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VALIDATING A BEHAVIORAL PROFILE FOR EFFECTIVE EDUCATIONAL
LEADERSHIP

The University of Oklahoma

Ed.D. 1982

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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

VALIDATING A BEHAVIORAL PROFILE FOR
EFFECTIVE EDUCATIONAL LEADERSHIP

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTORS OF EDUCATION

By
MARJORIE M. CABE
Norman, Oklahoma
1982

VALIDATING A BEHAVIORAL PROFILE FOR
EFFECTIVE EDUCATIONAL LEADERSHIP
A DISSERTATION
APPROVED FOR THE COLLEGE OF EDUCATION

By

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VALIDATING A BEHAVIORAL PROFILE FOR EFFECTIVE EDUCATIONAL LEADERSHIP

CHAPTER I

Introduction

The challenge of leading organizations of any type in a complex and rapidly changing world requires new levels of effectiveness for leaders. Understanding those challenges and assisting today's organizational leaders is a topic of great interest to many researchers. Identifying and developing leaders adequate for the future tasks of the organization is a critical responsibility of those charged with organizational survival and growth in the 1980's and beyond.

Leadership styles appropriate for the past may be inadequate for today's changing environment.¹ The effects of rapid social changes are uniquely experienced by leaders of educational organizations. Declining enrollments, decreasing levels of public funds allocated to education, and disillusionment over the outcomes of public education are some visible

¹Michael Maccoby, The Leader: A New Face for American Management, (New York: Simon and Schuster, 1981), p. 14.

signals that radical changes are occurring. Complex changes in public laws mandating levels of service for special constituencies spark conflict over what services must be reduced to meet these new demands. All of these factors and more are shaping the future of educational institutions. The identification of persons with the potential to assume leadership roles, during these times when public education is under attack, is critical to the survival of public educational systems.

The need to explore substantial issues concerning educational leadership was recognized by Leslie Fisher, State Superintendent of Public Instruction in Oklahoma. He created the Commission for Future Educational Leadership in January, 1980. The membership included a representative group of leaders selected from among Oklahoma's institutions of higher education, public schools, the Oklahoma School Board Association, and the state-wide Parent-Teacher Associations.

The goal of the Commission was ". . . to help administrators increase their dimensions of impact and leadership competencies for changing and improving our state and local community's future."²

Among specific goals of the Commission, training programs prior to certification were selected as the highest

²Oklahoma Commission for Future Educational Leadership, "Philosophy: To Discover New Horizons in Oklahoma School Administration," Oklahoma State Department of Education, 1980, p. 1. (Mimeographed.)

priority area for study, and an Internship Committee was formed to evaluate educational leadership.³ This study was undertaken as a response to the need expressed by the Commission to validate the skills and competencies identified by the Internship Committee as essential for effective administrators.

Background Information

The trends in studies of leadership reported by Morphet, Johns, and Reller suggest studies conducted before 1945 were primarily devoted to identifying personal traits of leaders. A prominent theoretical assumption was that people were either leaders or followers, and those traits possessed by leaders were absent in followers. "Leaders are born, not made" was the prevailing belief of the time. The misconception was that leadership as an acquired characteristic could not be developed in a person.⁴

This myth was largely dispelled by Stogdill in 1948. He conducted a survey of 124 studies and summarized his findings on the relationship of personality traits to leadership. He concluded that "The qualities, characteristics, and skills required in a leader are determined to a large extent by the

³Ibid.

⁴Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration: Concepts, Practices and Issues, (Englewood Cliffs, New Jersey: Prentice-Hall, 1974), pp. 128-160.

demands of the situation in which he is to function as a leader."⁵

Meyers conducted a similar review in 1954, analyzing some 200 studies carried out during the preceeding 50 years. His conclusions about the relationship of personality traits to leadership were comparable to those of Stogdill. He observed "that the personal characteristics of leaders differ according to the situation. Leaders tend to remain leaders only in situations where the activity is similar. No single characteristic is the possession of all leaders."⁶

McGregor observed that leadership research since the 1930's had changed in that researchers had begun studying the behavior as well as the personal characteristics of leaders. He was in agreement with other researchers in that "among the characteristics essential for leadership are skills and attitudes which can be acquired or modified extensively through learning."⁷ An important contribution to the literature of educational administration was Halpin's model, first published in 1957. It described four components of leadership

⁵R. M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Pscyhology, XXV (January, 1948), 35-71, cited by Paul B. Jacobson, James D. Logsdon, and Robert R. Weigman, The Principalship: New Perspectives (Englewood Cliffs, New Jersey: Prentice-Hall, 1973), p. 132.

⁶Morphet, Johns, and Keller, Educational Organization and Administration, pp. 139-140.

⁷Douglas McGregor, The Human Side of Enterprise, (New York: McGraw-Hill Book Company, 1960), p. 180.

activity: "(1) the task, (2) the formal organization, (3) the work groups, and (4) the leader."⁸ Argyris, reviewing the leader in a work group situation, indicated that "If the group is effective, it will primarily be the responsibility of the leader."⁹

Wilson's 1980 study was conducted to identify factors discriminating between superintendents who were successful and others who were not.¹⁰ He described the characteristics for a "good leader" based on his study of sixteen successful superintendents in Ohio. For example, "self-confidence" and demonstration of "human relations skills" were related to successful educational leaders.

Snell's study dealing with the personality traits of superintendents indicated that, "Success was measured on the basis of one objective criterion, salary; and on the basis of subjective opinion ratings awarded each superintendent by his School Board president, one of his high school principals, and one of his elementary school principals."¹¹ The

⁸Andrew W. Halpin, "A Paradigm for the Study of Administrative Research in Education," Administrative Behavior in Education, p. 161. Edited by Campbell and Gregg. (New York: Harper and Rowe, 1957.)

⁹Chris Argyris, Intervention Theory and Method: A Behavioral Science View, (Reading, Massachusetts: Addison-Wesley Publishing Company, 1970), p. 62.

¹⁰Robert E. Wilson, "The Anatomy of Success in the Superintendency," Phi Delta Kappan, (September, 1980) pp. 20-21.

¹¹Lynn Everett Snell, Personality Traits Contributing to the Success of Arkansas Superintendents, Ed.D. dissertation. University of Arkansas, 1971. (Ann Arbor: University Microfilms International, 1981.)

findings were in agreement with those previously reported in that skill in all phases of human relations, as well as intelligence and good personal adjustment were critical to the success of the superintendent.

The literature reviewed indicated that research regarding successful superintendents is limited in geographical scope and is still largely trait oriented. No studies were found which addressed the specific research problem of comparing the skills and competencies expected of administrators to actual skills and competencies demonstrated by incumbent superintendents rated as successful.

The most recent comprehensive study describing competencies regarded as critical for practicing administrators in Oklahoma was conducted by Parker and Seaberg in 1979.¹² The purpose of their research was to identify a specific set of educational experiences that would be relevant to students of administration as a core part of their pre-service training program.

The conclusions of the Parker and Seaberg study provided the foundation for further research by the Internship Committee of the Oklahoma Commission for Future Educational Leadership. The Internship Committee developed a detailed plan entitled "Direct Experience for the Improvement of Educational Leadership, Internship Study Report." The study

¹² John H. Seaberg and Jack F. Parker, "Program Preparation Priorities for Educational Administration," UCEA Review, (1979): pp. 31-36.

consisted of a total of thirty-two structured interviews that were conducted to answer the question: During the next twenty years, what functions must the Oklahoma school administrator be capable of performing as an effective educational leader? The sample included one superintendent from each of the Oklahoma Association of School Administrators (OASA) districts. Selection was based on a Commission sub-committee's assesment of the superintendents' "known commitment to improving administration."

The responses from the structured interviews were compared to the Parker and Seaberg study. The findings in both studies could be divided into three broad areas: working with people, financial management, and understanding power structures. These findings were restructured into objectives in three major categories: technical skills and competencies, human skills and competencies, and conceptual skills and competencies.¹³

While the results of this report could form the basis of a pre-service leadership development program, the Internship Committee recommended to the Commission that further steps be taken to validate the profile of the administrator. The results of the Internship Study Report indicated a high degree of consensus among incumbent educational leaders in

¹³Internship Study Report, "Direct Experience for the Improvement of Educational Leadership," prepared by Gladys B. Dronberger, (1981): pp. 52-55. (mimeographed.)

Oklahoma regarding the skills and competencies expected for successful administrators. However, unless these characteristics could be demonstrated to be a part of the behavioral profile of effective educational leaders, questions regarding the validity of the expected skills and competencies would remain unanswered.

The literature of educational administration does not yield generalizable competencies considered to be applicable to all educational leaders. Indeed, the emphasis in the most recent literature is on the situational nature of leadership. This study was undertaken as an effort to determine whether or not it is possible to validate a particular set of competency based criteria with the observed behavior of practicing administrators who were identified as successful.

Statement of the Problem

This study was designed to investigate the degree to which skills and competencies expected to characterize successful educational leaders compared to the skills and competencies observed in incumbent educational leaders nominated as successful. The questions to which the research was directed were:

1. How does the composite behavioral profile observed for successful educational administrators compare to the composite behavioral profile observed for a random control group?

2. How does the composite behavioral profile observed for successful administrators compare to the composite behavioral profile expected as defined by the Oklahoma Commission for Future Educational Leadership?

3. How does the composite behavioral profile observed of the sample of successful Oklahoma administrators compare to the composite behavioral profile observed for the sample of national administrators?

4. How do the behavioral profiles observed for all administrators compare to one another?

Definition of Terms

For the purposes of this study the following operational definition of terms were used:

1. "Behavioral profile" was defined as a descriptive statement of those characteristics which may be expected to be observed on the basis of their probable relationship to either the primary motivational traits of the individual (behavioral profile observed) or the underlying traits required for performance of a specific function (behavioral profile expected.)

2. "Behavioral profile observed" referred to the descriptive statement of characteristics obtained from the completion of the data gathering instrument by members of the sample of successful educational leaders.

3. "Behavioral profile expected" referred to the descriptive statement of characteristics derived from the listing of human, technical and conceptual skills and competencies designated as important for successful school administrators. The results of the thirty-two structured interviews conducted with members of the Oklahoma Commission for Future Educational Leadership were contained in the Commission's Internship Study Report.

4. "Demographic characteristics of successful educational leaders" referred to selected personal, professional and district information obtained from respondents with the Personal Data Sheet. These characteristics were presented as a "composite demographic profile" of the respondents.

5. "Successful educational leaders" referred to those persons selected for the research sample based upon peer nominations. For members of the national sample selections were made from a nominated panel of 100 administrators published in the Executive Educator. For members of the Oklahoma sample, the criterion was appointment to the Oklahoma Commission for Future Educational Leadership.

6. "Composite" referred to those respective combinations of either demographic characteristics, behavioral profile observed, or behavioral profile expected. Procedures for the combination of data in each case were explained as each term was introduced. Composite scores were used to perform the statistical comparisons necessary to evaluate the

research questions. All raw data for each category were included in the appendices to the study.

Investigative Procedure

This study investigated one dimension of leadership effectiveness by comparing expected and observed characteristics of leaders. It was designed to provide some insight into the correspondence between stated expectations and observed characteristics.

A sample of fifty-eight school administrators was selected for an in-depth analysis of motivational characteristics and behavioral styles. It included twenty nominees from Oklahoma and thirty-eight persons selected from a national sample. The national sample was selected from the February, 1980, Executive Educator article, entitled "Top One Hundred Administrators,"¹⁴ in which peer nominations were used as the criterion.

The criteria for selecting the thirty-eight members of the national sample were the degree to which they represented the various geographical regions of the United States, the type of district (rural, urban, suburban), and the size of the district based upon average daily attendance.

The criterion for selecting the twenty members of the

¹⁴"Top One Hundred Administrators," American School Board Journal, (September, 1979), p. 41.

Oklahoma sample was nomination to the Oklahoma Commission for Future Educational Leadership. Each member had been previously selected to be representative of all areas of the state, various size of school districts, and rural, urban, and suburban communities.

Data-gathering instruments were mailed to each of the fifty-eight persons in the sample. A cover letter of explanation from the Executive Director of the Commission and pre-paid return envelopes were included to encourage a quick response. A personal data sheet requested information regarding both the administrator and the district. The data-gathering instrument used was the "Appraisal of Personal Potential" developed by Ken Neils.¹⁵

Based on a unique scoring system developed and validated by Neils, raw scores from the Kuder Personal Preference Inventory and the Kuder Vocational Preference Inventory are combined into a total construct of the individual's personality. Individual results describe the "Primary Motivational Traits" of the person based upon the 15 primary motivational traits identified from the scores on the two Kuder Inventories. These traits are then statistically interacted on a probability basis and expressed upon a comprehensive grid of the behavioral requirements of the vocational world. Each behavioral

¹⁵Kenneth G. Neils is Chairman of the Board of Potentials Development, Inc., a Montana based consulting organization. Neils has devoted twenty-five years to research and development of the Appraisal of Personal Potential.

characteristic in the profile is rated on a 1 to 5 scale varying in strength of motivation and/or expression for that individual.

The behavioral description or vocational code derived from the Appraisal is built upon the Dictionary of Occupational Titles (D.O.T.) system of classification and coding of job requirements into the major categories of Interest, Temperament, Data, People, and Things. The specific operational definition of each trait subheading within these categories has been comprehensively defined by the D.O.T.¹⁶

In addition to the individual results obtained from the sample, the "Job Analysis and Coding System," also developed by Neils, was used. This system utilizes behavioral definitions identical to those of the Appraisal of Personal Potential. The required functions of a specific role are analyzed for the underlying worker traits necessary to perform the function. The results of the analysis are expressed as a "job" code utilizing the D.O.T. factors of Interest, Temperament, Data, People, and Things.

The list of skills and competencies developed in the Internship Study Report were converted into a behavioral profile expected utilizing the Job Analysis and Coding System. This listing converted the skills and competencies identified into a rank-order listing of characteristics.

¹⁶Dictionary of Occupational Titles 4, Superintendent of Documents, (Washington, D.C.: U.S. Government Printing Office, 1977): pp 1369-1371.

Statistical Design

Results from both the Appraisal of Personal Potential and the Job Analysis and Coding System were each transformed into a composite weighted index by Neils. Comparisons between the index value from the Job Analysis and Coding System (representing the requirements of the role) and the index value from the Appraisal of Personal Potential (representing the potential of the person) could then be made. This transformation of the raw data into a composite score permitted the use of inferential and descriptive statistical techniques to evaluate obtained results.

Results were analyzed relative to the following hypotheses:

H_1 : There will be no significant difference between the composite behavioral profile observed for the sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E), and the composite behavioral profile observed for the control group (BP_{OC}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA} = BP_{OC}$$

H_2 : There will be no significant differences between the composite behavioral profile observed for the sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA} = BP_E$$

H_3 : There will be no significant difference between the composite behavioral profile observed for the sample of successful Oklahoma administrators (BP_{OA1}) when compared to the criterion of the composite

behavioral profile expected (BP_E), and the composite behavioral profile observed for the sample of successful national administrators (BP_{OA2}) when compared with the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA1} = BP_{OA2}$$

H_4 : There will be no significant difference among the behavioral profiles observed for the sample of successful administrators (BP_{OAi}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA(i)} = BP_{OA(i)} = \dots = BP_{OA(n)}$$

Data analysis techniques were selected to test the observed differences between means of the samples. One-tailed t-tests were used with adjustments for unequal sample sizes and distribution with dissimilar standard deviation for H_1 , H_2 , and H_3 . A one-way analysis of variance was used for H_4 with adjustments for unequal cell sizes. Tests of statistical significance were established at $p \leq .05$. The practical significance of the observed results was explored in detail.

Significance of the Study

Demonstrating a high degree of correspondence between the composite behavioral profile observed and the composite behavioral profile expected will provide an additional level of validity for the profile of effective educational leadership developed by the Internship Study Report. This profile can then serve as the foundation upon which both selection of potential educational leaders and the design of training

experiences to enhance their skills can be based.

Organization of the Study

The introduction, background information, statement of the problem, definition of terms, investigative procedure, hypotheses to be tested, significance of the study, and organization of the study have been presented in Chapter I. Chapter II contains the selected review of literature and Chapter III presents the methodology. The analysis and interpretations of data are presented in Chapter IV. The summary, findings, implications, and conclusions are contained in Chapter V.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The purpose of this chapter was two-fold. First, selected portions of relevant theory, research and practice which appear in the professional literature on administrator preparation were introduced. Second, reference to the literature reviewed fundamental concepts relevant to the theory underlying this study.

The chapter was organized around three major areas of research for the purposes of presentation:

1. Administrator Preparation: This section consisted primarily of findings and recommendations of many national associations or multi state commissions that conducted large scale, long term research studies concerned with improvement of educational administrator programs. Also included were references to individual works which dealt exclusively with administrator preparation.

2. Internship Programs: With Emphasis on Current University Programs and Oklahoma's Proposed Program: This

section included an overview of general characteristics of Internship programs common in a number of state universities. Concepts regarding educational advantages as well as problems concerning internships were reviewed. The information dealing with current intern programs was gained through a survey made by the Oklahoma Commission for Future Educational Leadership, Internship Committee.

3. Leadership Characteristics of School Administrators: Reviewed under this sub-title were selected findings of past studies regarding general characteristics of successful leaders and effective school administrators.

A computer-based search of Education Research Information Center (ERIC) and Current Index to Journal in education (CIJE) was conducted on the subjects of leadership skills and competencies for school administrators, internship programs currently in use in selected universities, and general characteristics of successful school administrators, especially those of superintendents.

The literature search indicated that the study of leadership qualities and the process designed for the development of leadership skills has provided theories applicable to public educators as well as leaders in other fields. Allied with leadership studies were commentaries concerning broad changes in contemporary society, the impact of those changes on social institutions, and the need for the preparation of leaders to meet new challenges.

One contemporary educational theorist, Karl Weick, expressed a view of education as a "loosely coupled" system and indicated that school districts have long been mismanaged. His view was that school administrators must recognize the unique nature of the system and that they are the "glue" which holds the system together. How well the administrator is able to accomplish goals, said Weick, depends on the "eloquence of the educational administrator."¹

Prewitt, in an analysis of the growth of the human resources management field expressed a belief that managers today can no longer rely on "maintenance techniques and procedures" of the past. Her thesis was that current and future management must be "dynamic, well informed, planned, coordinated and proactive" and that those efforts are the key to the survival of social institutions. Human resources management, said Prewitt, should be "based on a more refined understanding not only of individual and group behavior and needs in the workplace but of the organizational variables which shape, direct and sustain (or extinguish) that behavior."²

Leaders of different types of organizations have recognized the need for fundamental change in their method of operating. The recent interest of American managers in "the Japanese style of management" is a response to an ill

¹Karl E. Weick, "Administering Education in Loosely Coupled Schools," Phi Delta Kappan, June 1982, p. 676.

²Lena B. Prewitt, "The Emerging Field of Human Resources Management," Personnel Administrator, My 1982, pp. 81-87.

defined but acutely-felt organizational and personal dissatisfaction. Ouchi noted that neither additional money nor more investment in research would solve the problem but that "It will only be remedied when we learn how to manage people in such a way that they can work together more effectively."³

Gordon Lippitt has researched and written extensively on the process of organization renewal or controlling an organization's adaptation and growth in a changing environment. Lippitt wrote of the new challenges facing organizations and their leaders . . . managing effectively with limited resources. Observing that all resources have been permanently reduced in availability, and that those resources available are more costly, he described the current period as one in which organizations are required to move toward an improvement in quality of life. He noted that "leaders of all institutions are coping with this transition more slowly than it is occurring. They are still managing with the values, organizational structures and leadership styles that characterized the industrial growth era."⁴

The practical demands for greater effectiveness in educational administration have led to a variety of programs. Among the most recent was the Oklahoma Commission for Future

³William Ouchi, Theory 2: How American Business Can Meet the Japanese Challenge (Reading, Mass.: Addison-Wesley Publishing Co., 1981), p. 5.

⁴Gordon L. Lippitt, "Managing Effectively With Limited Resources." BNAC Communicator 2 (Spring 1982): p. 2.

Educational Leadership created in 1980. Among the goals enumerated by Leslie Fisher in chartering the Commission was to affect the professional status of the future superintendent. Fisher noted:

In route to achieving the best educational system in the United States the Commission will impact the professional status of the superintendent with the aim that superintendents will become more highly qualified and more effective leaders with a keener awareness of the issues we face in our society.⁵

A major portion of the Commission's task during its early months was to establish a consensus frame of reference for the characteristics of the effective superintendent. The Commission's publication Internship Study Report described the extensive field research conducted by the Commission staff during the summer, 1980.⁶ Cecil Yarborough, Executive Director of the Commission, requested additional research which would validate the profile of the effective educational administrator by examining the characteristics of successful incumbent school administrators.

This study was based upon data gathered during the Commission's March, 1981, evaluation of both Oklahoma and national educational administrators. It went beyond the scope of the Commission's interest, however, in that it specifically

⁵Leslie Fisher, "Statement of Philosophy," Oklahoma Commission on Future Educational Leadership." State Department of Education, 1980.

⁶Internship Study Report, "Direct Experience for the Improvement of Educational Leadership," prepared by G. Dronberger, (1981): pp. 44-45. (mimeographed.)

addressed the empirical validation of the description of the ideal superintendent. The Commission's work in general has been guided by a careful review of current theory and research. However, this chapter will develop a broader historical framework within which these outcomes can be evaluated.

Administrator Preparation

There was a significant shift in both theory and practice in preparation of educational administrators in the post World War II era. Prior to 1950, most administrator preparation education focused on a "how to" approach to performing the necessary functions of a job. The 1950's began an era of attention focused on theory based upon the social science disciplines. Training programs for administrators were remodeled based upon newly developed theories. In addition, a major movement among educators involved a number of professional associations to study the problem of administrator preparation.

A major force in both funding and directing these efforts was the W. K. Kellogg Foundation. The Foundation's 1960 report, Toward Improved School Administration: A Decade Of Professional Effort to Heighten Administrative Understanding and Skills,⁷ reviewed efforts during the period 1950-1960, to

⁷W. K. Kellogg Foundation, "Toward Improved School Administration," (Battle Creek, Michigan, 1961.) p. 7.

better train and equip school administrators. The major participating organizations funded by the Kellogg Foundation included:

1. University Council for Educational Administration started in 1959. The University Council for Educational Administration received substantial grants to improve the quality of administrator preparation programs. Membership in UCEA is composed of major universities in the United States and Canada. The University of Oklahoma, Oklahoma State University and Tulsa University are members. Also affiliated with UCEA are selected school districts that participate in a University-School District Partnership Program.

In the past twenty-three years since it was founded, UCEA has made significant contributions to administrator preparation which involve the following.

- a. Broadening content of preparation programs for educational administrators.
- b. Extending use of more effective methods of inquiry in educational administration.
- c. Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership.
- d. Developing new instructional materials for administrator programs.
- e. Helping foster exchanges in research and in program development between professors and administrative

leaders in the United States and their counterparts in other countries.

f. Continuing efforts toward standards of excellence in research and in preparation programs for administrative personnel in educational administration.⁸

2. American Association of School Administrators whose Association's Planning Committee recommended that they begin "studies and programs looking toward further professionalism of the superintendency through improved training programs, refined standards of selection by boards of education, and fuller and wider participation in the activities of the profession."⁹

3. National Conference of Professors of Educational Administration which became a permanent association following the 1947 AASA convention. Their 1949 meeting was held with the aid of Kellogg funds and has remained active in studies and programs in improving preparation for educational administrators.

4. The Council of Chief State School Officials, composed of state level educational officials, was subsidized by Kellogg funds to hold a national conference. The outgrowth was a series of conferences which emphasized state departments

⁸An Overview, The University Council for Educational Administration, 29 W. Woodruff Avenue, Columbus, Ohio, p. 1. (a pamphlet)

⁹Kellogg Foundation, "Toward Improved School Administration," pp. 10-11.

of education as important in the preparation and support of their states' administrators.

A major direction developed through the efforts of the Kellogg Foundation was an intense evaluation of the competencies needed by administrators to function effectively. Much of this work centered around the "critical incidents technique," a study of competencies which were "job centered" rather than person centered.¹⁰ Job function was regarded as a group of critical tasks which must be performed in order to achieve a particular purpose or goal. Specific beliefs, knowledge, and skills influenced the behavior of the administrator as he performed these critical tasks. A "competency pattern" in educational administration was developed comprised of eight critical task areas:

1. Instruction in curriculum development
2. Pupil Personnel
3. Community School Leadership
4. Staff Personnel
5. School Plant
6. School Transportation
7. Organization Structure
8. School Finance and Business Management

The development of the "competency pattern" sparked a number of research efforts. A University of Tennessee study

¹⁰Ibid., pp. 46-47.

identified behavioral characteristics of school administrators associated with both effective and ineffective administrators.¹¹ Individuals were evaluated upon the basis of personality structure, and job functions were reviewed in terms of their correlation to personality constructs. A University of Mississippi study identified common elements necessary for competency in each of the eight critical task areas in the competency pattern.¹² Interrelationships were defined within the competency pattern from which statements of effective administrator behavior could be made. In neither of these studies was a direct correspondence between observed behavioral characteristics and job requirements possible.

During the 1950's Columbia University developed a "tri-dimensional concept of educational administration."¹³ This model focused upon the job of the administrator which required knowledge of key content items; the person and his capacities which included physical, intellectual, emotional and psychological characteristics; and his behavior which was determined by his habits, skills, and reflexes. Both the job and the individual were modified within the social setting in which leadership occurs. The social setting influenced the behavior of the administrator, but also helped to determine the nature of the job.

¹¹Ibid., pp. 47-48.

¹²Ibid., pp. 48-49.

¹³Ibid., pp. 49-50.

The School Community Development Study conducted by Ohio State University focused upon the identification of factors which influenced leadership behavior within the total school-community setting. Nine areas were identified that presented problems in terms of administrative behavior:

1. Setting Goals
2. Making Policy
3. Determining Roles
4. Appraising Effectiveness
5. Coordinating Functions and Structures
6. Working with Community Leaders
7. Using Community Resources
8. Involving People
9. Communicating

Two dimensions of administrative behavior were identified in the study, "initiating structure" and "consideration." The first was defined as those behaviors occurring between the superintendent and his subordinates. Elements included the establishment of work groups, procedures, organizational patterns and communication channels. "Consideration" focused upon behavior concerned with friendship, warmth, respect, and trust, again as these were seen between the superintendent and his subordinates.¹⁴

Halpin's model for analyzing leader behavior was

¹⁴Ibid., pp. 49-50.

partially based upon the Ohio State University study. He investigated the relationship between the two identified leader-behavior dimensions ("initiating structure" and "consideration") and the two identified group goals of "achievement" and "maintenance." Halpin, in his contribution to administrative behavior research, defined administration as it related to the task, the organization, the work group and the leader. Using this earlier model coupled with those concepts mentioned above, he developed a new model for analyzing leader behavior. Halpin's "paradigm" was viewed as a major contribution in bridging the gulf between leadership theory and the functions of educational administration. It became evident that an effective administrator must be a group leader possessing skills necessary to achieve the goals of the formal organization while often needing to deal with the goals of the informal organization. Halpin's model was considered the stimulus for later research of administrator behavior and subsequent changes in administrator preparation programs.¹⁵

Administrator education received attention from the Kellogg Foundation which resulted in the establishment in 1950 of eight university centers. The centers, located in various regions of the United States had as their purpose to study the process of and develop experiments in preparation of school administrators. The centers were to disseminate

¹⁵Andrew W. Halpin, "A Paradigm for the Study of Administrative Research in Education," Administrative Behavior in Education, p. 161. Edited by Campbell and Greg. (New York: Harper and Row, 1957.)

their ideas to professionals throughout the country.

A 1960 dissertation at Ohio State University evaluated the eight CPEA administrator preparation centers and noted the following trends in the university programs:

1. There was greater emphasis on recruitment and selection.
2. Courses became more grounded in principles and theory.
3. Internships had received wider and more varied use.
4. Field experiences of different kinds had become more important.¹⁶

Interest in internship programs as integral parts of administrator preparation became a central interest of university programs during the 1960's. In 1962 the National Association of Secondary School Principals (NASSP) requested and received assistance from the Fund for the Advancement of Education for a pilot project for administrative internships. "The project aimed to develop principals who would assume more vigorous instructional leadership of schools and become the agents of change."¹⁷

¹⁶Leonard Arden Brubaker, "A Study of the Preparation Programs for Educational Administrators at the Eight CPEA Centers." (Unpublished Ph.D. dissertation, Ohio State University, 1960.) Cited in W. K. Kellogg Foundation, Toward Improved School Administration, (Battle Creek, Michigan, 1961.) p. 17.

¹⁷L. J. Trump and L. S. Karasik, The First 55, ED 100 028, National Association of Secondary School Principals, (Washington, D.C., 1967) p. 5.

Recommendations of the NASSP program included the following:

1. A full year internship should be done after the completion of most coursework.
2. Interns should be selected by a representative committee.
3. There should be a state director of internships to serve as a central clearinghouse for better recruitment, selection and placement.
4. Internships should be a cooperative relationship among universities and between school districts, universities and the state.
5. Interns should sign working agreements.
6. Internships should start with a general orientation seminar.
7. There should be an emphasis on change.

The NASSP report noted: "The first 55 regard improving instruction as their top priority job . . . Interns, like students, learn by doing . . . The free-wheeling role of the intern, combined with the emphasis on change, gives this internship special strength . . . "¹⁸ Trump and Karasik, reporting on the overall results of the program, indicated interns who participated increased their incomes, and the experience helped them secure jobs beyond their original expectations.

¹⁸Ibid., p. 8.

The interns contributed to improvements in the schools in which they served, changed the curriculum in the universities and provided the impetus for new intern programs in eight universities.¹⁹

By the conclusion of the 1960's internships had become a staple commodity in most advanced university administrator preparation programs. In the following sections, major characteristics of selected internship programs was examined.

Internship Programs with Emphasis on Current University Programs

Although the concept of field based experience as a complement to university based preparation had initial appeal, a number of significant management problems have become apparent. Among these are the process of candidate selection, the problem of ensuring the quality of experience at different sites, and designing a means of assessing measurable improvement outcomes from field based experience. Culbertson stated a rationale for internships when he wrote that "the intuitive familiarity of the administrator for dealing with the problems of the school organization will be developed through experience and association with other administrators who share experiences with him."²⁰

¹⁹Ibid., p. 16.

²⁰Jack Culbertson et al., (Eds.), Social Sciences Content for Preparing Educational Leaders, (Columbus, Ohio: Merrill, 1973.), p. 361.

Stout addressed this issue from an opposite perspective, however.²¹ He noted that the homogeneity among administrators signaled a problem regarding internal controls on recruiting procedures and resulted in a pool of persons whose orientation is so consistent and similar that few fresh ideas have opportunity to surface. The changing requirements of the setting in which the educational administrator functions suggested a need for recruiting applicants from various backgrounds and the development of a different set of selection criteria from those currently used by universities. Stout noted that most often selection criteria relate to tenure in education and the consequent acceptance of dominant occupational mores, but did not seem related to such other important areas as successful completion of a training program or successful performance in later jobs.²²

Heller (1974) discussed administrator preparation and the nature of leadership. He noted that frequently those responsible for preparing others have limited practical experience in the area. He concluded that the nature of preparation programs had not changed at a pace consistent with the requirements of the job function and that experiences often were overly structured. He recommended that preparation

²¹R. T. Stout, New Approaches to Recruitment and Selection of Educational Administrators, ERIC/CEM-UCEA Series on Administrator Preparation, (UCEA 29 West Woodruff Avenue, Columbus, Ohio: 1973).

²²Ibid., p. 33.

programs include a definition of purpose, include administrative internships for a year, and share supervision between an experienced administrator and a university supervisor.²³

Blake (1980) conducted a survey of administrative internships which included a review of their history. During the 1950's internships had become a part of a limited number of training programs for administrators and by 1958 were consistently included in approximately 20% of administrator training programs. His study of twenty universities showed that most interns were selected after admittance to either a degree program or an administrative certification program. The program format was classified as either the internship plan format or the competency based format.²⁴

Silver (1978) noted one of the key problems with the competency based internship program was reaching agreement on the competency selected. She stated, "Not only do we not know which 'competencies' are related to administrator effectiveness (however defined), but we are unable to measure those 'competencies' which we believe to be important."²⁵

²³M. P. Heller, Preparing Educational Leaders: New Challenges and New Perspectives, Fastback 36, Phi Delta Kappan Educational Foundation, (Bloomington, Indiana, 1974), p. 32.

²⁴R. F. Blake, The Administrative Internship: Current Trends, Paper presented at the Annual Conference of the American Association of School Administrators, (Anaheim, California: February, 1980), p. 36.

²⁵P. F. Silver and D. W. Spuck, (Eds.) Preparatory Programs for Educational Administrators in the United States, University Council for Educational Administration, (29 West Woodruff Avenue, Columbus, Ohio: 1978), p. ?

Defining competencies and developing means of effectively measuring performance in those competencies presented major difficulties for those charged with preparing administrators. Universities have continued in their efforts to design programs to improve the quality of educational leadership. The Internship Committee in the Oklahoma Commission for Future Educational Leadership completed a 1981 survey of states throughout the nation to gain information about internship programs currently in use. The details of that study were presented in the Commission's Internship Study Report. Major trends consistent across these programs included:

1. Specialized selection criteria
2. Coordination between local experience site supervision and university supervision
3. Concentration upon certain identified competency areas
4. Attention to the multiple social, economic, political and organizational factors which influence leadership effectiveness.
5. Demonstration of competency through written, verbal and performance measures.²⁶

As a result of the survey, the Oklahoma Commission developed objectives for interns through interviews with Oklahoma

²⁶ Internship Study Report, "Direct Experience for the Improvement of Educational Leadership," prepared by G. Dronberger, (1981): pp. 44-45. (mimeographed.)

educational leaders in June, 1980. The objectives were similar to those of the Parker-Seaberg Study in which working with people, financial management and understanding power structures ranked high in importance.

The findings from the commission's structured interviews were stated as objectives by the Internship Committee. They were presented as a list of eight areas of competencies that were categorized as either technical, human, or conceptual skills.²⁷ These will be presented in Chapter III, as they relate to the method used in developing a job code from the competencies.

Having reached a relative consensus on the skills and competencies expected of effective educational administrators, a foundation was established upon which both selection and program design could be based. However, with shrinking budgetary resources available for administrator development, an ability to improve the probable outcomes of persons selected for administrative internships becomes a central focus for the future. Shifting from the content of the job to the characteristics of the individual requires attention to the theory and literature of leadership. Generally, lists of characteristics of individuals regarded as successful have been used to provide indicators of skill, attitude or behavior as screening devices with applicants. The following

²⁷Ibid., pp. 52-55.

section describes those characteristics which previous research identified as important.

Leadership Characteristics of School Administrators

As internship programs were developed, it became necessary for the designers to describe the end product of their efforts. Characteristics desired in successful administrators became evident as evaluation methods were developed to measure the accomplishments of the interns. However, many of the early efforts to describe leadership characteristics were directed toward personal traits that were not easily measured. More recent studies tended to describe behaviors that could be observed and evaluated.

Mintzberg summarized ten roles that managers perform during the full enactment of their managing position. The roles were categorized under the three headings of Interpersonal, Informational and Decisional. The roles listed under Interpersonal include that of a figurehead obliged to perform legal or social duties; leader role responsible for motivation and activation of subordinates; and a liaison role in which the manager developed a network of contacts and informers. The "Informational" category included three roles: the role of monitor in which information is sought and received, the disseminator role in which information is transmitted and the spokesman role in which manager served as the organizational

expert. In the third category termed "Decisional," Mintzberg listed four roles for the manager which are as follows: the "entrepreneur" who initiated and supervised projects; the "disturbance handler" who took corrective actions as needed; the "resource allocator" who made or approved organizational decisions; and the "negotiator" who represented the organization at major negotiations.²⁸

In contrast to leadership studies which focused on the roles or activities of the individual, Hopper and Bills (1955) was characteristic of the branch of leadership research which focused upon traits. These authors argued that all traits other than intelligence were acquired and therefore could be developed or modified by training. Further, they contended that the traits were not really personality traits, but were in fact skills and competencies.²⁹ Heller (1974) identified negative behaviors correlated with loss of position by administrators:

1. Has difficulties in getting along with others.
2. Has unacceptable looks and grooming.
3. Does not use alternative ways to solve problems.
4. Avoids making decisions.
5. Does not change with the community

²⁸Henry Mintzberg, The Nature of Managerial Work, (New York: Harper and Rowe, 1973), pp. 92-93.

²⁹Robert L. Hopper and Robert E. Bills, "What's A Good Administrator Made Of?" The School Executive, 74 (1955), pp. 93-95.

6. Does not delegate authority.
7. Is not public relations conscious.
8. Is lacking in proper decorum.
9. Has problems in bargaining.
10. Has no written school board policy.³⁰

Parker and Seaberg (1979) reported on the responses of thirty-two superintendents within their sample who selected ten competencies as the most important for superintendents to possess. The following ten competencies are those which may be acquired through instruction and experience:

1. Develop an understanding of decision-making processes.
2. Develop competence in selection, development, and evaluation of personnel.
3. Develop an understanding of the budgeting process and financial reporting.
4. Develop competence in public relations.
5. Develop an understanding of the legal responsibilities of administrators.
6. Develop competence in dealing with groups.
7. Develop commitment to ethical administration.
8. Develop an understanding of taxes and how they relate to educational finance.
9. Develop an understanding of administrative theory.

³⁰M. P. Heller, Preparing Educational Leaders: New Challenges and New Perspectives, (Bloomington, Indiana: Fastback 36, Phi Delta Kappan Educational Foundation: 1974), pp. 22.

10. Develop an understanding of the nature and use of community and other sources networks.³¹

The Parker and Seaberg study presented a current assessment of educational administrators regarding those job functions most critical to success. The high level of performance and effectiveness which would characterize an individual who demonstrated these competencies clearly raises the question of which type of individual is capable of such performance, and how does one efficiently select those most likely to fulfill this role.

Wilson's 1980 study was conducted to identify factors discriminating between superintendents who were successful and others who were not. He presented a list composed of personal traits and skills. The successful superintendent was described as personable and friendly, highly moral, hard working, strong willed but flexible, unexcitable, healthy, could handle stress, was a political strategist and a risk-taker. While Wilson's study presented a group of personal characteristics of individuals, there is no clear cut method of comparing these characteristics to descriptions of the competencies required for effective functioning.³²

The literature has indicated a need for specific research

³¹John H. Seaberg and Jack F. Parker, "Program Preparation Priorities for Educational Administration," UCEA Review, (1979): pp. 31-36.

³²Robert E. Wilson, "The Anatomy of Success in the Superintendency," Phi Delta Kappan, (September, 1980), pp. 20-21.

directed toward a comparison of skills and competencies expected of administrators to those actually demonstrated by successful practicing administrators. In view of the Commission's charge to develop models of pre-service training for educational leaders, research is needed to ensure that the outcome of training designs developed were compatible with the requirements of the role as it existed in practice.

CHAPTER III

METHODOLOGY

Introduction

This chapter describes the investigator's procedure in obtaining data to evaluate the research problem. The assumptions, limitations and decisions necessary to accomodate the research conditions will also be described. Information within the chapter will be presented under the following headings:

Statement of the Problem

Instrumentation and Investigative Procedure

Operational Definitions

Sample

Data Gathering Techniques

Data Preparation Procedures

Statistical Design

As noted in Chapter II, the body of literature regarding educational leadership in general, and the preparation of educational administrators in particular, reflected few studies specifically designed for developing a validated

profile for effectiveness. The more theoretical explorations of leadership effectiveness frequently yield hypotheses which can be experimentally tested, but results often lack utility in organizational decision making. Conversely, those field based efforts to identify the correlates of successful performance often produce results which may not be applicable to other field settings.

The importance of demonstrating an approach which will assist in the field of administrator preparation cannot be overestimated. The pool of available talent considering educational leadership as a career continues to shrink. The costs for training candidates for educational leadership are escalating rapidly at a time of shrinking resources. Finally, selecting an administrator who subsequently fails to demonstrate the level of effectiveness required for a particular district can have overwhelming political, financial, and organizational consequences.

Statement of the Problem

This study was designed to investigate the degree to which the skills and competencies expected to characterize successful educational leaders correspond to the skills and competencies actually observed in incumbent educational leaders regarded as successful. The research questions to be evaluated were:

1. How does the composite behavioral profile observed for successful educational administrators compare to the composite behavioral profile observed for a random control group?

2. How does the composite behavioral profile observed for successful administrators compare to the composite behavioral profile expected as defined by the Oklahoma Commission for Future Educational Leadership?

3. How does the composite behavioral profile observed of the sample of successful Oklahoma administrators compare to the composite behavioral profile observed for the sample of national administrators?

4. How do the behavioral profiles observed for all administrators compare to one another?

Instrumentation and Investigative Procedure

This study was designed to make a direct comparison between a limited sample of effective educational administrators, and the expected profile of educational administrators developed by the Oklahoma Commission for Future Educational Leadership as the "blueprint" for administrator training programs. If a high degree of correspondence can be demonstrated between the behavioral profile of effective educational administrators and the behavioral profile expected as described by the Commission, greater validity can be attributed to the Commission's behavioral profile as a foundation upon which applicants can be selected and training programs designed.

This study was built upon two key assumptions:

1. There exists an identifiable group of practicing educational administrators who are generally regarded by their peers and other expert observers to be models of "effective educational administrators."

2. There are some descriptions of those characteristics required for effective educational leadership which are both generally accepted by experts in the field, and are in current use as criteria for decision making in both selecting potential applicants for administrator training programs and designing the educational experiences for those who are accepted.

A. Foundation of Methodology

This section will introduce the concepts and methods used in gathering data for this study. Although each instrument is described in detail later in the chapter, a brief overview may assist the reader in comprehending the entire process.

The system used in this study was developed by Ken Neils. Recognizing the need for a system that would enable management to compare directly the motivational interests and potential of an individual with the functional requirements of organizational roles led Neils to develop this system. It consists of three independent, but directly comparable,

components:

1. The "Appraisal of Personal Potential" (described more fully below) provides a detailed description of the characteristics of the individual. It is an analysis of the motivational characteristics and vocational potential of the individual irrespective of his current performance in any organizational setting, and independent of any other reference group or individual.

2. The "Job Analysis and Coding System" (described more fully below) was developed as a framework within which an analysis could be made for any role within an organization. This is an analysis and description of the underlying worker traits required for successful performance in a particular organizational role.

3. An ability to directly compare (or "match") the motivational characteristics and potential of an individual with the functional requirements of a specific role or task is made possible by the development of both the Appraisal of Personal Potential and the Job Analysis and Coding System. The matching is based upon the "worker traits" listed in Appendix A and B of the Dictionary of Occupational Titles prepared by the U.S. Department of Labor (1977).¹ Using this broadly accepted standard for job analysis, and developing a system for assessing individual potential according to the

¹Dictionary of Occupational Titles 4, Superintendent of Documents, (Washington, D.C.: U.S. Government Printing Office, 1977), pp. 1369-1371.

same framework, makes the process of matching the individual with the organizational requirements one in which direct correspondence is achieved.

The issues of validity and reliability for the measurement processes will be addressed below as both the Appraisal of Personal Potential and the Job Analysis and Coding System are described in greater detail. It is important to note, however, that central to the purpose of this study is a standardized assessment of observed individual characteristics and characteristics expected of effective educational leaders. The investigator selected this system and the instruments contained therein because of its unique property to make this direct comparison.

B. Appraisal of Personal Potential

The Appraisal of Personal Potential is a measurement system which converts motivational characteristics of the individual into a behavioral profile or description. The process is accomplished in three major steps.

1. The individual completes the Kuder Personal Preference Inventory,² and the Kuder Vocational Preference Inventory.³ Standard scoring techniques for these interest

²Kuder Preference Record Personal, Form AH, Developed by Frederic Kuder, Science Research Associates, Chicago, Illinois, (1948).

³Kuder Preference Record Vocational, Form CP, Developed by Frederic Kuder, Science Research Associates, Chicago, Illinois, (1948).

inventories, developed and validated by Kuder are utilized. The result is a group of five scales from the Kuder Personal Preference Inventory and ten scales from the Kuder Vocational Preference Inventory which are placed on the standard Kuder Profile Grid showing percentile rankings of each of these fifteen scales. These sources are regarded as motivational traits of the individual. The fifteen Kuder scales are listed below.

The five from the Kuder Personal Inventory are:

1. Group activities
2. Preference for stable situations
3. Dealing with ideas
4. Avoiding conflict
5. Managing others

The ten scales from the Kuder Vocational Inventory are:

1. Outdoor
2. Mechanical
3. Computational
4. Scientific
5. Persuasive
6. Artistic
7. Literary
8. Musical

2. These traits are then combined based upon the

assumption that all motivational traits of an individual are simultaneously influential, interactive, and interaffective. Consequently, relative to any given situation, specific traits are reactive with the environment, which results in specific behavior. Relative to each individual, there is a listing of "primary motivational traits." There are fifteen possible motivational traits which are listed and defined below. Note that some combinations are opposites (e.g., Gregarious and Non-gregarious), so that a total of fifteen possible traits exist.

a. Gregarious: need to be in the company of others, avoidance of alienation or isolation from others. Association with others is one of the first priorities of all activities.

b. Non-gregarious: Independence, even avoidance of the company of others. Association is motivated when activity happens to require involvement with others for that particular occasion.

c. Benevolence: the need to sacrificially give of self in the interest of others; to be aware of the needs, problems and wishes of others; to cause good and gain for others.

d. Self-oriented: conscious of self relative to all else: what is going for self, what is going against self, how they add up; with satisfaction when things are going well, with frustration and stress in direct proportion to how negative things are seen.

e. Persuasive: strong motivation to have direct access to the listener, cause the listener to willingly accept what has been said, and act on it if that was the intent.

f. Need of harmony and compatibility: avoidance of all contention, hostility or controversy - or the threat, suggestion, or suspicion thereof. Stress is in direct relation to negative interpersonal relations.

g. Dogmatism: strong personal opinions and positions - and determination to stick to them; to make up one's own mind; to prefer that others agree with self rather than agree with them.

h. Managerial: the motivation to reach objectives by directing the talents of others; to function in a given organizational position and role in which, and from which, the responsibility and authority of 'the office' can be impersonally exercised.

i. Philosophical: basic consciousness of the essential nature of being and beings; consciousness of the existence, meaning, purpose and destiny of mankind, people, persons and self; awareness of events, relationships and circumstances in a much larger context of meaning and time; to see daily activities in that context.

j. Scientific: a motivation to methodically investigate specific phenomena; to be theoretical, analytical, curious, to utilize scientific principles, methods and tools for discovery.

k. Attachment to the familiar: tolerance, even preference for routine; avoidance of sudden, radical, unannounced or unexpected change; sentimental attachment to, and contentment with familiar people, places, things and activities.

l. Need of change and variety: ability to take change in stride, to quickly go from one thought or activity to another; avoidance of routine or the status quo; an impatience with sameness in surroundings or activities.

m. Attention to detail: natural and automatic attention to detail; the ability to concentrate on, and work with detail as vocational activity. This is an essential clerical trait.

n. Tangible problem solving: preference for working with known factors of known problems toward known or expected areas of solution. This applies to 'real' problems rather than theoretical.

o. Visual orientation: awareness of beauty, beauty versus ugliness, attractiveness of that which is seen; color and shades of color; spatial measure: size, shape, distance, dimension, perspective, etc.

p. Auditory perception and expression: awareness of sound, its source and meaning; consciousness of sound as a primary channel of perception and expression; love of music as motivation for musical activity, whether it be listening, singing or playing.

q. Mechanical orientation: consciousness of what

makes things tick; the natural ability to sense how things work; the motivation to work with and/or on equipment, tools appliances and machines.

r. Literary interest: the motivation to obtain information through visual media, whether it be books, magazines, movies, television or other means; the motivation or willingness to obtain information through secondary channels rather than through first-hand exposure.

s. Natural orientation: love of nature, natural things, things being natural (self included); outdoors and outdoor activity; tolerance of conditions affecting physical comfort.

In the output for the Appraisal for Personal Potential those predominant traits are listed for the individual. A sample copy of this listing is attached as page N1 of Appendix A.

3. These primary motivational traits are then matched against a behavioral description of the requirements of the vocational world. The Appraisal of Personal Potential consists of seven pages of operationally defined categories ranging from broad headings (e.g., "leadership potential") to measures of general aptitude, to a specific statement of the motivational orientation of the person.

The Dictionary of Occupational Titles has operationally defined "worker traits" in the specific categories of Interest, Temperament, Data, People and Things relative to specific

roles and functions. A listing of those traits as they appear in the Appraisal of Personal Potential is shown on pages 5 and 6 of Appendix A. Within each major section, specific characteristics are both stated and labeled. Based upon the interaction of the primary motivational traits of the individual, a listing is created within each category which ranks each trait in order of importance. These traits expressed collectively are referred to as a "vocational code." For the purposes of this study "vocational code" as used in the Appraisal of Personal Potential will be described with the term "behavioral profile." An example of a vocational code for an individual appears on page 8 of Appendix A.

This process of converting raw scores on the Kuder scales to a behavioral profile of the individual is accomplished through a computer based matching process. Each motivational trait relative to all other motivational traits for the individual is given a relative weight and order. These "weighted traits" for the person are then compared to the requirements for a specific role. This process has been repeatedly validated by comparing behavioral profiles for specific roles against the behavioral profile of large populations of individuals. In addition, the ultimate validity of any Appraisal rests upon the understanding and acceptance of the results by the individual who is the subject of the Appraisal. Neils reports that in over twenty-five years of experimentation and systems application with the Appraisal,

validity as measured by individual review and agreement exceed 99 percent of all individuals appraised. Note the Validation Notice affixed on the front page of Appendix A.

Thorndike and Hagen note "in appraising the validity of an interest inventory as a description of how the individual feels about activities and events in the world about him, the main issue is the truthfulness of his responses. There isn't really any higher court of appeal for determining a person's likes and preferences than the individual's own statements."⁴

With reference to the reliability of measured interests, Tyler notes "one of the most striking things that extensive research has shown is that the patterns of likes and dislikes identifying a person as a member of a certain occupational group are very stable aspects of his personality . . ." and that interests and values are not superficial and are less changed than many 'deeper psychological traits.'"⁵

The process of developing an individual's behavioral profile assumes the underlying validity and reliability of both the Kuder Personal and the Kuder Vocational Preference Inventories to the point where each of the fifteen scales is posted and plotted on the standard Kuder Profile Grid.

⁴Robert L. Thorndike and Elizabeth Hagen, (2nd Ed.), Measurement and Evaluation in Psychology and Education, (New York: John Wiley and Sons, 1961), p. 329.

⁵Leona E. Tyler, The Psychology of Human Differences, (3rd Ed.), (New York: Appleton-Century-Crofts, 1969), p. 188.

The development of the primary motivational traits is based upon the standardized interaction of these scales from the Kuder inventories. The specific behavioral profile is a consistent matching of primary motivational traits to the standard definition of each category within the Appraisal itself.

C. Job Analysis and Coding System

The behavioral profile of the individual is expressed on the Appraisal of Personal Potential utilizing the definition of "worker traits" developed in the Dictionary of Occupational Titles. The Job Analysis and Coding System uses the identical definition of underlying worker traits to define characteristics required for the effective performance of a specific role. Each role is defined according to the major categories of Interest, Temperament, Data, People and Things. Within each category a rank-order listing of characteristics is developed which represents the priorities of the job. This list is developed through an analysis of the activities required within the role. The forms and instructions for completing the Job Analysis are attached as Appendix B.

Through the process of rating each factor according to its relative level of importance within the function, a unique behavioral definition of job requirements is developed. The development of this "job description" is accomplished through analysis of a specific role as it uniquely appears within an organization.

D. Matching Vocational Codes With Job Codes

The results of the Appraisal of Personal Potential, in particular the behavioral profile of the individual, and the results of Job Analysis and Coding System as a job description of critical functions of a specific role, provide a basis upon which the individual can be "matched" to the job requirements. Both the Appraisal of Personal Potential and the Job Analysis and Coding System utilize a "common language" based upon the "worker trait" coding system from the Dictionary of Occupational Titles. The precision of both instruments then allows a matching within the categories of Interest, Temperament, Data, People and Things. The extent to which common traits exist within each category, and the extent to which the order of appearance of those traits is similar, the probability is increased that the individual has the motivational potential and orientation to effectively function within the job.

E. Summary

For the purposes of this study, the Appraisal of Personal Potential and the Job Analysis and Coding System provide a methodological basis upon which the research problems can be addressed. Behavioral profiles have been developed from Appraisals for a sample of successful educational administrators. The functional requirements for effective

educational administrators as developed by the Oklahoma Commission for Future Educational Leadership in its Internship Study Report⁶ have been converted to a job description of the ideal administrator utilizing the Job Analysis and Coding System. A direct comparison between the behavioral profiles of successful educational administrators, and the behavioral profile "expected" for successful educational administrators will provide the basis upon which research conclusions can be made.

Operational Definitions

For the purpose of this study, the following operational definition of terms was established:

1. "Behavioral profile observed" referred to the vocational code of an individual as expressed by his/her results from the Appraisal of Personal Potential. This profile contains the categories of Interest, Temperament, Data, People and Things stated in rank order of importance.

2. "Behavioral profile expected" referred to the vocational code developed by application of the Job Analysis and Coding System to the list of human, technical, and conceptual skills and competencies developed through the thirty-two structured interviews conducted with members of the

⁶Internship Study Report, "Direct Experiences for the Improvement of Educational Leadership," prepared by Gladys B. Dronberger, (1981): pp. 52-55.

Oklahoma Commission for Future Educational Leadership and reported in the Commission's Internship Study Report.

3. Where the phrase "composite" appears as a qualifier for either "behavioral profile observed" or "behavioral profile expected" the phrase referred to the respective combination of vocational codes observed or expected in order to facilitate the data analysis to be conducted. Where such composite profiles are included, the process for their development is described.

Sample

For the purposes of this study, the criterion for "successful educational administrators" was established on the basis of peer nomination. The purpose in evaluating the leadership styles of effective incumbent administrators was to accomplish one of the central goals of the Oklahoma Commission for Future Educational Leadership, "an in-depth analysis of the characteristics and orientation of practicing administrators."⁷

The sample of fifty-eight school administrators was selected for an analysis of behavioral profiles. The sample included twenty nominees from Oklahoma and thirty-eight persons selected from an existing national sample of effective

⁷Oklahoma Commission for Future Educational Leadership, Philosophy: To Discover New Horizons in Oklahoma School Administrators," Oklahoma State Department of Education, 1980, p. 1. (mimeographed.)

educational administrators.

A. Oklahoma Sample

Twenty superintendents from Oklahoma were selected as sample members. The sample size of twenty represented an approximate population of 50 who were nominated to the Oklahoma Commission for Future Educational Leadership. This previous selection had been made to provide representation within the Commission for each geographical area within the state; school districts of various size; and rural, urban, and suburban communities. Demographic characteristics of the Oklahoma sample were presented in Table One.

B. National Sample

An additional group of thirty-eight administrators, primarily superintendents, was selected as members of the national sample. The sample size of thirty-eight represented a population of one hundred since choices were made based upon the February, 1980, Executive Educator article, "Top One Hundred Administrators." This group of one hundred had been nominated by readers through a full page notice in the American School Board Journal, September, 1979. The nomination page was entitled "Wanted: North America's Best School Administrators" and invited readers to respond if they knew of . . . "a school superintendent who has developed and

TABLE ONE
SELECTED DEMOGRAPHIC CHARACTERISTICS OF OKLAHOMA ADMINISTRATORS
 SOURCE: PERSONAL DATA SHEET FROM RESPONDENTS

| CATEGORY | DISTRICT DATA | | | PERSONAL/PROFESSIONAL DATA | | | | |
|--------------------|----------------|------------------------------------|----------------|----------------------------|-----------------|-----------------------------------|-------------------------|----------------------------------|
| | TOTAL ADA | TOTAL PROFESSIONAL PERSONNEL | TOTAL SITES | AGE/SEX | DEGREE REC'D | POSITION/ YEARS IN POSITION | YEARS IN DISTRICT | FIRST POSITION IN DISTRICT |
| A. URBAN | | | | | | | | |
| OU-1 | 39,145 | 2,500 | 100 | 41/M | Ed.D./1968 | SUPT/2 | 2 | SUPT |
| OU-2 | 4,000 | 230 | 10 | 48/M | MA/1967 | SUPT/5 | 5 | SUPT |
| OU-3 | 3,704 | 221 | 5 | 50/M | Ed.D./1974 | SUPT/4 | 1 | SUPT |
| OU-4 | 6,600 | 425 | 17 | 43/M | Ed.D./1972 | SUPT/2 | 2 | SUPT |
| OU-5 | 49,000 | 2,900 | 94 | 42/M | Ed.D./1970 | SUPT/4 | 4 | SUPT |
| MEDIAN | 6,600 | 425 | 17 | 43 | 1970 | 4 | 4 | |
| B. SUBURBAN | | | | | | | | |
| OS-1 | 8,500 | 576 | 17 | 53/M | Ed.D./1966 | SUPT/9 | 5 | SUPT |
| OS-2 | 1,602 | 117 | 3 | 47/M | Ed.D./1970 | SUPT/4 | 4 | SUPT |
| OS-3 | 18,000 | 1,060 | 22 | 51/M | M.S./1957 | SUPT/3 | 27 | TEACHER |
| OS-4 | 1,017 | 74 | 3 | 29/M | M.S./1976 | SUPT/1 | 1 | SUPT |
| OS-5 | 4,167 | 260 | 11 | 42/M | Ed.D./1978 | SUPT/2 | 2 | SUPT |
| OS-6 | 8,422 | 484 | 14 | 54/M | Ed.D./1967 | SUPT/8 | 8 | SUPT |
| MEDIAN | 6,294.5 | 372 | 12.5 | 49 | 1968 | 3.5 | 4.5 | |
| C. RURAL | | | | | | | | |
| OR-1 | 2,410 | 172 | 7 | 49/M | Ed.D./1967 | SUPT/13 | 13 | SUPT |
| OR-2 | 4,500 | 266 | 8 | 40/M | Ed.D./1973 | SUPT/8 | 1 | SUPT |
| OR-3 | 2,050 | 145 | 7 | 52/M | M.S./1962 | SUPT/10 | 12 | ASST SUPT |
| OR-4 | 1,664 | 120 | 5 | 43/M | Ed.D./1974 | SUPT/14 | 7 | SUPT |
| OR-5 | 1,339 | 90 | 4 | 37/M | M.S./1969 | SUPT/4 | 2 | SUPT |
| MEDIAN | 2,050 | 172 | 7 | 43 | 1969 | 14 | 7 | |

KEY
 OU = OKLAHOMA URBAN
 OS = OKLAHOMA SUBURBAN
 OR = OKLAHOMA RURAL

NOTE: EACH PERSON IN SAMPLE SELECTED THE CATEGORY TO WHICH HIS DISTRICT BELONGED.

motivated the staff of school executives into a team of top flight administrators" so that these persons could become candidates for "North America's Best School Administrators."⁸ A recommendation form was printed on the reverse side of the notice to be completed and mailed to the Executive Educator.

The thirty-eight national members selected for this study were chosen to be representative of various geographical regions of the United States, from both large and small districts, and from rural, urban, and suburban communities. The investigator contacted members of the staff of the Executive Educator to secure any additional information on the "Top One Hundred Administrators" project. Nothing was available other than the data which were published in the February, 1980, article.

TABLE TWO

Number of Appraisals of Personal Potential Mailed
to Each Group and Percentage of Return

| Group | Number Mailed | Number Returned | Percentage Returned |
|--------------------------|---------------|-----------------|---------------------|
| Oklahoma Superintendents | 20 | 16 | 80% |
| National Superintendents | 38 | 24 | 63% |
| Total Sample | 58 | 40 | 71.5% |

⁸"Top One Hundred Administrators," American School Board Journal, (September, 1979), p. 41.

Demographic characteristics of the national sample were presented in Table Three.

Data Gathering Techniques

Data gathering instruments for the Appraisal of Personal Potential were mailed to each of the fifty-eight persons in the sample. This consisted of copies of both the Kuder Personal Preference Inventory and the Kuder Vocational Preference Inventory with instructions for completion, as well as a cover letter from the Executive Director of the Oklahoma Commission for Future Educational Leadership explaining the purpose of the study. Prepaid return envelopes were included to encourage a quick response. A Personal Data Sheet was included as part of the survey requesting the following personal information: age, sex, position, title, years in position, years in district, first position with district, highest professional degree and when received. Information was also collected on the characteristics of the district including average daily attendance, total number of certified personnel, and total number of school sites. Information from both the Oklahoma and national sample are included in Tables One and Three, respectively.

Members of the sample were advised that individual results would remain confidential, and that each participant would receive a copy of his/her results. Each participant was invited to request more specific information from the

TABLE THREE

SELECTED DEMOGRAPHIC CHARACTERISTICS OF NATIONAL ADMINISTRATORS
SOURCE: PERSONAL DATA SHEET FROM RESPONDENTS

| CATEGORY | DISTRICT DATA | | | PERSONAL/PROFESSIONAL DATA | | | | |
|--------------------|---------------|------------------------------------|----------------|----------------------------|-----------------|-----------------------------------|-------------------------|----------------------------------|
| | TOTAL ADA | TOTAL PROFESSIONAL PERSONNEL | TOTAL SITES | AGE/SEX | DEGREE REC'D | POSITION/ YEARS IN POSITION | YEARS IN DISTRICT | FIRST POSITION IN DISTRICT |
| A. URBAN | | | | | | | | |
| NU-1/NE | 1,000 | 85 | 2 | 53/F | Ph.D./1971 | SUPT/6 | 6 | SUPT |
| NU-2/MW | 8,573 | 550 | 17 | 47/M | Ed.D./1969 | SUPT/6 | 6 | SUPT |
| NU-3/SE | 25,898 | 1,558 | 38 | 58/M | Ed.D./1971 | SUPT/4 | 4 | SUPT |
| NU-4/SE | 8,000 | 520 | 17 | 61/M | M.A./1960 | ASST SUPT/17 | 34 | BUS MGR |
| NU-5/SE | 54,000 | 2,700 | 96 | 56/M | Ed.D./1957 | SUPT/11 | 11 | SUPT |
| NU-6/MW | 66,000 | 3,800 | 100 | 61/M | M.S./1952 | SUPT/9 | 32 | ELEM TCHR |
| NU-7/SW | 14,480 | 933 | 23 | 54/F | M.A./1959 | ASST SUPT/3 | 24 | TEACHER |
| NU-8/MW | 6,200 | 515 | 14 | 56/M | Ed.D./1964 | SUPT/22 | 23 | ASST SUPT |
| NU-9/SE | 87,000 | 5,500 | 105 | 60/M | Ph.D./1971 | SUPT/8 | 31 | TEACHER |
| NU-10/SE | 110,000 | 6,000 | 130 | 53/M | Ph.D./1965 | SUPT/14 | 14 | SUPT |
| NU-11/MW | 5,500 | 400 | 16 | 45/M | Ed.D./1971 | SUPT/4 | 4 | SUPT |
| NU-12/SE | 16,500 | 950 | 23 | 46/M | Ed.D./1969 | SUPT/8 | 8 | SUPT |
| MEDIAN | 15,490 | 941.5 | 23 | 55 | 1967 | 8 | 12.5 | |
| B. SUBURBAN | | | | | | | | |
| NS-1/MW | 16,648 | 800 | 30 | 38/M | M.A./1977 | SUPT/3 | 17 | TEACHER |
| NS-2/SE | 55,000 | 3,800 | 62 | 55/M | Ed.D./1973 | SUPT/13 | 15 | DIR SECONDARY EDUCATION |
| NS-3/NE | 6,134 | 422 | 12 | 58/F | Ed.D./1957 | SUPT/3 | 5 | SUP, ELEM CURRICULUM |
| NS-4/NE | 12,000 | 600 | 13 | 53/M | Ed.D./1968 | SUPT/7 | 7 | SUPT |
| NS-5/SW | 10,000 | 625 | 15 | 52/M | Ed.D./1976 | SUPT/8 | 19 | TEACHER |
| NS-6/MW | 9,300 | 550 | 4 | 54/M | Ed.D./1962 | SUPT/23 | 15 | SUPT |
| NS-7/SW | 6,200 | 250 | 12 | 58/F | M.S./1963 | ASST SUPT/4 | 18 | ASST PRIN |
| NS-8/SW | 18,000 | 968 | 22 | 43/M | Ed.D./? | SUPT/2 | 2 | SUPT |
| MEDIAN | 11,000 | 612.5 | 14 | 53.5 | 1968 | 5.5 | 15 | |

NOTE: EACH PERSON IN SAMPLE SELECTED THE CATEGORY TO WHICH HIS DISTRICT BELONGED.

| CATEGORY | DISTRICT DATA | | | PERSONAL/PROFESSIONAL DATA | | | | |
|----------|---------------|------------------------------------|----------------|----------------------------|-----------------|-----------------------------------|-------------------------|----------------------------------|
| | TOTAL ADA | TOTAL PROFESSIONAL PERSONNEL | TOTAL SITES | AGE/SEX | DEGREE REC'D | POSITION/ YEARS IN POSITION | YEARS IN DISTRICT | FIRST POSITION IN DISTRICT |
| C. RURAL | | | | | | | | |
| NR-1/SE | 4,107 | 312 | 9 | 69/M | M.S./1940 | SUPT/24 | 24 | SUPT |
| NR-2/MW | 233 | 27 | 1 | 35/M | Ph.D./1975 | SUPT/5 | 5 | SUPT |
| NR-3/SW | 8,500 | 550 | 14 | 45/M | Ed.D./1900 | SUPT/10 | 21 | TEACHER |
| MEDIAN | 4,107 | 312 | 9 | 45 | 1975 | 10 | 21 | |

COMPOSITE OF SELECTED DEMOGRAPHIC CHARACTERISTICS
OF OKLAHOMA AND NATIONAL SAMPLE

| CATEGORY | DISTRICT DATA | | | PERSONAL/PROFESSIONAL DATA | | | |
|------------------------|---------------|-------------------------------------|-----------------|----------------------------|---|-----------------------------------|-----------------------------------|
| | MEDIAN ADA | MEDIAN PROFESSIONAL PERSONNEL | MEDIAN SITES | MEDIAN AGE | MEDIAN YEAR HIGHEST DEGREE REC'D | MEDIAN YEARS IN POSITION | MEDIAN YEARS IN DISTRICT |
| NATIONAL MEDIAN | 9,650 | 612.5 | 17 | 54 | 1968 | 8 | 15 |
| OKLAHOMA MEDIAN | 4,083.5 | 245 | 12.5 | 45 | 1969 | 4 | 4 |
| TOTAL SAMPLE MEDIAN | 8,250 | 517.5 | 14 | 51.5 | 1969.5 | 6.5 | 7.5 |

NOTE: EACH PERSON IN SAMPLE SELECTED THE CATEGORY TO WHICH HIS DISTRICT BELONGED.

KEY:

NU = National Urban

NS = National Suburban

NR = National Rural

research staff. Following the mailing of the instruments to the sample, telephone calls were made within the week to verify delivery of the survey instruments and to encourage a response. A second call was made ten days later to those who had not returned the survey.

Data Preparation Procedures

Three stages of data preparation were necessary prior to conducting data analysis procedures: the preparation of the composite behavioral profile expected; the composite behavioral profile observed; and matching of expected and observed behavioral profiles.

Stage I of Data Preparation: The Composite Behavioral Profile Expected

The Oklahoma Commission generated job code was established as the content criterion for effective educational leadership. The Internship Committee developed a list of skills and competencies expected for a successful education administrator. There were eight major competency areas listed. The competency areas were grouped under three major headings: technical, human and conceptual. The results were obtained on the basis of 32 structured interviews conducted with Commission members utilizing the framework established by the Parker and Seaberg 1979 study of leadership characteristics

of educational administrators.⁹ The Job Analysis and Coding System was used to develop a behavioral profile consistent with the competency requirements for effective functioning within each area.

Also developed was a composite Commission generated job code by statistically combining each factor present or absent under each category and the rank order of that factor relative to its descending influence in the successful performance of that function. This consolidated job code, referred to as the behavioral profile expected, represents the combined weighting of factors within each of the eight competency areas. Full information on the thirty-two interviews, the categories, and their ranking are included in the Internship Study Report. The eight areas generated by the Oklahoma Commission are listed below under the three headings of Technical, Human, and Conceptual skills and competencies.

A. Technical Skills and Competencies

1. Financial Management

- a. Manage the processes necessary for Financial management of a school district.
- b. Learn the different funding sources with different rules and regulations which are not coordinated at state and national levels.

⁹John H. Seaberg and Jack F. Parker, "Program Preparation Priorities for Educational Administration," UCEA Review, (1979): pp. 31-36.

2. Develop Skills for Labor Relations
 - a. Learn the structure and goals of labor organization.
 - b. Learn conflict negotiation skills and techniques.
3. Manage Physical Facilities
 - a. Supervise maintenance and construction.
 - b. Ensure maximum access to facilities by the school and community.
4. Make Effective Use of Computer Technology
 - a. Use information systems for financial and personnel records.
 - b. Use technology to assist instruction.
5. Develop Skills in Effective Communication with the Public
 - a. Learn the principles of public relations, including how to make good presentations.
 - b. Learn how to establish and maintain good relationships with media.
 - c. Learn the publics who are entitled to know.

B. Human Skills and Competencies

1. Develop Human Relations Skills
 - a. In personnel management, learn to discuss weaknesses, salvage strong points, focus on growth.
 - b. Learn the mechanics of running a board meeting and use the input of board members.
 - c. Learn to work with community leaders and groups.
 - d. Learn effective staffing patterns.
 - e. Learn dismissal procedures.

- f. Understand and work with parents and students.
 - g. Manage an accepted and productive staff development program.
 - h. Develop motivational skills to generate enthusiasm in people to work together.
 - i. Know how to get help from others who have experience and knowledge.
2. Develop Personal Skills that are Necessary for Effective Management
 - a. Develop a personal style of management that is flexible.
 - b. Learn alternate techniques for problem-solving and decision-making situations.
 - c. Provide leadership for professionalism.
 - d. Learn personal coping skills, for example, listening, stress management, dealing with organizational demands.

C. Conceptual Skills and Competencies

1. Develop Skills for Projecting and Predicting the Future of Education
 - a. Develop a broad view of state and world situations and their impact on education.
 - b. Project finance and tax structures.
 - c. Plan future legislation.
 - d. Become aware of already emerging trends such as fewer students attending college, more social services funneled through the school providing special programs for special groups, and more minorities.
2. Develop Skills for Defining the Role of Education
 - a. Conduct needs assessment, do goals studies.
 - b. Develop procedures for policy making.

- c. Learn the processes and attitudes involved in implementing changes in education.
 - d. Study the impact of the size of governance units on cost effectiveness.
 - e. Learn methods for using the input from community groups and advisory groups to develop policy.
 - f. Develop skills in program planning, development and accountability.
3. Develop an Understanding of Power Systems and Political Structures
- a. Learn to work with politicians.
 - b. Learn the legislative process.
 - c. Engage in political action, municipal, state and federal.
4. Build a Conceptual Base that will Provide Options for Management
- a. Know alternate management systems and technology.
 - b. Use techniques from other disciplines, for example, corporate management skills.
 - c. Know methods for developing people who can make the necessary decisions.
 - d. Know learning theory and other foundations of education.
5. Develop Organizational Skills that Bring Resources, People and Things Together as a Whole which is Greater than the Sum of its Parts
- a. Use measurement and evaluation to improve planning and organization
 - b. Develop motivational skills to generate enthusiasm in people to work together.
 - c. Create a climate which makes staff, students and community want to be a part of the exciting challenge of education and learning.

As seen in Table Four there are five technical, two human and five conceptual objectives. Although these skills total twelve, the five listed under Conceptual were considered as one. This was done because the competencies required for each element were common to all five skills.

TABLE FOUR
Oklahoma Commission on Future Educational
Leadership Competency Areas

| Technical | Human | Conceptual |
|-------------------------|------------------------------|--|
| 1. Financial Management | 1. Human Relations | 1. Predicting future of education |
| 2. Labor Relations | 2. Personal Management Style | 2. Defining the role of education |
| 3. Physical Facilities | | 3. Understanding power systems and political structures |
| 4. Computer Technology | | 4. Building conceptual base for providing options for management |
| 5. Public Relations | | 5. Developing organizational resources concepts |

Utilizing the Job Analysis and Coding System, the designer of the system, Ken Neils, rated each skill or competency listed by the Commission. Neils, in his capacity as

consultant to the Commission interviewed Commission members in order to clarify the objectives used in developing the behavioral profile expected.

The Job Analysis was conducted by rating all the factors under the five subheadings of Interest, Temperament, Data, People and Things.

The following rating levels were used in determining the relationship of a specific factor (or a "worker trait" as defined by the Dictionary of Occupational Titles necessary to perform the job functions of a successful administrator:

Level 1: the factor is absolutely necessary

Level 2: the factor is very important

Level 3: the factor is of possible support value

Level 4: the factor is of no value

Level 5: the factor is a pronounced liability to the job.

After each item in the five groups (Interest, Temperament, Data, People, Things) were rated with the level shown above, all factors with a rating of "1" were listed in their order of importance. Then all factors with a rating of 2 were listed in their order of importance. The factors rated 1 were prioritized and those rated 2 were prioritized according to their importance to success on the job. These factors then became the success factors or the "qualifying factors" in the job code. Factors rated 3 were viewed as "support" factors which could be helpful in performing in the job role.

Factors rated 4 and 5 were considered "non-qualifying factors" so were not included in the Commission generated job code for the "ideal" administrator.

The eight competency areas and the codes for each of the eight areas are shown on the following pages. Factors included are those related to the specific competency area listed in rank order of importance. Numerals and/or letters in parenthesis on the right refer to the coding of factors on pages 4 and 5 of the Appraisal of Personal Potential in Appendix A.

Behavioral Profile Expected

Technical Skills and Competencies Needed for
Success: Ranked in Order of Importance

Technical Competency 1: Financial Management

Interest:

1. Non-social: processes, techniques, functions. (9)
2. Routine, organized. (3)
3. Business contacts with people. (2)
(Three factors out of a possible 10 factors)

Temperament:

1. Evaluation; perceive, study, analyze, compare. (0)
2. Detail; attention to data, items, things. (Y)
3. Short Cycle Activity; routine activity set by procedure. (2)

4. Management; plan, control, direct activities of others. (4)
(Four factors out of a possible twelve)

Data:

1. Synthesizing; interpret, conceptualize, relate, use. (0)
2. Comparing; judging data re: other data. (6)
3. Analyzing; evaluation of data per se. (2)
4. Computing, arithmetic operations re: data (not counting). (4)
5. Compiling; gathering, collating, classifying. (3)
(Five factors out of a possible six)

People:

1. No relationship. (8)
2. Speak-Signal; give directions, assignments, information. (6)
3. Instructing; teaching; training, demonstrating. (2)
(Three out of a possible seven)

Things:

1. Tending; observing operation; gauges, switches. (5)
(One out of a possible eight)

The Behavioral Profile Code "expected" in the financial area is:

Financial Management

Coded Behavioral Profile:

| <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|-----------------|--------------------|-------------|---------------|---------------|
| 932 | 0Y24 | 06243 | 862 | 5 |

Technical Competency 2: Labor Relations

Interest:

1. Concerned with people, communication of ideas. (6)
2. Working for people for their presumed good. (4)
3. Business contacts with people. (2)
4. Gain recognition from others. (5)
(Four factors out of possible ten)

Temperament:

1. Management; plan, control, direct activities of others. (4)
2. Persuasive; to influence, convince others intentionally. (7)
3. Evaluation; perceive, study, analyze, compare. (0)
4. Coping; handle problems naturally without stress. (8)
5. Detail; attention to data, items, things. (Y)
(Five factors out of a possible twelve)

Data:

1. Synthesizing; interpret, conceptualize, relate, use. (0)
2. Comparing; judging data re: other data. (6)
3. Analyzing; evaluation of data per se. (2)
4. Coordinating; determine time sequence, procedure, action. (1)
(Four factors out of a possible six)

People:

1. Mentoring; dealing with total personality of others. (0)
2. Supervising; determine, assign, direct work of others. (3)
3. Persuading; to influence, convince others. (5)

4. Negotiating; confront and communicate to achieve goal/agreement. (1)
5. Instructing; teaching; training,, demonstrating. (2)
6. Diverting; amusing, entertaining, keeping attention of others. (4)
(Six factors out of a possible seven)

Things:

1. No relationship. (8)
(One factor out of a possible eight)

The Behavioral Profile Code "expected" in the Labor

Relations area is:

Labor Relations

Coded Behavioral Profile:

| <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|-----------------|--------------------|-------------|---------------|---------------|
| 6425 | 47088 | 0621 | 035124 | 8 |

Technical Competency 3: Physical Facilities

Interest:

1. Business contacts with people. (2)
2. Working for people for their presumed good. (4)
3. Non-social: processes, techniques, functions. (9)
4. Tangible, productive satisfaction. (0)
5. Dealing with things and objects. (1)
(Five factors out of a possible ten)

Temperament:

1. Management; plan, control, direct activities of others. (4)
2. Evaluation; perceive, study, analyze, compare. (6)
3. Detail; attention to data, items, things. (Y)
(Three factors out of a possible twelve)

Data:

1. Comparing; judging data re: other data. (6)
2. Analyzing; evaluation of data per se. (2)
3. Computing; arithmetic operations re: data (not counting). (4)
4. Coordinating; determine time, sequence, procedure, action. (1)
(Four factors out of a possible six)

People:

1. Supervising; determine, assign, direct work of others. (3)
2. Speak-Signal; give directions, assignments, information. (6)
(Two factors out of a possible seven)

Things:

1. Tending; observing operation: gauges, switches. (5)
2. Manipulating; move, guide, place materials: body work. (4)
(Two factors out of a possible eight)

The Behavioral Profile Code "expected" in the Physical

Facilities area is:

Labor Relations

Coded Behavioral Profile:

| <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|-----------------|--------------------|-------------|---------------|---------------|
| 24901 | 40Y | 6241 | 36 | 54 |

Technical Competency 4: Public Relations

Interest:

1. Concerned with people, communication of ideas. (6)
2. Working for people for their presumed good. (4)

3. Gain recognition from others. (5)
4. Business contacts with people. (2)
5. Abstract, imaginative, creative. (8)
(Five factors out of a possible ten)

Temperament:

1. Coping; handle problems naturally without stress. (8)
2. Involvement; with others, teamwork, group. (5)
3. Persuasive; to influence, convince others intentionally. (7)
4. Management; plan, control, direct activities of others. (4)
5. Evaluation; perceive, study, analyze, compare. (0)
6. Interpersonal; coping with nature, traits, feelings of others. (Y)
7. Detail; attention to data, items, things. (Y)
(Seven factors out of a possible twelve)

Data:

1. Synthesizing; interpret, conceptualize, relate, use. (0)
2. Comparing; judging data re: other data. (6)
3. Analyzing; evaluation of data per se. (2)
4. Synthesizing; interpret, conceptualize, relate, use. (1)
(Four factors out of a possible six)

People:

1. Mentoring; dealing with total personality of others. (0)
2. Instructing; teaching; training, demonstrating. (2)
3. Persuading; to influence, convince others. (5)
4. Diverting; amusing, entertaining, keeping attention of others. (4)

5. Negotiating; confront and communicate to achieve goal/agreement. (1)
 6. Speak-Signal; give directions, assignments, information. (6)
- (Six factors out of a possible seven)

Things:

1. Tending; observing operation. (5)
- (One factors out of a possible eight)

The Behavioral Profile Code "expected" in the Public Relations area is:

Public Relations

Coded Behavioral Profile:

| <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|-----------------|--------------------|-------------|---------------|---------------|
| 64528 | 85740XY | 0621 | 025416 | 1 |

Technical Competency 5: Computer Technology

Interest:

1. Technical, scientific, (7)
 2. Concerned with people, communication of ideas. (6)
 3. Abstract, imaginative, creative. (8)
 4. Working for people for their presumed good. (4)
 5. Non-social: processes, techniques, functions. (9)
- (Five factors out of a possible ten)

Temperament:

1. Evaluation; perceive, study, analyze, compare. (6)
2. Intuition; insight, imagination, perception, awareness. (8)
3. Management; plan, control, direct activities of others. (4)
4. Detail; attention to data, items, things. (Y)

5. Interpersonal; coping with nature, traits, feelings of others. (X)
(Five factors out of a possible twelve)

Data:

1. Synthesizing; interpret, conceptualize, relate, use. (0)
2. Comparing; judging data re: other data. (6)
3. Analyzing; evaluation of data per se. (2)
4. Computing; arithmetic operations re: data (not counting). (4)
5. Compiling; gathering, collating, classifying. (3)
6. Coordinating; determine time, sequence, procedure, action. (1)
(Six factors out of a possible six)

People:

1. Mentoring; dealing with total personality of others. (0)
2. Instructing; teaching; training, demonstrating. (2)
3. Speak-Signal; give directions, assignments, information. (6)
4. Supervising; determine, assign, direct work of others. (3)
(Four factors out of a possible seven)

Things:

1. No relationship. (8)
(One factor out of a possible eight)

The Behavioral Profile Code "expected" in the Computer

Technology areas is:

Computer Technology

Coded Behavioral Profile

| <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|-----------------|--------------------|-------------|---------------|---------------|
| 76849 | 694YX | 062431 | 0263 | 8 |

Human Skills and Competencies Needed for Success:
Ranked in Order of Importance

Human Competency 1: Personal Management

Interest:

1. Concerned with people, communication of ideas. (6)
2. Gain recognition from others. (5)
3. Working for people for their presumed good. (4)
4. Business contacts with people. (2)
(Four factors out of a possible ten)

Temperament:

1. Coping; handle problems naturally without stress. (8)
2. Management; plan, control, direct activities of others. (4)
3. Involvement; with others, teamwork; group. (5)
4. Persuasive; to influence, convince others intentionally. (7)
5. Evaluation; perceive, study, analyze, compare. (0)
6. Intuition; insight, imagination, perception, awareness. (9)
7. Interpersonal; coping with nature, traits, feelings of others. (X)
(Seven factors out of a possible twelve)

Data:

1. Synthesizing; interpret, conceptualize, relate, use. (0)
2. Comparing; judging data re: other data. (6)
3. Analyzing; evaluation of data per se. (2)
4. Coordinating; determine time sequence, procedure, action. (Y)
(Four factors out of a possible six)

People:

1. Mentoring; dealing with total personality of others. (0)
2. Instructing; teaching; training, demonstrating. (2)
3. Supervising; determine, assign, direct work of others. (3)
4. Diverting; amusing, entertaining, keeping attention of others. (4)
5. Persuading; to influence, convince others. (5)
(Five factors out of a possible seven)

Things:

1. No relationship. (8)
(One out of a possible eight)

The Behavioral Profile Code "expected" in the Personal Management area is:

Personal Management

Coded Behavioral Profile:

| <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|-----------------|--------------------|-------------|---------------|---------------|
| 6542 | 845709X | 0621 | 02345 | 8 |

Human Competency 2: Human Relations

Interest:

1. Concerned with people, communication of ideas. (6)
2. Working for people for their presumed good. (4)
3. Gain recognition from others. (5)
4. Business contacts with people. (2)
5. Abstract, imaginative, creative. (8)
6. Non-social: processes, techniques, functions. (9)
(Six factors out of a possible ten)

Temperament:

1. Coping; handle problems naturally without stress. (8)
2. Management; plan, control, direct activities of others. (4)
3. Involvement; with others, teamwork, group. (5)
4. Intuition; insight, imagination, perception, awareness. (9)
5. Evaluation; perceive, study, analyze, compare. (0)
6. Interpersonal; coping with nature, traits, feelings of others. (X)
7. Persuasive; to influence, convince others intentionally. (7)
8. Change and Variety; ability to accept, utilize change. (1)
(Eight factors out of a possible twelve)

Data:

1. Synthesizing; interpret, conceptualize, relate, use. (0)
2. Comparing; judging data re: other data. (6)
3. Analyzing; evaluation of data per se. (2)
4. Coordinating; determine time sequence, procedure, action. (1)
(Four factors out of a possible six)

People:

1. Mentoring; dealing with total personality of others. (0)
2. Persuading; to influence, convince others. (5)
3. Supervising; determine, assign, direct work of others. (3)
4. Instructing; teaching; training, demonstrating. (2)
5. Diverting; amusing, entertaining, keeping attention of others. (4)

6. Negotiating; confront and communicate to achieve goal/agreement. (1)
(Six factors out of a possible seven)

Things:

1. No relationship. (8)
(One factor out of a possible eight)

The Behavioral Profile Code "expected in the Human

Relations area is:

Human Relations

Coded Behavioral Profile:

| <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|-----------------|--------------------|-------------|---------------|---------------|
| 645289 | 84590X71 | 0621 | 053241 | 8 |

Conceptual Skills and Competencies Needed for Success:

Ranked in Order of Importance

Interest:

1. Business contacts with people. (2)
2. Concerned with people, communication of ideas. (6)
3. Gain recognition from others. (5)
4. Tangible, productive satisfaction. (0)
(Four factors out of a possible ten)

Temperament:

1. Management; plan, control, direct activities of others. (4)
2. Intuition; insight, imagination, perception, awareness. (9)
3. Evaluation; perceive, study, analyze, compare. (0)
4. Persuasive; to influence, convince others intentionally. (7)

5. Involvement; with others, teamwork, group. (5)
6. Change and Variety; ability to accept, utilize change. (1)
7. Coping; handle problems naturally without stress. (8)
8. Detail; attention to data, items, things. (Y)
(Eight factors out of a possible twelve)

Data:

1. Synthesizing; interpret, conceptualize, relate, use. (0)
2. Comparing; judging data re: other data. (6)
3. Analyzing; evaluation of data per se. (2)
4. Coordinating; determine time sequence, procedure, action. (1)
(Four factors out of a possible six)

People:

1. Mentoring; Dealing with total personality of others. (0)
2. Instructing; teaching; training, demonstrating. (2)
(Two factors out of a possible eight)

Things:

1. No relationship. (8)
(One factor out of a possible eight)

The Behavioral Profile Code "expected" in the Conceptual Skills area is:

Conceptual Skills

Coded Behavioral Profile:

| <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|-----------------|--------------------|-------------|---------------|---------------|
| 2650 | 4907518Y | 0621 | 02 | 8 |

Narrative Form: Ranked in Order
of Importance

The composite behavioral profile expected was developed through the statistical weighting of each factor within all eight competency areas based upon the presence of a given factor and the rank order in which that factor appeared.

The composite behavioral profile, generated through the above procedure is presented in narrative form below. Each factor is ranked according to the importance within each category.

Interest:

1. Concerned with people, communication of ideas: conceptual. (6)
2. Working for people for their presumed good (managerially). (4)
3. Business contacts with people. (2)
4. Gain recognition from others: socially-oriented self-drive. (5)
5. Abstract, imaginative, creative. (8)
6. Non-social processes, techniques, functions. (9)
(Six factors out of a possible ten)

Temperament:

1. Management: plan, control, direct the activities of others. (4)
2. Evaluation: perceive, study, analyze, compare. (0)
3. Coping: conceptually handle problems without stress. (8)
4. Involvement with others: teamwork, group, organizational. (5)

5. Persuasive: to influence, convince others intentionally. (7)
6. Detail: attention to detail, data, things. (Y)
7. Interpersonal: coping with the nature, traits, feelings of others. (X)
8. Intuition: insight, imagination, perception, awareness. (9)
(Eight factors out of a possible twelve)

Data:

1. Synthesizing: interpret, conceptualize, relate, use, holistic. (0)
2. Comparing: intraholistic perception; patterns, relationships. (6)
3. Analyzing: identification of utility and strategic options. (2)
4. Coordinating: determine time, sequence, procedure, action. (1)
5. Computing: arithmetic operations re: data. (4)
6. Compiling: gathering, collating, classifying, follow-up. (3)
(Six factors out of a possible six)

People:

1. Mentoring: conceptual, holistic understanding of people. (0)
2. Instructing: teaching, training, demonstrating. (2)
3. Supervising: determine, assign, direct the work of others. (3)
4. Persuading: to intentionally influence, convince others. (5)
5. Diverting: amusing, entertaining, keeping attention of others. (4)
(Five factors out of a possible seven)

Things:

1. No relationship: "things" per se are not motivational. (8)
(One factor out of a possible eight)

The coded behavioral profiles expected in each competency area and the composite behavioral profile derived are shown below:

| | <u>Interest</u> | <u>Temperament</u> | <u>Data</u> | <u>People</u> | <u>Things</u> |
|--------------------------|-----------------|--------------------|-------------|---------------|---------------|
| <u>Technical Skills</u> | | | | | |
| <u>Category</u> | | | | | |
| 1. Financial Management | 932 | 0Y24 | 06243 | 862 | 5 |
| 2. Labor Relations | 6425 | 4708Y | 0621 | 035124 | 8 |
| 3. Physical Facilities | 24901 | 40Y | 6241 | 36 | 548 |
| 4. Public Relations | 64528 | 85740XY | 0621 | 025416 | 1 |
| 5. Computer Technology | 76849 | 094XY | 062431 | 0263 | 8 |
| <u>Human Skills</u> | | | | | |
| <u>Category</u> | | | | | |
| 1. Personal Management | 6542 | 845709X | 0621 | 02345 | 8 |
| 2. Human Relations | 645289 | 84590X71 | 0621 | 053241 | 8 |
| <u>Conceptual Skills</u> | | | | | |
| <u>Category</u> | | | | | |
| | 2650 | 4907518Y | 0621 | 02 | 8 |
| <u>COMPOSITE PROFILE</u> | | | | | |
| <u>EXPECTED</u> | | | | | |
| | 642589 | 40857YX9 | 062143 | 02345 | 8 |

The composite behavioral profile expected (BPE) was the description of the "ideal administrator" which was used

as the criterion for comparison of all other behavioral profiles for individual members of the sample.

Stage II of Data Preparation: The Composite Behavioral Profile Observed

Completed copies of the Kuder Personal Preference Inventory and the Kuder Vocational Preference Inventory were shipped by each respondent for computerized scoring and the production of the Appraisal of Personal Potential.

The scoring process assumes that each of the traits from the Kuder inventories are constantly and simultaneously interactive and interaffective on the basis of the motivational strength and influence of each trait, and the combination of traits on all other traits. This interactive combination is then statistically compared to the factors which appear under the general heading of Interest, Temperament, Data, People and Things with ratings in the Appraisal of Personal Potential.

For the purposes of this study, two sources of composite behavioral profiles observed were prepared. First, the individual behavioral profiles of the sample of successful administrators were prepared and summarized according to the sequence of appearance of factors under the "Temperament" heading. Upon preliminary examination of the data the individual profiles under the categories of Interest, Data,

People, and Things appeared to be so similiar that "Temperament" was selected because it provided the most discriminating category. Futhermore, extensive use of the Appraisal by Neils had previously demonstrated that individual behaviorial profiles of persons within the same occupational family had shown that greater differences occurred within the Temperament category. The factors within that category are listed below:

1. Change and Variety (ability to accept, utilize change)
 2. Short Cycle Activity (routine activity set by procedure)
 3. Controlled Activity (supervised procedure)
 4. Management (plan, control, direct activities of others)
 5. Involvement (with others, teamwork, group)
 6. Isolation (work apart, individual)
 7. Persuasive (to influence, convince others intentionally)
 8. Coping (handle problems naturally without stress)
 9. Intuition (insight, imagination, perception, awareness)
 0. Evaluation (perceive, study, analyze, compare)
 - X. Interpersonal (coping with nature, traits, feelings of others)
 - Y. Detail (attention to data, items, things)
- These individual codes were then statistically combined

by Neils, into a composite behavioral profile observed for the entire sample.

A second source of behavioral profiles observed consists of the random sample control group of 315 behavioral profiles of individuals which has been used by Neils over the past 15 years. Scores from these individuals as a control group were compared to the behavioral profile expected for successful educational administrators to determine if in fact the successful administrators as a group, when compared to the behavioral profile expected, were different than a random sample of individuals when compared to the same criterion. If differences were observed, then one may conclude that the administrators as a group were different from the general population.

Stage III of Data Preparation: Matching of Expected and Observed Behavioral Profiles

The matching process requires the development of a composite weighted index for both the job function information as well as the person generated information. This index consists of the statistical weighting of those factors under the major headings of the Appraisal, the frequency with which those factors are present or absent, and their rank order of appearance. It is important to note that two individuals with the same weighted index can be expected to behave in the world in approximately the same manner.

A standardized analysis is used by Neils to categorize or classify an individual relative to a specific role definition. The result is a probability statement regarding the potential of the individual relative to the requirements of a specific role. The procedure involved in this matching process is to establish the behavioral profile expected (or job code) as the 100th percentile or statement of the "ideal" as described above. An individual whose behavioral profile matches precisely the "ideal" behavioral profile expected would be regarded as having a high probability of performing successfully as a school superintendent. All other observed behavioral profiles are related to that standard to create a distribution of scores representing the degree of similarity or dissimilarity of "fit" of an individual's score to the criterion measure.

These comparisons develop an ordering of individual scores along a distribution with an identified mean and standard deviation. The distribution expresses the extent to which the motivational progression of factors for an individual compares to the motivational progression of factors expected for a specific role or function. All comparisons are related to the series of weights attached to the factors determined to be significant for successful performance of a given role. These factors, as derived from the Dictionary of Occupational Titles, represent those worker traits which underlie the successful performance of a given job role of

function.

Statistical Design

It should be noted that all scores for groups or individuals for the purposes of statistical analysis are statements of relative probability of an individual when compared to a given criterion measure. The purpose of the statistical design and data analysis was to determine the extent to which the criterion established by the Commission behavioral profile expected was comparable to the composite behavioral profile observed of those administrators nominated as successful.

Hypotheses to be statistically tested were:

H_1 : There will be no significant difference between the composite behavioral profile observed for the sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E), and the composite behavioral profile observed for the control group (BP_{OC}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA} = BP_{OC}$$

H_2 : There will be no significant difference between the composite behavioral profile observed for the total sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA} = BP_E$$

H_3 : There will be no significant difference between the composite behavioral profile observed for the sample of successful Oklahoma administrators (BP_{OA1}) when compared to the criterion of the composite behavioral profile expected (BP_E), and the composite behavioral profile observed for the sample of successful national administrators (BP_{OA2}) when

compared with the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA(i)} = BP_{OA(j)} = \dots = BP_{OA(n)}$$

The data analysis procedures and results are described in Chapter IV. In the case of each hypothesis listed above a series of techniques appropriate to testing the difference between means for various distributions was used. In those cases where either sample sizes were different, or the standard deviations of distributions were known to be different, or the expected results were directional, appropriate adjustments were made to the statistical techniques used.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents an analysis and interpretation of the data obtained as it relates to each hypothesis under investigation. The major questions underlying each hypothesis that this study attempted to answer were as follows:

1. How does the composite behavioral profile observed for successful educational administrators compare to the composite behavioral profile observed for a random control group?

2. How does the composite behavioral profile observed for successful administrators compare to the composite behavioral profile expected as defined by the Commission's Internship Study Report?

3. How does the composite behavioral profile observed of the sample of successful Oklahoma administrators compare to the composite behavioral profile observed for the sample of national administrators?

4. How do the behavioral profiles observed for all administrators compare to one another?

Results of Hypothesis Testing

Results of Testing H_1

The proposition tested in hypothesis 1 was as follows:

H_1 : There will be no significant difference between the composite behavioral profile observed for the sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E), and the composite behavioral profile observed for the control group (BP_{OC}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA} = BP_{OC}$$

$$H_1: BP_{OA} = BP_{OC}$$

The composite behavioral profile expected (BP_E) was converted to a mathematical equation based upon the presence or absence of each factor, and the relative weight of each factor according to rank order of appearance. The composite weighted index value of the behavioral profile expected was established as 135. The composite weighted index for each observed behavioral profile was then statistically matched to the specified criterion. The result was a distribution of scores for both the random control group (BP_{OC}), as well as the sample of successful educational administrators (BP_{OA}). The results of the comparisons are presented in Table 5 in the form of descriptive statistics. Figure 1 shows a distribution for the total sample of administrators and Neil's

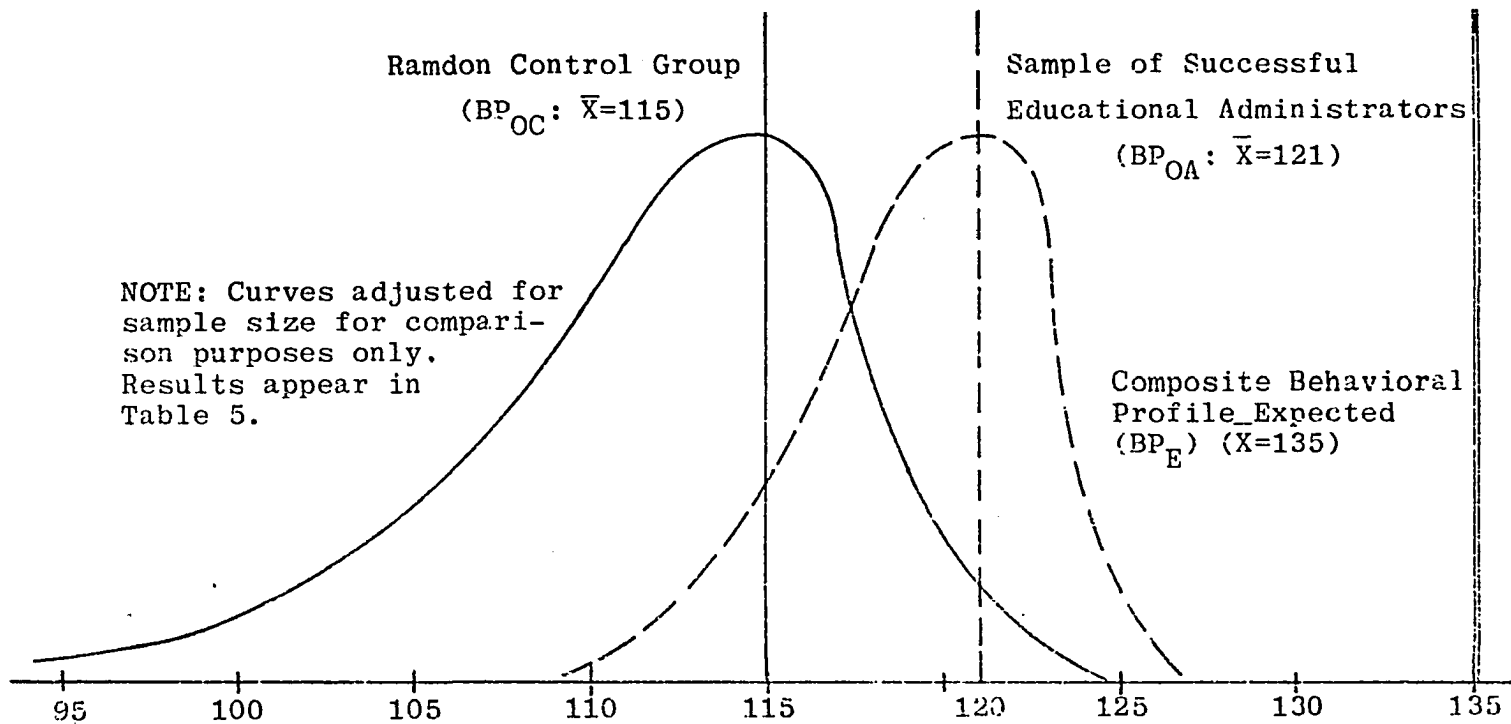
TABLE 5

Results of Statistical Matching Between Composite Weighted Index for Composite Behavioral Profile Expected (BP_E) and Behavioral Profiles Observed

| | Group | N | Mean | Standard Deviation | Range |
|------------|--------------------------|-----|------|-----------------------|-----------|
| BP_{OC} | Random Control Group | 315 | 115 | 17 | 92 - 135 |
| BP_{OA} | Administrators, Total | 40 | 121 | 10 | 110 - 133 |
| BP_{OA1} | Administrators, Oklahoma | 16 | 121 | 16 | 112 - 132 |
| BP_{OA2} | Administrators, National | 24 | 120 | 16 | 110 - 133 |

FIGURE 1

Frequency Distributions of Composite Behavioral Profiles for Neil's Random Control Group (N=315) and total Sample of Successful Educational Administrators (N=40) Matched to Composite Behavioral Profile Expected



random control group. Higher scores on the index indicate a broader motivational potential for a wider range of job function requirements.

An approximate degrees of freedom t-test for two independent samples was conducted. The statistical test was used because of the unequal sample sizes and the resulting expectation that the standard deviation of both groups would be different. The results obtained were $t = 3.2$, $df = 72$, and the observed $p \leq .001$.

The mean value for the random control group (115) was different from the mean behavioral profile observed for the group of successful school administrators (121). The sample of successful school administrators represented a group of scores which was not obtained by chance.

In summary, the null hypothesis was rejected and the alternate hypothesis was accepted.

Results of Testing H_2

The proposition tested in hypothesis 2 was as follows:

H_2 : There will be no significant difference between the composite behavioral profile observed for the sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA} = BP_E$$

$$H_2: BP_{OA} \leq BP_E$$

The sample of forty observed behavioral profiles of individual educational administrators was statistically matched to this criterion. The mean value for the group of forty was 121 as shown in Figure 1.

A single sample t-test was conducted utilizing the appropriate adjustment for degrees of freedom given the unequal sample sizes. Results obtained were $t = 8.9$, $df = 39$, and the observed $p \leq .0001$.

A narrative listing of the Temperament section under the composite behavioral profile expected is shown in Figure 2 for the entire sample of successful educational administrators. Therefore, the alternative hypothesis was accepted indicating statistically significant differences between the behavioral profile observed for the sample of administrators and the behavioral profile expected.

Results of Testing H_3

The proposition tested in hypothesis 3 was as follows:

H_3 : There will be no significant difference between the composite behavioral profile observed for the sample of successful Oklahoma administrators (BP_{OA1}) when compared to the criterion of the composite behavioral profile expected (BP_E), and the composite behavioral profile observed for the sample of successful national administrators (BP_{OA2}) when compared with the criterion of the composite behavioral profile expected (BP_E).

FIGURE 2

Temperament Category Comparisons for Hypothesis Two

| <u>Temperament Expected</u> | <u>Temperament Observed</u> |
|--|--|
| 1 Management (plan, control, direct activities of others) (4) | 1 Coping (handling problems without stress) (8) |
| 2 Evaluation (perceive, study, analyze, compare) (0) | 2 Involvement (with others, teamwork; group) (5) |
| 3 Coping (handling problems naturally without stress) (8) | 3 Interpersonal (coping with nature, traits, feelings of others) (X) |
| 4 Involvement (with others teamwork; group) (5) | 4 Intuition (insight, imagination, perception, awareness) (9) |
| 5 Persuasive (to influence, convince others intentionally) (7) | 5 Management (plan, control direct activities of others) (4) |
| 6 Detail (attention to data, items, things) (Y) | 6 Persuasive (to influence, convince others intentionally) (7) |
| 7 Interpersonal (coping with nature, traits, feelings of others) (X) | 7 Change and variety (ability to accept, utilize change) (1) |
| 8 Intuition (insight, imagination, perception, awareness) (9) | |

KEY: Numbers on left indicate order of primary motivational strengths. Numbers or letters on right indicate code number of factors from page 4 of the Appraisal of Personal Potential in Appendix A.

$$H_0: BP_{OA1} = BP_{OA2}$$

$$H_3: BP_{OA1} \neq BP_{OA2}$$

An approximate degrees of freedom t-test for two independent samples was conducted. Results were $t = .171$, $df = 30$, and the observed $p \approx .50$. The data in Table Five shows the respective means, standard deviations, and the ranges for those two samples. Therefore, the null hypothesis was not rejected because the level of statistical significance of the observed difference did not achieve the level which had been previously established ($p \leq .05$).

However, there were differences under the heading of Temperament. Narrative descriptions of this section for the Oklahoma and national samples appear as Figure 3 for comparative purposes.

Results of Testing H_4

The proposition tested in hypothesis 4 was as follows:

H_4 : There will be no significant difference among the behavioral profiles observed for the sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA(i)} = BP_{OA(j)} = BP_{OA(k)} = BP_{OA(m)}$$

$$H_4: BP_{OA(i)} \neq BP_{OA(j)} \neq BP_{OA(k)} \neq BP_{OA(m)}$$

The data in Table Six show the means, standard deviations, and ranges for each of the observed groups.

FIGURE 3

TEMPERAMENT CATEGORY COMPARISONS FOR HYPOTHESIS THREE

| <u>Composite Behavioral Profile Expected</u> (N=32) | <u>Composite Behavioral Profile Observed</u> Oklahoma Sample (BP _{OA1}) (N=16) | <u>Composite Behavioral Profile Observed</u> National Sample (BP _{OA2}) (N=24) |
|--|--|--|
| Temperament | Temperament | Temperament |
| 1 Management (plan, control, direct activities of others) (4) | 1 Coping (handle problems naturally without stress) (8) | 1 Coping (handle problems naturally without stress) (8) |
| 2 Evaluation (perceive, study, analyze, compare) (0) | 2 Involvement (with others, teamwork, group) (5) | 2 Involvement (with others, teamwork, group) (5) |
| 3 Coping (handle problems naturally without stress) (8) | 3 Interpersonal (coping with nature, traits, feelings of others) (X) | 3 Interpersonal (coping with nature, traits, feelings of others) (X) |
| 4 Involvement (with others, teamwork, group) (5) | 4 Management (plan, control, direct activities of others) (4) | 4 Persuasive (to influence, convince others intentionally) (7) |
| 5 Persuasive (to influence, convince others intentionally) (7) | 5 Persuasive (to influence, convince others intentionally) (7) | 5 Management (plan, control, direct activities of others) (4) |
| 6 Detail (attention to data, items, things) (Y) | 6 Change and variety (ability to accept, utilize change) (1) | 6 Detail (attention to data, items, things) (Y) |
| 7 Interpersonal (coping with nature, traits, feelings of others) (X) | 7 Intuition (insight, imagination, perception, awareness) (9) | 7 Intuition (insight, imagination, perception, awareness) (8) |
| 8 Intuition (insight, imagination, perception, awareness) (9) | 8 Evaluation (perceive, study, analyze, compare) (0) | 8 Evaluation (perceive, study, analyze, compare) (0) |
| | 9 Detail (attention to data, items, things) (Y) | |

Key: Numbers on the left before each factor indicates the priority of the motivational factor. Letters or numbers in parentheses to the right of each factor, is the code from page 4 of the Appraisal.

TABLE SIX

Results of Statistical Matching Between Composite
Weighted Index for Composite Behavioral Profile
Expected and Behavioral Profiles Observed for
Four Types of Administrators (N=38)

| | N | Mean | Standard Deviation | Range |
|--------------------------|----|------|-----------------------|-----------|
| Administrators, Type I | 5 | 117 | 16 | 112 - 132 |
| Administrators, Type II | 14 | 124 | 11 | 119 - 131 |
| Administrators, Type III | 10 | 116 | 9 | 110 - 125 |
| Administrators, Type IV | 9 | 121 | 9 | 115 - 133 |

A one way analysis of variance was conducted using adjusted degrees of freedom for unequal cell sizes. The results are presented in Table Seven.

TABLE SEVEN

Results of One-Way ANOVA for Four
Administrator Types (N=38)

| Source | SS | df | MS _E | F |
|---------|-------|----|-----------------|-------------|
| Between | 435 | 3 | 145 | .261*(3,34) |
| Within | 18925 | 34 | 556 | |
| Total | 19360 | | | |

*non-significant; $p \approx .80$

The F ratio of .261(3,34) is statistically non-significant. Therefore, the null hypothesis was not rejected. Although the observed differences among the groups were not statistically significant, there is a practical significance suggested in that four types of administrators did emerge mainly due to their temperament orientation. The four types observed ranged along a motivational spectrum from social/organizational to operational/functional. The different behavioral profiles appear in narrative form in Appendix D. A description of the four types of administrators and their practical significance is found in Chapter V.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

This study was designed to evaluate the validity of a description of leadership effectiveness developed by the Oklahoma Commission for Future Educational Leadership. The Commission's Internship Study Report described a consensus ranking of characteristics for future educational administrators based upon three major areas of skills and competencies human conceptual, and technical. These results were obtained through thirty-two structured interviews with Commission members who represented a cross section of communities, school districts, and levels of professional achievement.

Prior to implementing either selection procedures or program design for administrator preparation based upon these criteria, the Commission decided to evaluate the correspondence between the characteristics of incumbent school administrators both within and beyond Oklahoma who were

regarded as successful when compared to the "ideal" criterion. This research study was designed utilizing the measurement systems developed by Neils. The Appraisal of Personal Potential and the Job Analysis and Coding System were selected as data-gathering instruments. The Appraisal has been shown to be particularly sensitive to individual differences and expresses the motivational orientation of the individual relative to certain operationally defined categories. The resulting behavioral profile is a statement of motivational potential for an individual under the major categories of Interest, Temperament, Data, People and Things.

The Job Analysis and Coding System was developed to identify and express the underlying worker traits for effectiveness in any given job function. This system was applied to the Commission developed role description and established as the behavioral profile expected for successful educational leadership.

The population was comprised of two groups: (1) Oklahoma superintendents selected to serve on the Oklahoma Commission for Future Educational Leadership, and (2) national superintendents selected as the one hundred most successful school administrators in North America.

A sample of twenty (20) Oklahoma administrators and thirty-eight (38) members of the national sample were mailed the Kuder Personal Preference Inventories and Kuder Vocational Preference Inventories. Sixteen Oklahoma superintendents,

80 percent, and twenty-four national administrators, 63 percent, returned the completed instruments. Individual Appraisals were prepared from the results. Statistical combinations were developed as composite behavioral profiles for all members of the sample, members of the Oklahoma and national samples and for the types of behavioral profiles observed for the sample as a whole. Results for the entire sample were then statistically matched against the criterion measure of the weighted index score of the composite behavioral profile expected. Comparisons between various groups of behavioral profiles observed were conducted in order to statistically evaluate the stated hypotheses.

Findings

Data analysis techniques were selected to test the observed differences between means of the samples. One-tailed t-tests were used with adjustments for unequal sample sizes and distribution with dissimilar standard deviation for H_1 , H_2 , and H_3 . A one-way analysis of variance was used for H_4 with adjustments for unequal cell sizes. Tests of statistical significance were established at $p \leq .05$. The practical significance of the observed results was explored.

Results were analyzed relative to the following hypotheses:

- H_1 : There will be no significant difference between the composite behavioral profile observed for the

sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E), and the composite behavioral profile observed for the control group (BP_{OC}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA} = BP_{OC}$$

- H_2 : There will be no significant differences between the composite behavioral profile observed for the sample of successful administrators (BP_{OA}) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA} = BP_E$$

- H_3 : There will be no significant difference between the composite behavioral profile observed for the sample of successful Oklahoma administrators (BP_{OA1}) when compared to the criterion of the composite behavioral profile expected (BP_E), and the composite behavioral profile observed for the sample of successful national administrators (BP_{OA2}) when compared with the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA1} = BP_{OA2}$$

- H_4 : There will be no significant difference among the behavioral profiles observed for the sample of successful administrators ($BP_{OA(i)}$) when compared to the criterion of the composite behavioral profile expected (BP_E).

$$H_0: BP_{OA(i)} = BP_{OA(j)} = \dots = BP_{OA(n)}$$

Analysis of Findings

The basic findings of the study were that the total sample of administrators was nearer the expected criterion than was Neils' random control group. Oklahoma administrators were not significantly different from their national counterparts. Four distinct types of composite behavioral profiles

were detected within the total sample representing different orientations along a motivational spectrum from humanistic to functional.

Each administrator type behavioral profile is listed in narrative form in Appendix D.

Type I - Humanistic/Organizational (N=5)

The rank order of traits under the Temperament heading shows an emphasis upon the interpersonal (relationships) aspects of functioning. This is reinforced under the heading of Data in which the factors appearing include synthesizing, comparing, and analyzing but shows no orientation toward action (or management) since their profile lacks the factor of coordinating. Under the heading of People the social service orientation (factors of mentoring and serving) are followed by diverting or entertaining. No traits related to management per se appear.

Type II - Social/Organizational/ Operational (N=14)

This largest group shows a broad range of motivation as evidenced by the numbers of factors appearing in the behavioral profile. This indicates primary motivation covering the broad range of role requirements present in most administrative jobs. In contrast to Type I, this group

demonstrates a Temperament orientation which, while interpersonally oriented, is supported by the management oriented factors of persuasion, management, detail, intuition, and evaluation.

Further, under the Data heading these individuals in Type II are motivated toward coordinating (action), compiling and computing. This is a performance oriented sequence of traits as opposed to the Type I persons.

Type III - Organizational/
Operational (N=10)

This group is quite similar to Type II in that the Type III individuals are oriented toward interpersonal involvement with others as a priority shown under Temperament. But the support factors, seen in the sequence of coping, intuition, management, persuasion and change and variety suggest an ability to be flexible in the organizational environment.

Another difference from Type II is the stronger emphasis on confrontation in the People category as a means of achieving organizational goals.

Type IV - Operational/Functional

(N=9)

Differences appear under each of the five categories when compared to the other three types. The behavioral profile under Interest shows an orientation toward non-social processes, tangible, productive satisfaction, and abstract, imaginative and creative areas.

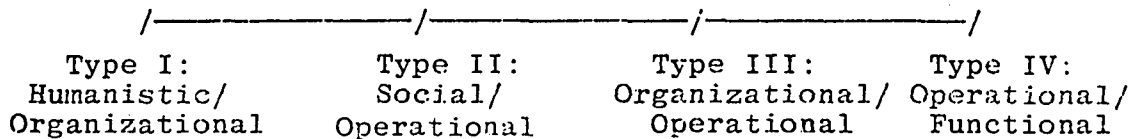
Under the Temperament heading the primary orientation is management. Under Data the results indicate that information is interpreted, compared, analyzed, computed, and results compiled prior to action (coordination).

In contrast to the other types, the People category does not contain the "social service" orientation. Rather, the emphasis is upon a role relationship (mentoring, instructing, supervising, negotiating and follow-through). The benevolence trait is at the end of the profile, but does appear. This operational orientation is suggested again in the number of factors in the Things category while the other Types had only one factor which was "no relationships" to Things.

Figure 4 places the four administrative types along a motivational continuum from humanistic to functional.

Figure 4

Continuum of Behavioral Profiles for
Four Administrator Types



Findings relative to the hypotheses were as follows:

1. A lack of similarity under any of the five categories of Interest, Temperament, Data, People, Things for individuals in the control group. (Appendix C)
2. In none of the major categories could a focal point be made on the control group so that ordered comparisons of individual observations could be made. This is in distinct contrast to the results for the behavioral profiles observed for the sample of successful administrators where the main differences occurred under the heading of "Temperament."
3. There was not a statistically significant difference between Oklahoma and national administrators observed in their behavioral profiles.
4. The statistical tests of the means of the administrative groups show that Neils' random control bears less of a relationship to the criterion of the composite behavioral profile expected than do the composite profiles of the administrators when compared to the same criterion.

5. The administrators as a group were clustered in the upper portion of the distribution relative to the behavioral profile expected established as the 100th percentile, or criterion measure.

6. The Commission generated behavioral profile expected tends toward the management, or "functional" orientation, while the observed behavioral profile for successful educational administrators has a relatively higher emphasis upon the coping and interpersonal orientations.

7. Four different administrator types, based on different motivational orientations toward job performance, emerged from the data analysis.

8. The "Type IV" administrators more closely matched the behavioral profile expected (BP_E) than did any other group of administrators.

9. The composite behavioral profile observed for the total sample of administrators had a composite weighted index value less than the criterion value of the composite behavioral profile expected.

10. The primary motivational trait under the category of "Interest" for 100% of the forty administrators was "concerned with people, communication of ideas."

11. Twenty-six of thirty-one sample members showed their primary motivational trait under the category of "Things" was "No relationship to things." Type IV (N=9) showed a higher motivational potential toward "Things"

with a composite code of their three top rank-ordered functions as follows:

- A. Manipulating materials
- B. Operate-Control-Machine operation
- C. Feeding-Offbearing (feeding material in, take material from machine).

Conclusions

1. A major characteristic of the majority of the successful educational administrators was the social orientation as opposed to the Behavioral Profile Expected (BP_E) which was more functionally oriented.

2. The data analysis provided support for the Commission's generated behavioral profile. The results supported the representativeness of the expected characteristics of successful administrators when compared to those of incumbent administrators.

3. The four types of administrators representing various points along a motivational spectrum from humanistic to functional show the differing orientations important for the requirements in a range of specific job settings.

4. The study did not indicate that the national sample was significantly different from their Oklahoma counterparts. However, the Oklahoma administrators were slightly closer to the criterion of the composite behavioral profile expected than were those in the national sample.

5. The Commission, in its original description of a successful educational administrator, heavily emphasized the functional aspect of the role with relatively less emphasis upon the social or organizational aspects required. Relative to the scale established for this study, a higher score represents an individual whose behavioral profile has a greater number of factors appearing under each heading. This longer behavioral profile indicates a broader motivational potential.

6. Individuals whose scores are closer to the criterion of the composite behavioral profile expected can be anticipated to exhibit greater motivational potential for the organizational and functional aspects of the role.

7. The differences in descriptions of the role given by incumbent educational administrators during the Commission's interviews when compared to their own behavioral profile reinforces the independence of the data obtained. The interviewed administrators were not biased in responding by a projection of their own characteristics.

Implications

1. The Commission's list of skills and competencies may be used as a reference point for administrator preparation programs.

2. An applicant for an administrative position, or a candidate for an internship whose behavioral profile

closely matched any one or all of the observed behavioral profiles could be expected to have a relatively high probability of success in both completing a training program and performing effectively in a specific organizational setting.

Implications for Future Research

1. One major area in which additional research may be conducted is in the assessment of applicants for administrator preparation training programs. Screening applicants based upon their behavioral profile relative to a specific role definition could ensure a relatively higher probability of success in training than utilizing only the standard selection procedures of evaluating the previous education, experience, or expressed interest. However, the profiles of those candidates not selected are critical to validating a system as effective in discriminating among potential candidates.

2. A more complete validation of the behavioral profile expected as a criterion measure should be developed through comparing groups of individuals judged as less successful educational administrators to both the criterion of the behavioral profiles expected as well as the composite behavioral profiles observed for the various groups within the study. Procedures could be established whereby administrators whose contracts were not renewed for subsequent

years could be evaluated in conjunction with an analysis of the role description as stated by the board of education. Differences, or lack of similarity between the individual's behavioral profile and the expectations of the governing group, could assist in identifying the reasons for "job failure."

3. Another area which could provide assistance in organizational decision-making is an analysis of role expectations as stated by boards of education in a wide range of school district settings. Because each district has unique characteristics, and each board of education has specific expectations, the use of the Job Analysis and Coding System to develop the role definition as expected by a particular board of education would assist in making selections among candidates whose motivational potential is consistent with the actual job requirements.

4. Long-term studies of the effectiveness of persons selected on the basis of behavioral profiles would provide greater strength for both the selection process as well as the content of profiles of leadership effectiveness. Similarly, long-term evaluation of candidates not selected for either a specific position or for administrator preparation programs is important for validating the process and the criterion measures.

5. Another approach for validating the behavioral profile types identified in the sample is to evaluate the

extent to which the behavioral profile of the top administrator's immediate subordinates are complementary to his/her own behavioral profile relative to the specific requirements of the organization.

Recommendations

1. A common selection criterion should be established which would predict the ability of the administrator to survive in the social and political reality of his/her role.

2. For those administrators exhibiting a high operational motivation, subordinates with a high social/organizational motivation would be complementary extensions of the superintendent.

3. Training in administrator preparation programs should emphasize the importance of operational effectiveness as well as developing the ability of the top administrator to design complementary organizational roles.

4. The top administrator should learn procedures to select and develop subordinates whose behavioral profiles are compatible with both role requirements and his/her own personal behavioral style.

5. Boards of Education should use the Commission's list of skills and competencies as a foundation for the role requirements of leadership. Relative priority may be given to various areas of the description based upon the

current or projected needs of the organization. Decisions regarding both top administrators and his/her major areas of competency may be used as a guide to administrative team-building so that all operating areas are covered in the organization's job descriptions.

APPENDIX A

APPRAISAL OF PERSONAL POTENTIAL

NOTICE

Before this appraisal may be used by any person, persons or institution for academic, vocational, counseling or therapeutic purposes, a validation acknowledgement and permission for such use must be specifically granted by the person who has been appraised herein - or from his or her parents or guardian if that person is a minor. If such permission is not granted, no party is authorized to have access to, or possession of this appraisal."

It is mandatory that this appraisal and all copies thereof be destroyed if the person identified herein rejects the validity of said identification. The validity of the statements herein rests solely with the voluntary, uninfluenced and willing acceptance of said statements by the person defined.

If and when the person appraised is no longer with the organization, institution or corporation which has been granted temporary loan of this appraisal, it must be returned to the person appraised (or destroyed) at his request.

No copies may be made of this appraisal, of the whole or in part. No information from this appraisal may be given to other persons, organizations or corporations without the express knowledge and permission of the person appraised herein.

Acceptance of this appraisal shall constitute an acceptance of the conditions stated above. Violation of these conditions shall be considered sufficient cause for prosecution by the person appraised.

Waiver or exceptions shall be the sole right of the person appraised herein.

I have read this appraisal of myself, consider it valid and acceptable, and authorize the following party to use it.

Party granted use of this appraisal.

Authorized by: _____
Person appraised herein, or Guardian or Parent thereof.

* The original of 2 copies remains in the possession of the person appraised.

Prepared For: GENERAL WARRANTY CORP.

Of:

PRIMARY MOTIVATIONAL TRAITS

THESE SUBJECTIVE TRAITS ARE THE SOURCE OF VOCATIONAL POTENTIAL. RATINGS ON THE FOLLOWING PAGES SHOW THE EFFECT OF THESE TRAITS IN THE VOCATIONAL WORLD.

GREGARIOUS - NEED TO BE IN THE COMPANY OF OTHERS. AVOIDANCE OF ALIENATION OR ISOLATION FROM OTHERS. ASSOCIATION WITH OTHERS IS ONE OF THE FIRST PRIORITIES OF ALL ACTIVITIES.

SELF-ORIENTED - CONSCIOUS OF SELF RELATIVE TO ALL ELSE. WHAT IS GOING FOR SELF. WHAT IS GOING AGAINST SELF. HOW THEY ADD UP. WITH SATISFACTION WHEN THINGS ARE GOING WELL. WITH FRUSTRATION AND STRESS IN DIRECT PROPORTION TO HOW NEGATIVE THINGS ARE SEEN.

PERSUASIVE - STRONG MOTIVATION TO HAVE DIRECT ACCESS TO THE LISTENER. CAUSE THE LISTENER TO UNDERSTAND WHAT IS BEING SAID. AND CAUSE THE LISTENER TO WILLINGLY ACCEPT WHAT HAS BEEN SAID. AND ACT ON IT IF THAT WAS THE INTENT.

DOGMATISM - STRONG PERSONAL OPINIONS AND POSITIONS - AND DETERMINATION TO STICK TO THEM. TO MAKE UP ONE'S OWN MIND. TO PREFER THAT OTHERS AGREE WITH SELF RATHER THAN AGREE WITH THEM.

MANAGERIAL - THE MOTIVATION TO REACH OBJECTIVES BY DIRECTING THE TALENTS OF OTHERS. TO FUNCTION IN A GIVEN ORGANIZATIONAL POSITION AND ROLE IN WHICH. AND FROM WHICH. THE RESPONSIBILITY AND AUTHORITY OF "THE OFFICE" CAN BE IMPERSONALLY EXERCISED.

NEED OF CHANGE AND VARIETY - ABILITY TO TAKE CHANGE IN STRIDE. TO QUICKLY GO FROM ONE THOUGHT OR ACTIVITY TO ANOTHER. AVOIDANCE OF ROUTINE OR THE STATUS QUO. AN IMPATIENCE WITH SAMENESS IN SURROUNDINGS OR ACTIVITIES.

VISUAL ORIENTATION- AWARENESS OF BEAUTY. BEAUTY VERSUS UGLINESS. ATTRACTIVENESS OF THAT WHICH IS SEEN. COLOR AND SHADES OF COLOR. SPATIAL MEASURE-SIZE. SHAPE. DISTANCE. DIMENSION. PERSPECTIVE. ETC.

AUDITORY PERCEPTION AND EXPRESSION - AWARENESS OF SOUND. ITS SOURCE AND MEANING. CONSCIOUSNESS OF SOUND AS A PRIMARY CHANNEL OF PERCEPTION AND EXPRESSION. LOVE OF MUSIC AS MOTIVATION FOR MUSICAL ACTIVITY. WHETHER IT BE LISTENING. SINGING. OR PLAYING.

LITERARY INTEREST - MOTIVATION TO OBTAIN INFORMATION THROUGH

POTENTIALS DEVELOPMENT

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APPRAISAL OF PERSONAL POTENTIAL 4/28/02

Prepared For: GENERAL WARRANTY CORP.

Of:

VISUAL MEDIA, WHETHER IT BE BOOKS, MAGAZINES, MOVIES, TELEVISION
OR OTHER MEANS, MOTIVATION OR WILLINGNESS TO OBTAIN INFORMATION
THROUGH SECONDARY CHANNELS RATHER THAN THROUGH FIRST-HAND
EXPOSURE, INVESTIGATION AND/OR EXPERIENCE.

== QUESTIONS REGARDING YOUR APPRAISAL ==
CONTACT - POTENTIALS DEVELOPMENT - P.O. BOX 267
BIGEON, MONT. 59911 - 7406/837-4385

POTENTIALS DEVELOPMENT

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APPRAISAL OF PERSONAL POTENTIAL

4/20/62

Prepared For: **GENERAL WARRANTY CORP.**

Of:

VOCATIONAL TECHNICAL AREA

LEADERSHIP POTENTIAL

RATINGS:

Administrative/Executive
Managerial/Supervisory
Working Foreman
Expediting/Dispatch

| 5. | 4. | 3. | 2. | 1. |
|----|----|----|----|----|
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |

INTERPERSONAL FACTORS

Avoiding Conflict
Dominant
Aggressive
Dogmatic
Persuasive
Tact. Diplomacy
Self-Oriented
Other-Oriented

| 5. | 4. | 3. | 2. | 1. |
|----|----|----|----|----|
| | | 3 | | |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | 4 | | | |
| | | 3 | | |
| | | | | 1 |

SOCIAL FACTORS

Philosophical
Gregarious
Benevolent
Involved
Communicative

| 5. | 4. | 3. | 2. | 1. |
|----|----|----|----|----|
| | 4 | | | |
| | | | 2 | |
| | | 3 | | |
| | | | | 1 |
| | | | | 1 |

PERFORMANCE

Reliability • **METHODICAL • PROCEDURAL • CLERICAL**
Permanence
Durability
Adaptability
Flexibility
Visual Perception
Auditory Perception
Reaction Speed
Concentration
Routine
Detail
Methodical Procedure
Dexterity
Problem Solving-Known
Problem Solving-New
Learning (by experience)
Learning (by the book)
Literary Orientation
Natural Orientation

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RATINGS:

1. Dedicated Motivation
2. Strong Motivation
3. Moderate Motivation
4. Disinterest
5. Avoidance

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Ot:

VOCATIONAL-TECHNICAL AREA

MECHANICAL ORIENTATION

RATINGS:

Awareness

| 5. | 4. | 3. | 2. | 1. |
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| 5 | | | | |

"Feel"

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Operation

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Skill, Immediate

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Skill, Gradual

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OPERATION

"Break in" Speed

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Steady (Quantity)

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Skill (Quality)

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Aptitude

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Dexterity

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Automatic (Subconscious)

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REPAIR

Natural Awareness

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Familiar Areas

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New Machinery

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Aptitude

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Familiar Areas

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New Machinery

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Routine

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Detail

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Methodical Procedure

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Housekeeping

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MAINTENANCE

Aptitude

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Motivation

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Methodical Procedure

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| 5 | | | | |
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Aesthetics (Appearance)

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Durability

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|--|---|--|--|--|
| | 4 | | | |
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Reliability

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| | 4 | | | |
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RATINGS:

1. Automatic

2. Excellent

3. Moderately Fair

4. Slow

5. Poor

POTENTIALS DEVELOPMENT

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APPRAISAL OF PERSONAL POTENTIAL

4/28/11

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Of:

OCCUPATIONAL TITLE AREA

APTITUDE

RATINGS:

- G- Intelligence (general learning ability) - **SCHOLASTIC**
- V- Verbal (understand & use words well)
- N- Numerical (natural, efficient math ability)
- S- Spatial (form awareness)
- P- Form Perception (graphics, charts, plans, diagrams)
- O- Clerical Perception (data, detail: verbal & tabular)
- K- Motor Coordination (Physical coordination - bodily)
- F- Finger Dexterity (handle small objects quickly, accurately)
- M- Manual Dexterity (move hands easily & skillfully)
- E- Eye-Hand-Foot Coordination
- C- Color Discrimination (recognize degrees or shades)

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| | | 3 | | |
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GENERAL EDUCATION DEVELOPMENT

REASONING CAPACITY:

- 6- Logic, symbols, graphs, etc.
- 5- Variables: concrete, abstract
- 4- Problems, practical & concrete
- 3- Problems, standardized, routine
- 2- Instructions, standard, routine
- 1- Instructions, basic, simple

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| | | 3 | | |
| | | | | 1 |
| | | 3 | | |
| | 4 | | | |
| 5 | | | | |

MATHEMATICAL CAPACITY:

- 6- Advanced
- 4- Problem identification & procedure
- 3- Problem computations
- 2- Arithmetic + - x ÷
- 1- Posting - Tabulation

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| | | 3 | | |
| | 4 | | | |
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| | | 3 | | |
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LANGUAGE CAPACITY:

- 6- Writing publications, speeches, lectures
- 4- Transcribe dictation, interpret, explain, etc.
- 2- File, post, copy, read instructions
- 1- Understand basic instructions & procedures

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| | | | 2 | |
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| | | | 2 | |
| | | 3 | | |

RATINGS:

- 1. Excellent Potential
- 2. Good Potential
- 3. Moderate Potential
- 4. No Interest
- 5. Avoidance

POTENTIALS DEVELOPMENT

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APPRAISAL OF PERSONAL POTENTIAL

4/28/82

Prepared For: **GENERAL WARRANTY CORP.**

Of:

OCCUPATIONAL TITLE AREA

INTEREST (PREFERENCES)

RATINGS:

ACTIVITIES:

- 1- Dealing with things & objects
- 2- Business contacts with people
- 3- Routine, organized
- 4- Working for people for their presumed good
- 5- Gain recognition from others
- 6- Concerned with people, communication of ideas
- 7- Technical, scientific
- 8- Abstract, imaginative, creative
- 9- Non-social: processes, techniques, functions
- 0- Tangible, productive satisfaction

| 5. | 4. | 3. | 2. | 1. |
|----|----|----|----|----|
| | 4 | | | |
| | 4 | | | 1 |
| | | | 2 | |
| | | | | 1 |
| | | | | 1 |
| 5 | | | | |
| | | 3 | | |
| | 4 | | | |
| | | 3 | | |

TEMPERAMENT

- 1- Change And Variety (ability to accept, utilize change)
- 2- Short Cycle Activity (routine activity set by procedure)
- 3- Controlled Activity (supervised procedure)
- 4- Management (plan, control, direct activities of others)
- 5- Involvement (with others, teamwork; group)
- 6- Isolation (work apart, individual)
- 7- Persuasive (to influence, convince others intentionally)
- 8- Coping (handle problems naturally without stress)
- 9- Intuition (insight, imagination, perception, awareness)
- 0- Evaluation (perceive, study, analyze, compare)
- X- Interpersonal (coping with nature, traits, feeling of others)
- Y- Detail (attention to data, items, things)

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RATINGS:

1. Excellent Potential
2. Good Potential
3. Moderate Potential
4. Disinterested
5. Apathetic

Prepared For: GENERAL WARRANTY CORP.

Of:

OCCUPATIONAL TITLE AREA

FUNCTIONS

RATINGS:

DATA

- 0- Synthesizing (interpret, conceptualize, relate, use)
- 1- Coordinating (determine time, sequence, procedure, action)
- 2- Analyzing (evaluation of data per se)
- 3- Compiling (gathering, collating, classifying)
- 4- Computing (arithmetic operations re: data (not counting))
- 5- Copying (transcribing, posting, entering data)
- 6- Comparing (judging data re: other data)
- 7-8- No Relationship

PEOPLE

- 0- Mentoring (dealing with total personality of others)
- 1- Negotiating (confront & communicate to achieve goal/agreement)
- 2- Instructing (teaching, training, demonstrating)
- 3- Supervising (determine, assign, direct work of others)
- 4- Diverting (amusing, entertaining, keeping attention of others)
- 5- Persuading (to influence, convince others)
- 6- Speak-Signal (give directions, assignments, information)
- 7- Serving (serving interest of others willingly, sacrificially)
- 8- No Relationship

THINGS

- 0- Setting Up (prepare, adjust machine prior to operation)
- 1- Precision Working (quality, standards in machine operation)
- 2- Operate-Control (machine operation: start, stop, control)
- 3- Drive-Operate (mobile equipment: steer, speed, control)
- 4- Manipulating (move, guide, place materials: body work)
- 5- Tending (observing operation: gauges, switches)
- 6- Feeding-Offbearing (feeding material in, take material from machine)
- 7- Handling (material handling, basic; minimum judgment)
- 8- No Relationship

RATINGS:

- 1. Excellent Potential
- 2. Good Potential
- 3. Moderate Potential
- 4. Disinterested
- 5. Avoidance

POTENTIALS DEVELOPMENT

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Page

APPRaisal OF PERSONAL POTENTIAL

4/28/82

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Prepared For: GENERAL WARRANTY CORP.

Of:

OCCUPATIONAL TITLE AREA

WORKER TRAIT GROUPS

RATINGS:

| | 5. | 4. | 3. | 2. | 1. |
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| Art | | 4 | | | |
| Business Relations | | | | | 1 |
| Clerical | 5 | | | | |
| Counseling, Guidance | | 4 | | | |
| Crafts | | 4 | | | |
| Education & Training | | | | | 1 |
| Elemental Work | 5 | | | | |
| Engineering | | 4 | | | |
| Entertainment | | | | 2 | |
| Farming, Fisheries | | 4 | | | |
| Investigating, Testing | 5 | | | | |
| Law & Enforcement | | | 3 | | |
| Machine Work | | 4 | | | |
| Managerial, Supervisory | | | | | 1 |
| Mathematics & Science | 5 | | | | |
| Medicine & Health | 5 | | | | |
| Merchandising | | | | | 1 |
| Music | | 4 | | | |
| Personal Service | 5 | | | | |
| Photo/Communication - OFFICE MACHINE OPERATION | 5 | | | | |
| Transportation | | 4 | | | |
| Writing | | 4 | | | |

MOTIVATIONAL PROGRESSION

ANTI-MOTIVATIONAL

INTEREST- 65 2 4 * 7 93 1

TEMPERAMENT- 5 74 1 8 * 3 6 2

DATA- 02 6 1 7 * 4 3 5

PEOPLE- 245136 0 * 7 8

THINGS- 8 * 0 5 1 67

APTITUDE- V G *

REASONING LEVEL - 4

MATH LEVEL - 3

LANGUAGE LEVEL - 6

VISUAL PERCEPTION - 5

AUDITORY PERCEPTION - 4

RATINGS:

1. Excellent Potential
2. Good Potential
3. Moderate Potential
4. Disinterest
5. Avoidance

POTENTIALS DEVELOPMENT, INC.
BOX 267, BIGFORK, MONTANA 59911
406-837-1385
DATE - 4/28/82

VOCATIONAL CODES
OF -
FOR - GENERAL WARRANTY CORP.

NARRATIVE VOCATIONAL CODE FACTORS - MOTIVATIONAL

INTEREST

- 6 CONCERNED WITH PEOPLE, COMMUNICATION OF IDEAS
- 5 GAIN RECOGNITION FROM OTHERS
- 2 BUSINESS CONTACTS WITH PEOPLE
- 4 WORKING FOR PEOPLE FOR THEIR PRESUMED GOOD

TEMPERAMENT

- 5 INVOLVEMENT - WITH OTHERS, TEAMWORK, GROUP
- 7 PERSUASIVE - TO INFLUENCE, CONVINCE OTHERS INTENTIONALLY
- 4 MANAGEMENT - PLAN, CONTROL, DIRECT ACTIVITY OF OTHERS
- 1 CHANGE AND VARIETY - ABILITY TO ACCEPT, UTILIZE CHANGE
- 8 COPING - HANDLE PROBLEMS NATURALLY WITHOUT STRESS

DATA

- 0 SYNTHESIZING - INTERPRET, CONCEPTUALIZE, RELATE, USE
- 2 ANALYZING - EVALUATION OF DATA PER SE
- 6 COMPARING - JUDGING DATA RE-OTHER DATA
- 1 COORDINATING - DETERMINING TIME, SEQUENCE, PROCEDURE, ACTION
- 7 NO RELATIONSHIP

PEOPLE

- 2 INSTRUCTING - TEACHING, TRAINING, DEMONSTRATING
- 4 DIVERGING - AMUSING, ENTERTAINING, KEEPING ATTENTION OF OTHERS
- 7 PERSUADING - TO INFLUENCE, CONVINCE OTHERS
- 1 NEGOTIATING - CONFRONT & COMMUNICATE TO ACHIEVE GOAL/AGREEMENT
- 3 SUPERVISING - DETERMINE, ASSIGN, DIRECT WORK OF OTHERS
- 6 SPEAK-SIGNAL - GIVE DIRECTIONS, ASSIGNMENTS, INFORMATION
- 0 MENTORING - DEALING WITH TOTAL PERSONALITY OF OTHERS

THINGS

- 0 NO RELATIONSHIP

APTITUDE

- 9 VERBAL - UNDERSTAND & USE WORDS WELL
- 6 INTELLIGENCE - GENERAL LEARNING ABILITY

REASONING CAPACITY

- 4 PROBLEMS, PRACTICAL & CONCRETE

LANGUAGE CAPACITY

- 6 WRITING PUBLICATIONS, SPEECHES, LECTURES

NARRATIVE VOCATIONAL CODE FACTORS - ANTI-MOTIVATIONAL

INTEREST

- 7 TECHNICAL, SCIENTIFIC
- 9 NON-SOCIAL - PROCESSES, TECHNIQUES, FUNCTIONS
- 3 ROUTINE, ORGANIZED
- 1 DEALING WITH THINGS & OBJECTS

TEMPERAMENT

- 3 CONTROLLED ACTIVITY - SUPERVISED PROCEDURE
- 6 ISOLATION - WORK APART, INDIVIDUAL
- 2 SHORT CYCLE ACTIVITY - ROUTINE ACTIVITY SET BY PROCEDURE

DATA

- 4 COMPUTING - ARITHMETIC OPERATIONS RE-DATA - NOT COUNTING
- 3 COMPILING - GATHERING, COLLATING, CLASSIFYING
- 5 COPYING - TRANSCRIBING, POSTING, ENTERING DATA

PEOPLE

- 7 SERVING - SERVING INTEREST OF OTHERS WILLINGLY, SACRIFICIALLY
- 8 NO RELATIONSHIP

THINGS

- 0 SETTING UP - PREPARE, ADJUST MACHINE PRIOR TO OPERATION
- 5 TENDING - OBSERVING OPERATION-GUAGES, SWITCHES
- 1 PRECISION WORKING - QUALITY, STANDARDS IN MACHINE OPERATION
- 6 FEEDING-OFFFEARING - FEEDING MATERIAL IN, TAKE MATERIAL FROM MACHINE
- 7 HANDLING - MATERIAL HANDLING, BASIC MINIMUM JUDGEMENT

POTENTIALS DEVELOPMENT, INC.
BOX 267, BIGFORK, MONTANA 59911
DATE - 4/28/82

VOCATIONAL CODES
OF - GENERAL WARRANTY COMP.

| *****JOB DATA***** | | | | | | | | | | | | | | *****AUXILIARY JOB DATA***** | | | | | | | | | | | | | |
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| APPRAISAL PAGE NO. INTEREST TEMPERAMENT DATA PEOPLE THINGS APPTITUDE | | | | | | | | | | | | | | REMOVAL VISUAL AUDITION | | | | | | | | | | | | | |
| 6524 5718 0247 245150 8 10 4 3 4 5 | | | | | | | | | | | | | | 3 3 4 5 | | | | | | | | | | | | | |
| *****INSTRUCTIVE-FINE ARTS, THEATER, MUSIC***** | | | | | | | | | | | | | | *****BASIC HELPFUL***** | | | | | | | | | | | | | |
| DECORATING & ART WORK | | | | | | | | | | | | | | GVSPKC 5 3 4 BASIC HELPFUL | | | | | | | | | | | | | |
| *****BUSINESS RELATIONS***** | | | | | | | | | | | | | | *****BASIC HELPFUL***** | | | | | | | | | | | | | |
| CONTRACT NEGOTIATIONS | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| BUSINESS TRAINING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| SUPERVISORY-DETAIL, PROCEDURE | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| MANAGERIAL & BUSINESS SERVICES | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| INTERVIEW, GAVE INFORMATION | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| CORRESPONDING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| INFORMATION - GATHER, DISPENSE, VERIFY | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| *****CLERICAL***** | | | | | | | | | | | | | | *****BASIC HELPFUL***** | | | | | | | | | | | | | |
| SCHEDULING, DISPATCHING, EXPEDITING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| SECRETARIAL | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| FACILITIES SERVICES-ALLOCATE, EXPEDITE | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| *****COUNSELING, GUIDANCE, SOCIAL WORK***** | | | | | | | | | | | | | | *****BASIC HELPFUL***** | | | | | | | | | | | | | |
| GUIDANCE & COUNSELING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| *****CRAFTS***** | | | | | | | | | | | | | | *****BASIC HELPFUL***** | | | | | | | | | | | | | |
| SUPERVISORY, CRAFTS - WORKING FOREMAN | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| SUPERVISORY, CRAFTS-SUPERVISOR | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| *****EDUCATION & TRAINING***** | | | | | | | | | | | | | | *****BASIC HELPFUL***** | | | | | | | | | | | | | |
| SUPERVISE, TRAIN - HUMAN SERVICES | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| INDUSTRIAL TRAINING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| VOCATIONAL EDUCATION | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| HIGHER EDUCATION | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| *****ENGINEERING***** | | | | | | | | | | | | | | *****BASIC HELPFUL***** | | | | | | | | | | | | | |
| SALES ENGINEERING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| ENGR. SCIENCE, TECH. COORDINATION | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| *****ENTERTAINMENT***** | | | | | | | | | | | | | | *****BASIC HELPFUL***** | | | | | | | | | | | | | |
| DRAHMATICS | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| MUSICAL, INSTRUMENTAL - PERFORMING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
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| MUSICAL, INSTRUMENTAL - PLAYING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| MUSICAL, INSTRUMENTAL - PLAYING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| MUSICAL, INSTRUMENTAL - PLAYING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| MUSICAL, INSTRUMENTAL - PLAYING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| MUSICAL, INSTRUMENTAL - PLAYING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| MUSICAL, INSTRUMENTAL - PLAYING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| MUSICAL, INSTRUMENTAL - PLAYING | | | | | | | | | | | | | | GVSPKC 5 3 4 HELPFUL | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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DATE - 4/28/82

VOCATIONAL CODES
OF
FOI - GENERAL WARRANTY CORP.

| APPRAISAL PAGE NO. | INTEREST | TEMPERAMENT | DATA | PEOPLE | THINGS | APTITUDE | RE | NO | LO | VISUAL | AUDITORY |
|--------------------------------|----------|-------------|--------|--------|--------|----------|----|----|----|-----------|-----------|
| JOB GROUPS & SUBGROUPS | 65245 | 97548 | 051 | 40521 | 0 | SPGV | 5 | 2 | 6 | IMPORTANT | IMPORTANT |
| PROMOTION & PUBLICITY | 0526 | 0V7591 | 052134 | 510 | 845 | PDGNY5 | 5 | 3 | 4 | HELPFUL | HELPFUL |
| SALES & SERVICE | 2497 | 70YK | 021 | 5246 | 548 | VCKNF | 4 | 2 | 4 | HELPFUL | HELPFUL |
| DEMONSTRATION & SALES | 0542 | 789Y0 | 1364 | 5124 | 0 | VPCS | 4 | 2 | 4 | IMPORTANT | IMPORTANT |
| SELLING - IN SELLER'S INTEREST | 052 | 7691 | 05 | 51 | 84 | VPCG | 2 | 2 | 3 | | |
| *****WRITING***** | | | | | | | | | | | |
| JOURNALISM, EDITORIAL | 648 | 978Y | 0531 | 05214 | 0 | GVSP | 0 | 2 | 6 | HELPFUL | HELPFUL |
| CREATIVE WRITING | 68 | 90 | 052 | 024 | 0 | SPGV | 0 | 2 | 6 | IMPORTANT | IMPORTANT |
| NEWS REPORTING | 6250 | 7890Y5 | 0532 | 052 | 0 | GVSP0 | 5 | 2 | 6 | HELPFUL | HELPFUL |
| TRANSLATING, EDITING | 769 | 0Y9 | 352 | 86 | 83 | GVSP | 5 | 2 | 5 | HELPFUL | |

• REASONING LEVEL
• MATH LEVEL
• LANGUAGE LEVEL

APPENDIX B

JOB CODING AND ANALYSIS SYSTEM:
FORMS AND INSTRUCTIONS

DEVELOPING JOB NOMENCLATURE
FOR THE
VOCATIONAL POTENTIAL IDENTIFICATION SYSTEM

Enclosed are blank appraisal rating sheets entitled OCCUPATIONAL TITLE AREAS, with subheadings: INTEREST, TEMPERAMENT, DATA, PEOPLE and THINGS. Under each of these subheadings, you will note a list of factors following a numerical or alphabetical code number. Also included is another page entitled WORKER TRAIT GROUPS (covering 22 major work areas in which all jobs should fit). Please note the format for the WORKER TRAIT CODE has been placed at the bottom of this page. (These 22 Groups are not part of the code, but are used to 'locate' the job in one or more of these groups.)

The job analysis occurs through the rating of all of the factors under the 5 subheadings listed above. The following rating levels are to be used in determining the relationship of a specific factor (Worker Trait) necessary to perform that job function:

Level 1: the factor is absolutely necessary.

Level 2: the factor is very important.

Level 3: the factor is of possible support value.

Level 4: the factor is of no value to the job.

Level 5: the factor is a pronounced liability to the job.

Let each factor have a specific and consistent meaning and application. (For instance, "synthesizing" under "DATA" has a philosophical meaning similar to "mentoring" under "PEOPLE", but applied in another area.) When each section is completed, double check your ratings relative to all other ratings in that section. Make changes if necessary to get their relative position in balance. (Do NOT rate the factor entitled "No Relationship" under DATA, PEOPLE and THINGS.)

After each of the groups (INTEREST, TEMPERAMENT, DATA, PEOPLE, THINGS) have been rated, study all factors with a rating of "1" and list them in their order of importance. Continue that code with the factors rated "2" in their order of importance. List these under "QUALIFYING FACTORS".

When that is completed, list all factors rated "5" and "4" under the heading "DISQUALIFYING FACTORS" in their order of importance and effect.

(If more intensive ratings are needed, use page 3 for mental and sensory traits; page 2 for mechanical traits; page 1 for broad coverage.

The job analysis is then completed. The process of matching the person to the job, or the job to the person, is accomplished by comparing the code of the person (found on the same page in the APPRAISAL OF PERSONAL POTENTIAL) with the code of the job. The probability of successful performance of the person in that job is directly related to the number of common factors in both codes - and the match of the factors in their hierarchical order. Probabilities are reduced by disqualifying factors.

Kenneth G. Neils, APD

POTENTIALS DEVELOPMENT

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| | | |
|---|---|---|
| V | P | L |
| | | |

Page

APPRAISAL OF PERSONAL POTENTIAL

Prepared For: _____
 Of: _____

OCCUPATIONAL TITLE AREA

WORKER TRAIT GROUPS

RATINGS:

| | 5. | 4. | 3. | 2. | 1. |
|-------------------------|----|----|----|----|----|
| Art | | | | | |
| Business Relations | | | | | |
| Clerical | | | | | |
| Counseling, Guidance | | | | | |
| Crafts | | | | | |
| Education & Training | | | | | |
| Elemental Work | | | | | |
| Engineering | | | | | |
| Entertainment | | | | | |
| Farming, Fisheries | | | | | |
| Investigating, Testing | | | | | |
| Law & Enforcement | | | | | |
| Machine Work | | | | | |
| Managerial, Supervisory | | | | | |
| Mathematics & Science | | | | | |
| Medicine & Health | | | | | |
| Merchandising | | | | | |
| Music | | | | | |
| Personal Service | | | | | |
| Photo/Communication | | | | | |
| Transportation | | | | | |
| Writing | | | | | |

WORKER TRAIT CODE FROM JOB ANALYSIS

| PAGE | SECTION | QUALIFYING FACTORS (1 & 2) | DISQUALIFYING FACTORS (5) |
|------|--------------|----------------------------|---------------------------|
| 4 | INTEREST: | | |
| 4 | TEMPERAMENT: | | |
| 5 | DATA: | | |
| 5 | PEOPLE: | | |
| 5 | THINGS: | | |

JOB TITLE:

| | RATINGS: |
|------------------|------------------------|
| REASONING LEVEL: | 1. Excellent Potential |
| MATH LEVEL: | 2. Good Potential |
| LANGUAGE LEVEL: | 3. Moderate Potential |
| VISUAL: | 4. Disinterest |
| AUDITORY: | 5. Avoidance |

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APPRAISAL OF PERSONAL POTENTIAL

Prepared For:

Of:

OCCUPATIONAL TITLE AREA

INTEREST (PREFERENCES)

RATINGS:

ACTIVITIES:

- 1- Dealing with things & objects
- 2- Business contacts with people
- 3- Routine, organized
- 4- Working for people for their presumed good
- 5- Gain recognition from others
- 6- Concerned with people, communication of ideas
- 7- Technical, scientific
- 8- Abstract, imaginative, creative
- 9- Non-social: processes, techniques, functions
- 0- Tangible, productive satisfaction

[illegible]

TEMPERAMENT

- 1- Change And Variety (ability to accept, utilize change)
- 2- Short Cycle Activity (routine activity set by procedure)
- 3- Controlled Activity (supervised procedure)
- 4- Management (plan, control, direct activities of others)
- 5- Involvement (with others, teamwork; group)
- 6- Isolation (work apart, individual)
- 7- Persuasive (to influence, convince others intentionally)
- 8- Coping (handle problems naturally without stress)
- 9- Intuition (insight, imagination, perception, awareness)
- 0- Evaluation (perceive, study, analyze, compare)
- X- Interpersonal (coping with nature, traits, feeling of others)
- Y- Detail (attention to data, items, things)

RATINGS:

1. Excellent Potential
2. Good Potential
3. Moderate Potential
4. Disinterest
5. Avoidance

APPRAISAL OF PERSONAL POTENTIAL

Prepared For:

Of:

OCCUPATIONAL TITLE AREA

FUNCTIONS

RATINGS:

DATA

- 0- Synthesizing (interpret, conceptualize, relate, use)
- 1- Coordinating (determine time, sequence, procedure, action)
- 2- Analyzing (evaluation of data per se)
- 3- Compiling (gathering, collating, classifying)
- 4- Computing (arithmetic operations re: data (not counting))
- 5- Copying (transcribing, posting, entering data)
- 6- Comparing (judging data re: other data)
- 7-8- No Relationship

PEOPLE

- 0- Mentoring (dealing with total personality of others)
- 1- Negotiating (confront & communicate to achieve goal/agreement)
- 2- Instructing (teaching, training, demonstrating)
- 3- Supervising (determine, assign, direct work of others)
- 4- Diverting (amusing, entertaining, keeping attention of others)
- 5- Persuading (to influence, convince others)
- 6- Speak-Signal (give directions, assignments, information)
- 7- Serving (serving interest of others willingly, sacrificially)
- 8- No Relationship

THINGS

- 0- Setting Up (prepare, adjust machine prior to operation)
- 1- Precision Working (quality, standards in machine operation)
- 2- Operate-Control (machine operation: start, stop, control)
- 3- Drive-Operate (mobile equipment: steer, speed, control)
- 4- Manipulating (move, guide, place materials: body work)
- 5- Tending (observing operation: gauges, switches)
- 6- Feeding-Offbearing (feeding material in, take material from machine)
- 7- Handling (material handling, basic; minimum judgment)
- 8- No Relationship

RATINGS:

- 1. Excellent Potential
- 2. Good Potential
- 3. Moderate Potential
- 4. Disinterest
- 5. Avoidance

APPENDIX C

APPENDIX C

Portion (N=36) of Behavioral Profile Observed
for Neils' Random Control Group (Total N=315)

| Interest | Temperament | Data | People | Things |
|------------|-------------|---------|----------|----------|
| 6487 | 98X5Y10 | 06231 | 7026 | 723468 |
| 6428 | X98541 | 0628 | 072436 | 87 |
| 65428 | 85X7419 | 8 | 072456 | 837 |
| 6428 | 85X497Y10 | 026431 | 07241365 | 8 |
| 65248 | 85741XY90 | 06241 | 0251364 | 84 |
| 65423087 | 85X74Y190 | 602431 | 1602431 | 24678 |
| 64528 | 5X8419 | 68 | 740236 | 837 |
| 6548 | 58X71 | 8 | 407256 | 8 |
| 6428 | 5X98410 | 0621 | 702436 | 8 |
| 64293087 | 5X9842Y10 | 061243 | 072136 | 0125678 |
| 64258 | 5X748Y190 | 06231 | 0245672 | 8 |
| 65428 | 5X748190 | 6102 | 2513604 | 0458 |
| 65428 | 5718X49 | 0618 | 4516023 | 834 |
| 652301 | 5748X10 | 60218 | 2513604 | 423678 |
| 6542 | 518X749 | 80 | 4025136 | 83 |
| 56421 | 57841 | 18 | 5160243 | 43678 |
| 56901 | 571 | 618 | 516 | 3467125 |
| 6574293018 | 7854Y190 | 062431 | 251036 | 01423678 |
| 51642 | 71540 | 0618 | 50236 | 0347268 |
| 65428 | 71854 | 8 | 4510236 | 8347 |
| 6542087 | 785X4190 | 062431 | 0251736 | 786 |
| 65428 | 785419 | 0268 | 50236 | 7836 |
| 96530187 | 862Y190 | 4602315 | 02168 | 02345671 |
| 491762308 | 285X4Y190 | 062431 | 072136 | 01467235 |
| 6987 | 6Y190 | 602431 | 026 | 026 |
| 59017623 | 264Y10 | 460231 | 136 | 01245673 |
| 930175 | 26Y10 | 460231 | 18 | 01245673 |
| 501293 | 24Y10 | 62431 | 136 | 01234567 |
| 69308 | 2190 | 60241 | 016 | 467235 |
| 93764018 | 2Y890 | 4630215 | 76 | 01456723 |
| 93071 | 2Y630 | 463521 | 8 | 01245673 |
| 5930172 | 264Y0 | 461235 | 1368 | 01234567 |
| 15930 | 261 | 6 | 8 | 02345671 |
| 6541 | 51 | 8 | 746 | 46738 |
| 69018 | 619 | 068 | 08 | 46723 |
| 6518 | 1 | 6 | 76 | 467238 |

NOTE: These Behavioral profiles were selected at random from the control group and an attempt was made to classify the observed scores by trait rankings under the Temperament heading.

APPENDIX D

APPENDIX D

TYPE 1 NARRATIVE BEHAVIORAL PROFILE

INTEREST

- 1 Concerned with people, communication of ideas (6)
- 2 Working for people for their presumed good (4)
- 3 Abstract, imaginative, creative (8)
- 4 Business contacts with people (2)
- 5 Gain recognition from others (5)

TEMPERAMENT

- 1 Interpersonal (coping with nature, traits, feeling of others) (X)
- 2 Intuition (insight, imagination, perception, awareness) (9)
- 3 Coping (handle problems naturally without stress) (8)
- 4 Involvement (with others, teamwork, group) (5)
- 5 Persuasive (to influence, convince others intentionally) (7)
- 6 Management (plan, control, direct activities of others) (4)
- 7 Change and variety (ability to accept, utilize change) (1)
- 8 Evaluation (perceive, study, analyze, compare) (0)

DATA

- 1 Synthesizing (interpret, conceptualize, relate, use) (0)
- 2 Comparing (judging data re: other data) (6)
- 3 Analyzing (evaluation of data per se) (2)

PEOPLE

- 1 Mentoring (dealing with total personality of others) (0)
- 2 Serving (serving interest of others willingly, sacrificially) (7)
- 3 Instructing (teaching, training, demonstrating) (2)
- 4 Diverting (amusing, entertaining, keeping attention of others) (4)
- 5 Speak-Signal (give directions, assignments, information) (6)

THINGS

- 1 No Relationship (8)

TYPE 2 NARRATIVE BEHAVIORAL PROFILE

INTEREST

- 1 Concerned with people, communication of ideas (6)
- 2 Working for people for their presumed good (4)
- 3 Gain recognition from others (5)
- 4 Business contacts with people (2)
- 5 Abstract, imaginative, creative (8)

TEMPERAMENT

- 1 Coping (handle problems naturally without stress (8)
- 2 Involvement (with others, teamwork, group) (5)
- 3 Interpersonal (coping with nature, traits, feeling of others) (X)
- 4 Persuasive (to influence, convince others intentionally) (7)
- 5 Management (plan, control, direct activities of others) (4)
- 6 Detail (attention to data, items, things) (1)
- 7 Intuition (insight, imagination, perception, awareness) (9)
- 8 Evaluation (perceive, study, analyze, compare) (0)

DATA

- 1 Synthesizing (interpret, conceptualize, relate, use) (0)
- 2 Comparing (judging data re: other data) (6)
- 3 Analyzing (evaluation of data per se) (2)
- 4 Coordinating (determine time sequence, procedure, action) (1)
- 5 Compiling (gathering, collating, classifying) (3)
- 6 Computing (arithmetic operations re: data) (4)

PEOPLE

- 1 Mentoring (dealing with total personality of others (0)
- 2 Instructing (teaching, training, demonstrating) (2)
- 3 Serving (serving interest of others willingly, sacrificially) (7)
- 4 Diverting (amusing, entertaining, keeping attention of others) (4)
- 5 Persuading (to influence, convince others) (5)
- 6 Negotiating (confront and communicate to achieve goal/agreement) (1)
- 7 Speak-Signal (five directions, assignments, information) (6)
- 8 Supervising (determine, assign, direct work of others) (3)

THINGS

- 1 No Relationship (8)

TYPE 3 NARRATIVE BEHAVIORAL PROFILE

INTEREST

- 1 Concerned with people, communication of ideas (6)
- 2 Working for people for their presumed good (4)
- 3 Gain recognition from others (5)
- 4 Business contacts with people (2)
- 5 Abstract, imaginative, creative (8)

TEMPERAMENT

- 1 Involvement (with others, teamwork, group) (5)
- 2 Interpersonal (coping with nature, traits, feelings of others) (X)
- 3 Coping (handle problems naturally without stress) (8)
- 4 Intuition (insight, imagination, perception, awareness) (9)
- 5 Management (plan, control, direct activities of others) (4)
- 6 Persuasive (to influence, convince others intentionally) (7)
- 7 Change and Variety (ability to accept, utilize change) (1)

DATA

- 1 Synthesizing (interpret, conceptualize, relate, use)(0)
- 2 Comparing (judging data re: other data) (6)
- 3 Analyzing (evaluation of data per se) (2)
- 4 Coordinating (determine time sequence, procedure, action) (1)

PEOPLE

- 1 Mentoring (dealing with total personality of others (0)
- 2 Serving (serving interest of others willingly, sacrificially) (7)
- 3 Instructing (teaching, training, demonstration) (2)
- 4 Diverting (amusing, entertaining, keeping attention of others) (4)
- 5 Negotiating (confront and communicate to achieve goal/agreement) (1)
- 6 Speak-Signal (five directions, assignments, information) (6)
- 7 Persuading (to influence, convince others) (5)
- 8 Supervising (determine, assign, direct work of others) (3)

THINGS

- 1 No Relationship (8)

TYPE 4 NARRATIVE BEHAVIORAL PROFILE

INTEREST

- 1 Concerned with people, communication of ideas (6)
- 2 Business contacts with people (2)
- 3 Working for people for their presumed good (4)
- 4 Gain recognition from others (5)
- 5 Non-social: processes, techniques, functions (9)
- 6 Tangible, productive satisfaction (0)
- 7 Abstract, imaginative, creative (8)

TEMPERAMENT

- 1 Management (plan, control, direct activities of others) (4)
- 2 Interpersonal (coping with nature, traits, feelings of others) (X)
- 3 Coping (handle problems naturally without stress) (8)
- 4 Involvement (with others, teamwork, group) (5)
- 5 Detail (attention to data, items, things) (Y)
- 6 Intuition (insight, imagination, perception, awareness) (0)

DATA

- 1 Synthesizing (interpret, conceptualize, relate, use) (0)
- 2 Comparing (judging data re: other data) (6)
- 3 Analyzing (evaluation of data per se) (2)
- 4 Computing (arithmetic operations re: data) (4)
- 5 Compiling (gathering, collating, classifying) (3)
- 6 Coordinating (determine time sequence, procedure, action) (1)

PEOPLE

- 1 Mentoring (dealing with total personality of others) (0)
- 2 Instructing (teaching, training, demonstrating) (2)
- 3 Supervising (determine, assign, direct work of others) (3)
- 4 Negotiating (confront and communicate to achieve goal/agreement) (1)
- 5 Speak-Signal (give directions, assignments, information) (6)
- 6 Serving (serving interest of others willingly, sacrificially) (7)

THINGS

- 1 Manipulating (move, guide, place materials: body work) (4)
- 2 Feeding-Offbearing (feeding material in, take material from machine) (6)
- 3 Handling (material handling, basic; minimum judgment) (7)

KEY: Numbers on the left indicate rank order of importance within each category. Numbers and/or letters in parentheses on the right indicate the code number of a factor in pages 4 and 5 of the Appraisal of Personal Potential. (Appendix A)

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