Low Directive Behavior
S4 - Low Supportive, Low Directive Behavior

The column (S1, S2, S3 and S4) with the largest number of circled letters is your **primary** leadership style. Enter this number in the circle in the appropriate quadrant on the

Primary Style Matrix. For example, assume that the column with the largest number of circled items is column S3. If eight items have been circled, you would enter the number 8 in the S3 circle on the Primary Style Matrix. If you have a tie for your primary style (two or more columns with the same number of items circled), enter the numbers from each of these styles in the appropriate quadrants.

2 Any column with four or more circled letters, other than your primary style(s), indicates a secondary leadership style. Enter this number(s) in the appropriate triangle(s) on the Secondary Style Matrix.

	STYLE FLEXIBILITY			
	S1	S2	S3	S4
1	A	C	D	B
2	A	C	B	D
3	A	B	C	D
4	C	B	D	A
5	D	A	C	B
6	A	C	D	B
7	B	D	A	C
8	C	B	A	D
9	D	B	A	C
10	B	C	D	A
11	B	C	D	A
12	A	C	B	D
13	B	C	D	A
14	D	B	A	C
15	A	C	B	D
16	B	D	C	A
17	B	D	A	C
18	B	A	C	D
19	D	B	A	C
20	D	A	C	B
Totals				

DIFFERENCE BETWEEN

5 ☐ + 5 ☐ + 5 ☐ + 5 ☐ = **Subtotal** ☐

Subtract the number in the Subtotal box from 30 to get your

Style Flexibility Score ☐

Primary Style Matrix
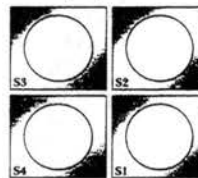
Secondary Style Matrix

Developing Style Matrix

Style Flexibility Graph
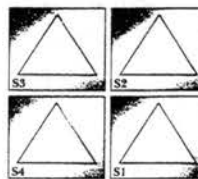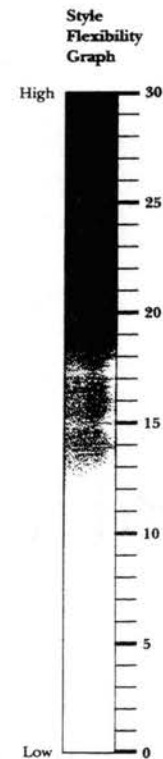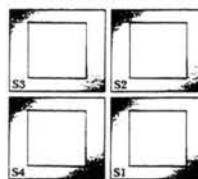
Leader Behavior Analysis II

3 Any column with less than four circled letters should be considered a style you may want to develop. Enter this number(s) in the appropriate box(es) on the Developing Style Matrix.

STYLE FLEXIBILITY SCORE

1 To obtain your Style Flexibility Score, calculate the difference between 5 and each total. Subtract in either direction. **Disregard the plus or minus sign.** Enter these numbers in the shaded boxes at the bottom of the Style Flexibility columns. For example, if the total in column S2 is 2,

then the difference between 5 and 2 would be 3, and a 3 should be entered in the box. If the total is 6, then the difference between 5 and 6 would be 1, and a 1 should be entered in the box.
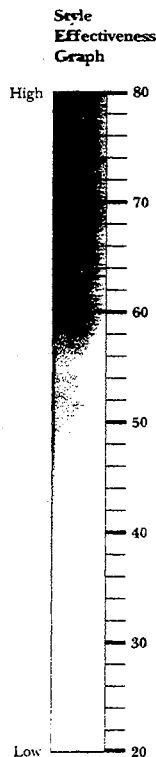
2 Add all four numbers in the shaded boxes and enter this sum in the Subtotal box. Subtract the Subtotal from 30 and enter this number in the Style Flexibility Score box. Scores can range from 0-30. Draw an arrow at the corresponding number along the Style Flexibility Graph. A lower score indicates low style flexibility, which means that you select the same one or two styles for every situation. A higher score indicates high style flexibility, which means that you use all of the four styles more or less equally.

STYLE EFFECTIVENESS

To score high on style effectiveness, you must not only show a high level of flexibility in style selection, but you must also choose the leadership style that is most appropriate for each situation. The Style Effectiveness columns are headed by poor (P), fair (F), good (G) or excellent (E) ratings. The totals at the bottom of these columns indicate how often you choose a poor, fair, good or excellent answer.

STYLE EFFECTIVENESS SCORE

1 To obtain your Style Effectiveness Score, multiply each total entered in the P, F, G and E columns by the number below each total. Enter the products in the shaded boxes at the bottom of the Style Effectiveness columns. Add all four numbers and enter the sum in the Style Effectiveness Score box. Scores range from 20-80. A lower score indicates low style effectiveness, which means that you chose a greater number of fair or poor leader style choices for the 20 situations. A higher score suggests high effectiveness, which means that you chose a greater number of good and excellent leader style choices.

2 Draw an arrow at the corresponding number along the Style Effectiveness Graph.

	STYLE EFFECTIVENESS			
	P	F	G	E
1	B 4	D 3	A	C
2	D 4	B 3	C	A
3	D 4	C 3	A	B
4		D 3	B	C
5		B 4	A	C
6	A 1	C 2	B	D
7	C 4	A 3	D	B
8	C 1	B 2	D	A
9	D 1	B 2	A	C
10	A 4	B 1	D	C
11	B 1	C 2	D	A
12	A 1	C 2	D	B
13	A 4	D 3	C	B
14	D 1	B 2	C	A
15	A 1	C 2	B	D
16	B 1	D 2	C	A
17	B 1	D 2	A	C
18	D 4	C 3	A	B
19	C 4	A 3	D	B
20	B 4	C 3	D	A
tals				

MULTIPLY BY

1 1 3 4

□ + □ + □ + □ = □

Style Effectiveness Score

Style Effectiveness Graph

High — 80
— 70
— 60
— 50
— 40
— 30
Low — 20

Leader Behavior Analysis II[TM]

STYLE DIAGNOSIS

To better understand how you might improve your effective-
ness score, it is helpful to examine the appropriateness of your
style selections. The numbers in subscript in the poor and fair
Style Effectiveness columns are the leadership styles you chose
when you circled responses A, B, C or D. Record the number
of Style 1 choices you made in the poor and fair columns and
place that number in the oval in the S1 quadrant on the Style
Diagnosis Matrix. Repeat this procedure for Style 2, Style 3 and
Style 4 choices within the poor and fair columns. A pattern of
four or more answers in the fair and poor categories in one
leadership style means that you may not be taking the develop-
ment level of the person or group with whom you are working
into consideration when choosing a leadership style. Go back
to your LBAII Self form, and reanalyze the situations to see if
you can better understand why you may be using those styles
inappropriately.

Style Diagnosis Matrix

APPENDIX C

ADDITIONAL DATA QUESTIONNAIRE

Please provide the appropriate response to the following:

1. Your Age

  ____ 35 and under
  ____ 35-50
  ____ over 50

2. Ethnic or Racial Background

  ____ Caucasian
  ____ American Indian
  ____ Black
  ____ Hispanic
  ____ Asian
  ____ Other, specify _____

3. Your academic rank

  _____ Instructor
  _____ Associate Professor
  _____ Assistant Professor
  _____ Full Professor
  _____ Other, specify _____

4. How many years of practical management experience do you have in the private sector.

  ____ years

5. How much contact do you have with the business community?

  a. <u>FREQUENCY</u>
  ____ None
  ____ Daily
  ____ Weekly
  ____ Monthly
  ____ Yearly

  b. <u>PURPOSE(S) Of This Contact</u>
  ____ To keep abreast of current events and situations in the business arena
  ____ Have vested interest for consulting reasons
  ____ To assist students with employment opportunities
  ____ Other(s), please list below or on reverse side of questionnaire:

6. How often do you attend continuing educational events to include, management workshops, seminars, conferences, etc.

_____ Daily
_____ Weekly
_____ Monthly
_____ Quarterly
_____ Semi-annually
_____ Annually
_____ Never

7. How often do you read or consult professional management journals, magazines or other publications that are not required reading for the classes you instruct?

_____ Daily
_____ Weekly
_____ Monthly
_____ Quarterly
_____ Semi-annually
_____ Annually
_____ Never

APPENDIX D

CORRESPONDENCE

P.O. Box 1932
Ada, Oklahoma 74820
May 1, 1994

Blanchard Training and Development, Inc.
Attn: Dr. Drea Zigarmi
125 State Place
Escondido, California   92029

Dear Dr. Zigarmi,

Enclosed you will find an approved copy of my dissertation proposal. In January, you and I discussed the possibility of using the Leadership Behavior Analysis II (LBAII) as the instrument for my research. At that time you indicated that you could provide the necessary number of instruments at no cost. As I stated, (1) I do not intend to use the LBA II for purposes of profit; (2) You will be provided a copy of the completed study; (3) A copy of the instrument will not appear in the dissertation; and (4) You may use my research for your research purposes.

Let me assure you that the assistance you have offered is a financial relief and greatly appreciated. I have completed all the preliminary work for the distribution of the instrument. As indicated in the proposal, I will distribute approximately 85 of them to the four year post-secondary institutions in Oklahoma.

If everything stay on schedule, at this point, I hope to have the research done by this August. Therefore, I would deeply appreciate the LBAIIs be sent to me at P.O. Box 1932, Ada, Oklahoma, 74820. If you anticipate any problems or delays, please contact me at (405) 332-3359.

Sincerely,

Lary E. G. Curry

Blanchard Training
and Development, Inc.

bTd

May 16, 1994

125 State Place
Escondido, CA 92029
619 489-5005

Mr. Lary E. G. Curry
P.O. Box 1932
Ada, OK   74820

Dear Lary:

Over the years the LBAII® Self or Other has been used in over forty
dissertations on Master studies. We are pleased that the model and
instruments have become more visible. As the requests for LBAII®s
increase, we have found it necessary to humbly request that researchers
follow some general guidelines.

BTD will provide the LBAII® instruments to you at no cost providing you
are willing to meet the following conditions:

- That any dissertations, papers, etc. written from this theoretical
  framework and using these instruments give citations and
  references as to where the instruments can be obtained.

- That you do not sell or make economic gain from selling the
  instruments for popular consumption and that any copies of the
  instruments used be clearly marked "For research only."

- That Blanchard Training and Development receive a full <u>bound</u> copy
  of any dissertation or monograph written concerning this research.

- That Blanchard Training and Development be allowed to pass on
  your research (in summary form) to others who might be doing
  similar research as a way of supporting those who are working
  hard to further the field of education.

Mr. Lary E. G. Curry   Page 2   May 16, 1994

- That the following scores be produced and reported in your publication using your sample base.

  1. Average Flexibility Score and Standard Deviation
  2. Average Effectiveness Score and Standard Deviation
  3. Average Style Score Means and Standard Deviations to S1 through S4
  4. Per cent of Primary Styles 1 through S4
  5. Per cent of Secondary Styles 1 through S4
  6. Per cent of Developing Styles 1 through S4
  7. Maximums and Minimums

This request has emerged because researchers do not fully utilize the six scores that can be derived from the LBAII®. With these scores, BTD will be able to compare across populations. These numbers may aid in a future meta analysis.

Optional scores that would help further comparisons are

  8. Average Flexibility Scores and Standard Deviations by Gender
  9. Average Effectiveness Scores and Standard Deviations by Gender
  10. Average Style Score Means and Standard Deviations by Gender

Upon your request we will be glad to send you a copy of the Reliability/ Validity Study which describes the LBAII® Self and Other and relevant research . If you decide to use the LBAII®, please call me so we can discuss your research design.

Enclosed is an article which summarizes some of the changes in the model since 1981 and some pertinent research findings. Eighty-five (85) LBAII® Self assessments will be sent under separate cover.

Sincerely,

Drea Zigarmi, Ed.D.
Research Coordinator

DZ:JK

P.O. Box 1932
Ada, Oklahoma 74820
September 19, 1994

Dr. *first name* *last name*
title or position
university
address
city, *state*, *zip code*

Dear Dr. *last name*,

As the organizational world continues to change, it is important that higher educational respond to it's needs in regard to the training and education of future managers/leaders. A review of current literature indicates that managerial leadership styles can be influenced by the styles of those involved in the teaching and training process.

I am conducting a research project concerning the assessment of the leadership styles of the faculty members involved in conducting management courses at the two research universities in Oklahoma: Oklahoma University, Norman, and Oklahoma State University, Stillwater.

The purpose of this letter is to request your participation in this research project. I, along with my committee, believe that there is a need for studies concerning leadership styles, effectiveness and flexibility levels of those professionals involved in teaching management at the university level. It is important to recognize the increasing diversity of manager/leadership skills needed for both private and public sector organizational success. Hopefully, with a through investigative effort to understanding these issues, we will be capable of contributing to the enhancement of leadership effectiveness.

The survey contains two parts. The Leadership Behavior Analysis II (LBA II) is composed of 20 "real world" managerial situations. The directions provide explicit details. The additional data form is composed of 3 demographic questions and 4 questions for your response that relate to activities concerning professional development and proficiency sustainment.

It is estimated that it should take between 25-35 minutes to complete both instruments. The surveys are coded for mailing purposes and the codes will be removed immediately upon return of the questionnaires. All information will be treated with absolute confidentially and all respondents will remain anonymous in the written report.

Please complete the questionnaires and return them in the enclosed stamped envelop. Your prompt response would be greatly appreciated. This research is extremely important and time constraints are involved. Your contribution and professional assistance is also greatly appreciated. If you would like a copy of your results of the LBA II scoring, simply put a check mark on the coded label of your return envelope. The results will be returned to you in approximately 30 days.

Sincerely,

Lary E. G. Curry
Doctoral Candidate

P.O. Box 1932
Ada, Oklahoma 74820
September 27, 1994

Dr. *first name* *last name*
*university *
address
city, *state*, *zip code*

Dear Dr. *last name*,

Last week two questionnaires (LBA II and the Additional Data Form), seeking your input, were mailed to you. If you have already completed and returned them, please accept my deepest thanks. If not, please take a few minutes to complete them. Please, do not consider this a "put the pressure on" letter. It is a merely a plea for your help. Since my dissertation research is based on such a small population, it is critical that I receive as many responses as possible.

Some might perceive this reminder a bit unusual, but I am at a point of desperation. Having been a doctoral candidate yourself, you know how frustrating it can be to gather research data from others. I understand you have many tasks that require your time and attention, but please take the 20 to 30 minutes required to complete my questionnaires.

My family and I have struggled for the past three years in order for me to complete my doctorate. If I am not able to complete my dissertation this semester, my job situation could result in a delay in graduation for another year. In addition, I will have to redirect the focus of my dissertation. As you can see, it is critical that I receive your response.

PLEASE, take the time to respond to my plea. If for some reason you did not receive the questionnaires, I will more than happy to mail them to or bring them by your office. Feel free to call me collect at (405) 332-3359. Because of my job requirements I am "on the road" much of the time. If I am not at home when you call, my wife, Terri, is well aware of the situation and will get the documents to you. If neither of us are at home, simply leave your name on the answering machine and I will guarantee delivery (overnight if necessary). I would deeply appreciate your participation.

Once again, if you would like a copy of your LBA II scoring results, simply put a check mark on the color coded label on the cover of your LBA II questionnaire. The results will be returned to you in approximately 30 days. I look forward to hearing from you.

Sincerely,

Lary E. G. Curry
Doctoral Candidate

P.O. Box 1932
Ada, Oklahoma 74820
October 7, 1994

Dr. *first name* *Last name*
university
address
city, *state* *zip code*

Dear Dr. *last name*,

Two weeks ago two questionnaires (LBA II and an Additional
Data Form), seeking your input, were mailed to you. If you have
recently completed and returned them, please accept my deepest
thanks. If not, **please** take a few minutes to complete them. If you
have misplaced the original documents, you will find another set
enclosed.

Please, take the time to respond. I would deeply appreciate
your participation. If you would like a copy of your LBA II
scoring results, simply put a check mark on the color coded label on
the cover of your LBA II questionnaire. The results will be
returned to you in approximately 30 days. I look forward to hearing
from you.

Sincerely,

Lary E. G. Curry
Doctoral Candidate

P.O. Box 1932
Ada, Oklahoma 74820
November 15, 1994

Dr. *first name* *last name*
university
College of Business Admin.
Management Division
city, *state*, *zip code*

Dear Dr. *last name*,

I received your Leadership Behavior Analysis II and scored it according to the instructions. The results are enclosed for your perusal. You will never know how much your participation in my research means to me. It is caring people, such as yourself, that truly embody the ideals of higher education. Once again, THANK YOU VERY MUCH!

Sincerely,

Lary E. G. Curry
Doctoral Candidate

APPENDIX E

INSTITUTIONAL REVIEW BOARD APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 09-12-94   **IRB#:** ED-95-011

Proposal Title: A STUDY OF PERCEIVED LEADERSHIP STYLES OF BUSINESS
MANAGEMENT FACULTY AT FOUR-YEAR RESEARCH POST-SECONDARY
INSTITUTIONS IN OKLAHOMA

Principal Investigator(s): Cecil Dugger, Lary E.G. Curry

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION
OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as
follows:

Signature: _____   Date: September 13, 1994

Chair of Institutional Review Board

VITA

Lary Edwin-Glenn Curry

Candidate for the Degree of

Doctor of Education

Thesis: PERCEIVED LEADERSHIP STYLES OF BUSINESS MANAGEMENT FACULTY
AT FOUR-YEAR POST-SECONDARY RESEARCH INSTITUTIONS IN
OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Borger, Texas, October 23, 1950, the
son of Mr. and Mrs. Jack Edwin Curry; married to Terri Nan
Thomas-Curry; children, Zachery David and Megan Nicole.

Education: Graduated from Bearden High School, Bearden, Okla-
homa, in May 1969; received Bachelor of Arts degree in
Psychology from the University of Texas, Arlington, Texas
in May 1974; received Master of Arts degree in Human
Resources Management from Pepperdine University, Malibu,
California, in December 1977; completed requirements for
the Doctor of Education degree at Oklahoma State
University in May, 1995.

Professional Experience: United States Army Officer, Fort
Belvior, Virginia, 1974-1978; Financial Aid, Ada,
Oklahoma, 1988-19 90; Business Manager, Professional
Therapy and Rehabilitation, Ada, Oklahoma, 1990-1993;
Management Consultant, Ada, Oklahoma, 1993-present.

Professional Organizations: United States Army Active and
Reserve Components, 1974-1994.

Honors and Awards: (1974-1994) National Defense Service
Medal with Service Star, Humanitarian Service College,
Oklahoma State University.