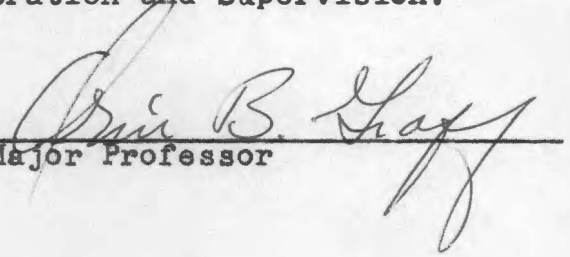


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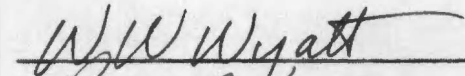
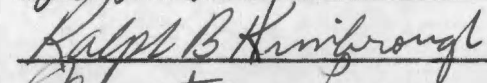
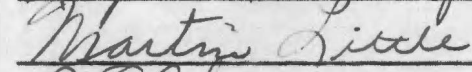
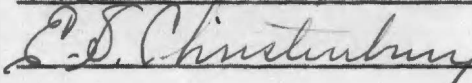
To the Graduate Council:

I am submitting herewith a dissertation written by Harold Wayne Gentry entitled "Patterns of Behavioral Characteristics Exhibited by School Administrators."

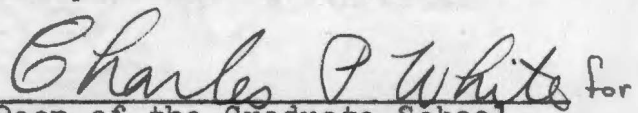
I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Dean of the Graduate School

PATTERNS OF BEHAVIORAL CHARACTERISTICS
EXHIBITED BY SCHOOL ADMINISTRATORS

A DISSERTATION

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

by

Harold Wayne Gentry

June 1957

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CHAPTER I

INTRODUCTION

During the past six years the Department of Educational Administration and Supervision at the University of Tennessee, in cooperation with the Southern States Cooperative Program in Educational Administration and its successor, the Associated Programs in Educational Administration, has been involved in a research project designed to improve the preparation program of the department.

Two significant factors have provided motivation for this project. The first of these was the need expressed by the Department of Educational Administration and Supervision at the University of Tennessee to improve its graduate program, with particular reference to problems of student guidance and selection. The second factor was the region-wide stimulus provided by the Southern States Cooperative Program in Educational Administration. An important problem area defined by this group was a more adequate understanding of the characteristics of effective administrative leadership in education, together with its implications for student selection.

This concern of both groups led to the determination and statement of behavioral characteristics which portray the effective school administrator. The first attempt to

develop such a statement of behavioral characteristics resulted in the conclusion that the task was a complex one calling for basic psychological understandings and research and experimentation. This decision clearly pointed out the need to undertake the development of an instrument embracing statements of behavioral characteristics which would be of value in appraising the potential of an individual for public school administration. It was believed also that the construction of such an instrument would provide some insights into the problem of developing desirable behavioral characteristics in a preparation program for school administrators.

The instrument developed at the University of Tennessee became known as the Tennessee Rating Guide and served as the data gathering instrument for this study.

Purpose and Background of the Study

The specific purpose of this study was to determine if patterns of behavioral characteristics would emerge in an analysis of the data provided by respondents who utilized the University of Tennessee Rating Guide to rate effective and ineffective school administrators.

This study is one of several which have been done in relation to the Tennessee Rating Guide. An earlier study completed by Moffett was concerned with the developmental

aspects of the rating guide.¹ Another study completed by Greever was designed to ascertain the degree to which the characteristics stated in the rating guide would relate to those characteristics exhibited by administrators in the field.² A study now in progress will utilize the rating guide in an attempt to measure changes in behavioral characteristics of beginning masters students in the Department of Educational Administration and Supervision at the University of Tennessee.³ Thus it is seen that this study was one of a cluster designed to provide further insights into the concepts which have given direction to the development and utilization of the Tennessee Rating Guide.

It is believed that the Tennessee Rating Guide, in its present state of development, when employed by competent administrators will yield important insights into the patterns of behavioral characteristics of public school

¹Charles R. Moffett, "Operational Characteristics of Beginning Masters Students in Educational Administration and Supervision" (Unpublished Doctoral Dissertation, The University of Tennessee, June 1954).

²Clarence E. Greever, "A Study of the Characteristics of Selected Effective Superintendencies in East Tennessee" (Unpublished Doctoral Dissertation, The University of Tennessee, June 1956).

³Gem Kate Taylor, "A Proposed Study of Program Experimentation Designed to Develop the Characteristics for Effective Administration with a Group of Beginning Masters Students" (Department of Educational Administration and Supervision, University of Tennessee, March 1956). (Mimeographed)

administrators. This belief provided the basis for this study.

The studies mentioned above have been encouraged and supported in part by the W. K. Kellogg Foundation. While the Foundation has been active over a period of years in its encouragement and support of educational improvement, it was not until 1950 that the influence of the Foundation was channeled specifically toward the improvement of educational administration. In expediting the intention to improve educational administration there emerged eight regional centers located in institutions of higher learning. The program embraced by the eight regional centers was known as the Co-operative Program in Educational Administration.⁴ The region which included the University of Tennessee was known as the Southern States Cooperative Program in Educational Administration and had its headquarters at George Peabody College for Teachers at Nashville, Tennessee. For a period of five years a program of experimentation was carried forward in the Southern region under the leadership of this center. Though the formal organization of the SSCPEA was terminated in August, 1955, its influence continues to be felt. Under its new plan of operation in cooperation with the American

⁴W. K. Kellogg Foundation, The First Twenty-Five Years (Battle Creek, Michigan: W. K. Kellogg Foundation, 1956), pp. 99-104.

Association of School Administrators and the National Conference of Professors of Educational Administration it is continuing to work in the area of educational administration.

This study, as well as the related studies mentioned, was motivated by an early concern evidenced by the SSCPEA to identify and describe behavioral characteristics of school administrators. In a very real sense it was an extension of the efforts of the SSCPEA and of studies which have already been completed relating to characteristics of school administrators.

Statement of the Problem

The problem in this study was to attempt to identify patterns of behavioral characteristics of selected effective and ineffective practicing school administrators. The study in part attempts to answer the following question: Do selected effective practicing school administrators exhibit patterns of behavioral characteristics which tend to differentiate them from selected ineffective practicing school administrators? The data utilized were provided by selected school administrators through utilization of the Tennessee Rating Guide.

Assumptions

Two basic assumptions were made in the study. First, it was assumed that the procedures employed for the selection of respondents, as described in the latter part of this chapter, will result in the selection of school administrators who are qualified to use the Tennessee Rating Guide. Second, it was assumed that the revised rating guide developed at the University of Tennessee for rating the characteristics of school administrators is sufficiently reliable and valid for use in this study.

Statement of The Hypothesis

The study hypothesized that an analysis of the ratings of school administrators will reveal important patterns of behavioral characteristics. In these patterns:

A. Selected effective administrators will have certain common characteristics which tend to differentiate them from selected ineffective school administrators.

B. Selected ineffective administrators will have certain common characteristics which tend to differentiate them from selected effective school administrators.

C. The ratings of both effective and ineffective administrators will vary widely on certain characteristics.

Delimitations

The data of this study were limited to the responses of fifty-five school administrators selected by professors of school administration in various sections of the country. Each of the fifty-five school administrators selected and rated a "most effective" and a "most ineffective" school administrator. These rated administrators comprise the fifty-five "selected effective administrators" and the fifty-five "selected ineffective administrators" referred to in the statement of the hypothesis.

The Data Gathering Instrument

As previously mentioned in a preceding section of this chapter, the Department of Educational Administration and Supervision at the University of Tennessee, in cooperation with the SSCPEA, developed a statement of behavioral characteristics which were incorporated in an instrument known as the Tennessee Rating Guide. This rating guide was to be used to identify operational characteristics of prospective and practicing school administrators. Because of its use as the data gathering instrument in this study it was felt that a brief discussion of the rating guide would enable the reader to better understand the procedures of this study. A copy of the rating guide is included in Appendix A. It is

suggested that, for a better understanding of the rating guide, the reader refer to Appendix A in conjunction with the following discussion.

The rating guide was constructed to consist of six major divisions, as follows: (1) Interpersonal Relations, (2) Intelligent Operation, (3) Condition of Health, (4) Ethical and Moral Strength, (5) Adequacy of Communication, and (6) Operation as a Citizen. Under each division there were a number of items with each item consisting of a five point continuum. Each of the five points under the items was a specific statement of a behavioral characteristic relating in varying degrees to the item heading. The items were so arranged that one end of the scale represented the most desirable statement of a characteristic and the opposite end represented the least desirable statement of a characteristic. The second and fourth statements of characteristics approached the two extremes on the scale, while the third or middle statement was representative of what was considered to be an average rating.

The listing of characteristics under each item did not always follow the same pattern. For example, certain items begin with the statement of the most desirable characteristic and proceeded to the least desirable characteristic which is represented by number five; while under other items number one may represent the least desirable characteristic and

number five the most desirable characteristic. In every item, however, the degrees of a characteristic proceed in a logical sequence going either up or down. This arrangement was planned to prevent the rater from examining only part of the statements without giving due regard to all of them. This procedure was thought to help assure greater objectivity in the use of the rating guide.

At this point it was felt necessary to emphasize that the rating guide consisted of statements of behavioral characteristics which provide the basis for administrative behavior. Because of this construction a thorough understanding of the person to be rated is a necessity. The rater must possess adequate information about the subject to be rated in order to translate his administrative behavior into statements of behavioral characteristics as they appear on the rating guide.

Procedures

This study, as previously stated, was one in a series undertaken at the University of Tennessee under the sponsorship of the W. K. Kellogg Foundation. During the summer of 1955, and continuing into the fall and winter quarters, various meetings were held to begin laying the groundwork of the study. In February of 1956 an agreement between the writer and the members of his doctoral committee was reached

that the essential features of this study would be carried forward provided an adequate number of competent individuals could be found who would cooperate in securing the necessary ratings. This proposed study was then drafted and presented to members of the committee. After recommended changes were incorporated into the study, the committee gave its approval to proceed under the direction of the committee chairman. Subsequently the proposed study was presented to the seminar for doctoral students in education at the University of Tennessee.

Data Gathering Techniques

In planning the study it was decided that the rating of effective and ineffective public school administrators could best be made by practicing public school administrators, who had known the subjects to be rated over a period of years, and who were entirely familiar with those characteristics which served as the basis of their behavior. In order to secure raters it was decided to have selected professors of school administration each select three public school administrators. Each of these administrators would use the University of Tennessee Rating Guide to rate an effective administrator and an ineffective administrator. The writer's major adviser accepted responsibility for securing the assistance of these professors of school administration in institutions of higher learning in various sections of the United States.

The professors were selected because of the leadership they had exhibited in the Cooperative Program in Educational Administration and the National Conference of Professors of Educational Administration. He was successful in his attempt to secure the cooperation of twenty-five professors of school administration in the following states: Ohio, Colorado, New York, Wisconsin, South Carolina, Illinois, Kentucky, West Virginia, Iowa, North Carolina, Washington, Oregon, Nebraska, Alabama, Florida, Michigan, and Tennessee.

In addition to the raters who were selected by the procedure mentioned above, the writer's major adviser assisted with the selection of twenty-five additional public school administrators who were asked to participate as raters. They were selected on the basis of their activity in the Cooperative Program in Educational Administration and for their recognized leadership in public education.

Each of the twenty-five professors of school administration was sent complete instructions and three complete sets of materials to be used in the proposed ratings. One set of rating materials was given to each of three public school administrators whom the professor selected as raters. The individual sets of materials contained the following:

1. Two rating guides: one to rate an effective administrator and one to rate an ineffective administrator.
2. A set of complete instructions for using the

rating guide.

3. A self-addressed stamped envelope for the convenience of the raters in returning the completed rating guides to the writer.

The materials described above were also sent to the twenty-five school administrators selected by the writer's major adviser to act as raters. The cover letters and other materials are shown in Appendix B.

Processing the Data

As the completed ratings were returned each was given a code number and the characteristics under each item were arranged in ascending order. This was done to facilitate the tabulation of each rating guide on a master chart. Fifty-five complete ratings for both effective and ineffective administrators were returned. This number comprised fifty-five per cent of the possible returns. These were tabulated on a master chart with respect to the appropriate characteristic under each item of the rating guide and with respect to the surety of judgment as requested in the instructions to the raters. While no attempt was made to identify the raters, postmarks on the returned rating guides indicated that they were rather evenly distributed among the different states to which rating guides were sent.

After completion of the tabulation, the number and per cent of administrators assigned a given characteristic were

determined for both effective and ineffective administrators. Then the differences between the predominant characteristics, under all items, were statistically determined for both the effective and ineffective administrators. The per cent and number of administrators assigned to all characteristics, along with the significant levels of difference of percentages, were set forth in tables for each major division of the rating guide. An analysis of the data according to its projection in the tables was attempted for both effective and ineffective administrators and is set forth in Chapter II and Chapter III.

To further clarify the ratings, a comparison of mean scores for both effective and ineffective administrators was made. The mean scores for both effective and ineffective administrators, for all items in the rating guide, were computed, the significance of differences between means calculated, and the means set forth in table form. An analysis of the comparative data was made in Chapter IV.

Organization of the Study

This dissertation consists of five chapters. Chapter I includes an introduction to the study, purpose and background of the study, a statement of the problem, a listing of the assumptions and the hypothesis, a discussion of the data gathering instrument, the limitations of the study,

the methods of procedure, and a brief presentation of the organization of the study.

Data regarding patterns of characteristics of effective school administrators are presented in Chapter II.

Chapter III presents an analysis of ratings assigned to ineffective school administrators.

A comparison of data relating to effective and ineffective school administrators is presented in Chapter IV.

A summary and conclusions of the study are presented in Chapter V.

CHAPTER II

ANALYSIS OF RATINGS ASSIGNED EFFECTIVE ADMINISTRATORS

This chapter presents the ratings assigned to fifty-five selected public school administrators deemed to be effective by respondents in this study. Also presented is an analysis of these ratings with particular reference to patterns of operational behavior which may characterize the administrators rated. It should be recalled that the rating guide utilized by respondents consisted of six major divisions, as follows: (1) Interpersonal Relations, (2) Intelligent Operations, (3) Condition of Health, (4) Ethical and Moral Strength, (5) Adequacy of Communication, and (6) Operation as a Citizen. These major divisions of the rating guide provide a basis for analysis of the data.

Interpersonal Relations

In order to present the ratings assigned to effective administrators by respondents in the area of interpersonal relations, that section of the rating guide dealing with interpersonal relations was set forth as it appeared in the rating guide. This was done to assist the reader to keep in mind the characteristics which have been assigned to effective school administrators in the area of interpersonal relations.

It will be noted that a number and a percentage figure precede each statement of a characteristic. The number represents the number of administrators who were assigned this particular characteristic by the raters. The percentage figure represents the per cent of administrators who were assigned this particular characteristic by the raters.

At this point it seems essential to emphasize that the instruction sheet accompanying the rating guide suggested three responses with respect to surety of judgment. Those responses were "quite sure," "reasonably sure," and "mere guess." Any judgment based on "mere guess" was eliminated in computation of the number and the percentage which precedes each characteristic. Only three judgments in the area of interpersonal relations were based on "mere guess" and were therefore eliminated.

I. Interpersonal Relations

A. How does he relate to others?

—	—	1.	Tends to be a "lone wolf"
—	—	2.	Has a few friends but tends to ignore others
<u>7</u>	<u>12.72</u>	3.	Friendly when approached by others
<u>11</u>	<u>20.00</u>	4.	"Popular"; has many casual acquaintances
<u>37</u>	<u>67.27</u>	5.	Steadily warm and appealing in relationship with others

B. Does he utilize the opinion of others?

—	—	1.	Generally ignores the viewpoints of others
—	—	2.	Uses opinions if they agree with his own
<u>12</u>	<u>21.82</u>	3.	Highly selective in utilizing opinions, sometimes values ideas that differ from his own
<u>4</u>	<u>7.27</u>	4.	Values opinions of those who volunteer suggestions but fails to seek opinions of others

39 70.90 5. Consistently seeks and uses the opinions of others

C. Is he skillful in developing an organization in which each can do his best?

—	—	1. Runs the whole show himself
—	—	2. Plays favorites in delegating responsibility
<u>1</u>	<u>1.82</u>	3. Delegates tasks largely mechanically; fails to recognize special abilities of others
<u>13</u>	<u>23.63</u>	4. Sometimes delegates responsibilities with regard to special interests and abilities of associates
<u>41</u>	<u>74.54</u>	5. Most people with whom he works are carrying important responsibilities in which they are genuinely interested

D. Is he skillful in getting policies formulated cooperatively?

<u>1</u>	<u>1.88</u>	1. Formulates policies himself; rarely discusses them with others
—	—	2. Discusses policies with others; but decisions are usually made prior to the discussion
<u>9</u>	<u>16.98</u>	3. Involves only key people in policy formulation
<u>8</u>	<u>15.09</u>	4. Attempts to involve general public, staff members and students in policy formulation but has difficulty in setting up necessary machinery
<u>35</u>	<u>66.03</u>	5. Involves general public, staff members and students in major policy formulation

E. Is he skillful in continuous implementation of policies?

—	—	1. Tends to ignore new policies
<u>1</u>	<u>1.82</u>	2. Tends to defer action on new policies
<u>1</u>	<u>1.82</u>	3. Vacillates with regard to employing new policies
<u>22</u>	<u>40.00</u>	4. Sometimes slow in effecting new policies
<u>31</u>	<u>56.36</u>	5. Acts quickly to effect new policies

F. Does he help the group arrive at a working consensus?

—	—	1. Tries to force group to quick agreements without really considering problems
—	—	2. Forces action on the basis of majority opinions without careful group consideration

<u>3</u>	<u>5.55</u>	3. Sometimes neglects recognition of minority viewpoints on problems
<u>7</u>	<u>12.96</u>	4. Strives for consensus but sometimes encourages group action on insufficient data
<u>44</u>	<u>81.48</u>	5. Continually strives for careful group problem analysis; helps group recognize points of agreement

G. Do his actions indicate that he believes democratic means are essential to the attainment of democratic ends?

—	—	1. Uses any expedient method available to attain a predetermined end
—	—	2. Gives lip service to democratic processes which are not evident in his behavior
<u>9</u>	<u>16.36</u>	3. Attempts to use democratic means; however, can be expected to resort to expedient means on pressing problems
<u>14</u>	<u>25.45</u>	4. Is cognizant of responsibility to use democratic procedures; is sometimes unsure of how to employ them
<u>32</u>	<u>58.18</u>	5. Urges the use of processes consistent with democratic practices

Data relating to interpersonal relations are provided in Table I, page 19, together with statistically determined levels of significance which serve to separate judgments made with respect to specific characteristics. An examination of Table I shows the following:

1. A high percentage of administrators rated were assigned ratings of four or better with respect to all items in this division. There were only two instances in which the administrators rated fell below 65 per cent for number five ratings. These were Item E and Item G.

2. There exists a significant difference between ratings assigned to characteristics four and five under all

TABLE I

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION I,
INTERPERSONAL RELATIONS, EFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A			12.72	20.00	67.27	100	4-5	Yes	Yes
							3-4	No	No
B			21.82	7.27	70.90	100	4-5	Yes	Yes
							3-4	Yes	No
C			1.82	23.63	74.54	100	4-5	Yes	Yes
							3-4	Yes	Yes
D	1.88		16.98	15.09	66.03	100	4-5	Yes	Yes
							3-4	No	No
E		1.82	1.82	40.00	56.36	100	4-5	No	No
							3-4	Yes	Yes
F			5.55	12.96	81.48	100	4-5	Yes	Yes
							3-4	No	No
G			16.36	25.45	58.18	100	4-5	Yes	Yes
							3-4	No	No

items of this division with the exception of Item E, "Is he skillful in continuous implementation of policies?" Under Item E, characteristic number five was, "Acts quickly to effect new policies." Characteristic number four was "Sometimes slow in effecting new policies." Since there is no statistical difference between a four and a five rating in this instance it may be concluded that the speed with which the rated administrators acted had little bearing upon their effectiveness in policy implementation.

3. Under Item A the predominant characteristic was number five, "Steadily warm and appealing in relationship with others."

4. With respect to Item B the predominant characteristic was number five, "Consistently seeks and uses the opinions of others." It is noted that under Item B the administrators rated had a higher percentage on characteristic number three, "Highly selective in utilizing opinions; sometimes values ideas that differ from his own," than on characteristic number four, "Values opinions of those who volunteer suggestions but fails to seek opinions of others."

5. Under Item C the predominant characteristic was number five, "Most people with whom he works are carrying important responsibilities in which they are genuinely interested."

6. The predominant characteristic under Item D was number five, "Involves general public, staff members and

students in major policy formulation."

7. Concerning Item F, the characteristic receiving the predominant rating was number five, "Continually strives for careful group problem analysis; helps group recognize points of agreement."

8. With respect to Item G the predominant characteristic was number five, "Urges the use of processes consistent with best democratic practices."

Intelligent Operation

Division two of the rating guide is concerned with intelligent operation of school administrators. This section of the study presents an analysis of the ratings on this division of the rating guide. The procedure employed was that used in the analysis for the preceding division on interpersonal relations.

In the area of intelligent operation nine judgments were based on "mere guess" and were therefore eliminated.

II. Intelligent Operation

A. Does he give sufficient consideration to new data in problem solving?

		1. Disregards new data that challenge the status quo
<u>1</u>	<u>1.92</u>	2. Uses new data only when they support his position
<u>1</u>	<u>1.92</u>	3. Will sometimes consider new data when they are presented to him

- | | | |
|-----------|--------------|---|
| <u>6</u> | <u>11.53</u> | 4. Seeks new data along lines of personal interests |
| <u>44</u> | <u>84.62</u> | 5. Consistently seeks and employs new data |

B. Does he recognize and define problems?

- | | | |
|------------|--------------|--|
| <u>1</u> | <u>1.81</u> | 1. Tends not to recognize the existence of problems |
| <u> </u> | <u> </u> | 2. Tends to consider symptoms instead of problems |
| <u>1</u> | <u>1.81</u> | 3. Sometimes confuses symptoms with problems in his efforts to improve |
| <u>1</u> | <u>1.81</u> | 4. Recognizes that problems exist but has difficulty in defining or analyzing them |
| <u>52</u> | <u>94.54</u> | 5. Recognizes and analyzes problems |

C. Is he consistent in terms of his basic assumptions?

- | | | |
|------------|--------------|--|
| <u> </u> | <u> </u> | 1. Supports conflicting ideas; action characterized by inconsistency |
| <u>1</u> | <u>1.81</u> | 2. Has a tendency to discuss important problems in terms of his likes and dislikes |
| <u> </u> | <u> </u> | 3. May be uncertain of his position on controversial subjects |
| <u>21</u> | <u>38.18</u> | 4. Can analyze his position and see relationships of his position to his basic assumptions in areas which he considers important |
| <u>33</u> | <u>60.00</u> | 5. Is dependable and predictable in word and action |

D. Does he have an experimental attitude?

- | | | |
|------------|--------------|--|
| <u>2</u> | <u>3.77</u> | 1. Tends to operate within traditional practices |
| <u>1</u> | <u>1.88</u> | 2. Action tends to be based on hunches, intuition, and other subjective means |
| <u> </u> | <u> </u> | 3. May be premature in trying out ideas for improvement; fails to fully incorporate accepted principles of experimentation |
| <u>4</u> | <u>7.54</u> | 4. Undertakes various new projects for improvement but fails to interpret their significance |
| <u>46</u> | <u>86.79</u> | 5. Tends to try out new ideas after careful study and follows through on basis of results of experimentation |

E. Does he try to recognize and deal with his own biases and limitations?

- | | | |
|-----------|--------------|--|
| _____ | _____ | 1. Refuses to examine his position; not aware of his own limitations |
| _____ | _____ | 2. Feels uneasy about his position at times; does not know how to identify his own biases |
| <u>9</u> | <u>16.98</u> | 3. Assumes that his position is generally right; can be stimulated to examine his opinions |
| <u>11</u> | <u>20.75</u> | 4. Tends to evaluate his position but will resort to biases under pressure |
| <u>33</u> | <u>62.26</u> | 5. Consistently examines his own position in relation to the position of others |

F. Does he appear to have profited by previous experience?

- | | | |
|-----------|--------------|--|
| _____ | _____ | 1. Frequently makes the same mistake but seldom admits it |
| _____ | _____ | 2. Usually attempts to justify mistakes |
| _____ | _____ | 3. Recognizes that some mistakes are inevitable but has difficulty in making readjustments |
| <u>9</u> | <u>16.66</u> | 4. Makes some improvement as a result of past mistakes |
| <u>45</u> | <u>83.33</u> | 5. Recognizes a mistake when he makes one and seeks to avoid repeating it |

G. Does he have the ability to size up people?

- | | | |
|-----------|--------------|---|
| _____ | _____ | 1. Judges potentialities of people in terms of their race, religion, nationality, or other such concepts |
| _____ | _____ | 2. Makes judgments about people in terms of hunches |
| _____ | _____ | 3. Tends to base judgments of people on past experiences without rethinking in terms of present situations |
| <u>20</u> | <u>37.03</u> | 4. Judges people on basis of personal experiences, using additional resources when problem situations arise |
| <u>34</u> | <u>62.96</u> | 5. Consciously endeavors to understand the basic potentialities of each person through objective procedures |

Data relating to intelligent operation are set forth in Table II, page 25. An examination of Table II shows the

following:

1. A high percentage of administrators rated were assigned ratings of four or better under all items of this division. In no instance did ratings for characteristic five drop below 60 per cent.

2. A significant difference exists between ratings assigned to characteristics four and five under all items of this division.

3. Almost all administrators rated were assigned a number five rating for Item B, "Recognizes and analyzes problems."

4. Under Item A the predominant characteristic was "Consistently seeks and employs new data."

5. With respect to Item C the predominant characteristic was number five, "Is dependable and predictable in word and action."

6. The predominant characteristic under Item D was number five, "Tends to try out new ideas after careful study and follows through on basis of results of experimentation."

7. Under Item E the predominant characteristic was number five "Consistently examines his own position in relation to the position of others."

8. The predominant characteristic under Item F was number five, "Recognizes a mistake when he makes one and seeks to avoid repeating it."

TABLE II

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION II,
INTELLIGENT OPERATION, EFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A		1.92	1.92	11.53	84.62	100	4-5	Yes	Yes
B	1.81		1.81	1.81	94.54	100	3-4	No	No
C		1.81		38.18	60.00	100	4-5	Yes	No
D	3.77	1.88		7.54	86.79	100	4-5	Yes	Yes
E			16.98	20.75	62.26	100	4-5	Yes	Yes
F				16.66	83.33	100	3-4	No	No
G				37.03	62.96	100	4-5	Yes	Yes

9. With respect to Item G, the predominant characteristic was number five, "Consciously endeavors to understand the basic potentialities of each person through objective procedures."

Condition of Health

Division three of the rating guide is concerned with the condition of health of ratees. This section of the study gives an analysis of such data provided by respondents. The method of presentation was that employed in the analysis for the preceding divisions.

Of the responses to the area of condition of health five were guesses and were eliminated in calculations.

III. Condition of Health

A. How does he act concerning his physical health?

_____	_____	1. Tends to violate good health practices and to avoid medical care
_____	_____	2. Recognizes that he has certain health problems but refuses to deal with them
<u>4</u>	<u>7.54</u>	3. Has passive attitude toward health; does not consider health a problem
<u>36</u>	<u>67.92</u>	4. Observes good health practices but has a tendency to overwork at times
<u>13</u>	<u>24.52</u>	5. Regularly observes good health practices including medical and dental check up

B. Is he emotionally stable?

_____	_____	1. Tends to be upset by everyday occurrences and keeps staff in continuous uproar
_____	_____	2. Attempts to exemplify outward calmness but explodes about trivial matters

_____	_____	3.	Is upset in novel situations and has a tendency to upset others
<u>10</u>	<u>18.18</u>	4.	Meets novel situations well but lets some problems involve him in distracting entanglements
<u>45</u>	<u>81.81</u>	5.	Appears to meet crises with a contagious calmness; others feel at ease in his presence

C. Does he accept responsibility wisely?

_____	_____	1.	Accepts too many responsibilities or refuses to assume responsibilities normally expected of him
_____	_____	2.	Attends strictly to school routine without participating in community enterprises
<u>8</u>	<u>14.81</u>	3.	Concentrates on school routine; supports non-school endeavors on a highly selective basis
<u>17</u>	<u>31.48</u>	4.	Carries out pressing responsibilities well but neglects to postpone less urgent duties
<u>29</u>	<u>53.70</u>	5.	Budgets the assuming of responsibilities wisely in terms of own limitations in present situation

D. Does he have proper regard for recreation?

<u>1</u>	<u>1.88</u>	1.	Does not dismiss job from his mind
<u>5</u>	<u>9.43</u>	2.	Has slight interest in recreational activities but tends to let work responsibilities exclude them
<u>14</u>	<u>26.41</u>	3.	Engages in recreational activities when urged by friends but does not deliberately plan for recreation
<u>18</u>	<u>33.96</u>	4.	Has several recreational interests with no systematic plan for engaging in them
<u>15</u>	<u>28.30</u>	5.	Actively participates in recreational pursuits along with professional, business, civic, family, and other responsibilities

Data relating to condition of health are set forth in Table III, page 28. An examination of Table III shows the following:

1. A high percentage of administrators rated were assigned ratings of four or better in this division with the exception of Item D, "Does he have proper regard for recreation?"

TABLE III

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION III,
CONDITION OF HEALTH, EFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A			7.54	67.92	24.52	100	4-5	Yes	Yes
							3-4	Yes	Yes
B				18.18	81.81	100	4-5	Yes	Yes
C			14.81	31.48	53.70	100	4-5	Yes	No
							3-4	Yes	No
D	1.88	9.43	26.41	33.96	28.30	100	4-5	No	No
							3-4	No	No

2. There is a significant difference between the per cent of ratings for characteristics four and five for all items except Item D. However, in the case of Item A, the predominant rating for effective administrators was number four. The number four characteristic was "Observes good health practices but has a tendency to overwork at times."

3. In Item B the predominant characteristic was number five, "Appears to meet crises with a contagious calmness; others feel at ease in his presence."

4. Under Item C the predominant characteristic was number five, "Budgets the assuming of responsibilities wisely in terms of own limitations in present situation."

5. Under Item D, "Does he have proper regard for recreation?" no predominant characteristic emerged. It appears that proper regard for recreation had little bearing on the effectiveness of the administrators rated.

Ethical and Moral Strength

Division four of the rating guide is concerned with ethical and moral strength of ratees. This section of the study presents an analysis of such ratings of effective administrators. The procedures employed in this section were those employed in the analysis of the preceding sections.

Only one response on the ratings of this division was a guess and hence was eliminated from the calculations.

IV. Ethical and Moral Strength

A. Does he have the courage of his convictions?

—	—	1. Tends to weasel out of situations
—	—	2. Usually follows most popular viewpoint
<u>3</u>	<u>5.45</u>	3. Has a tendency to accept some viewpoints which he realizes are in conflict with his own
<u>6</u>	<u>10.90</u>	4. Has well-tempered convictions which he tries to follow but is sometimes unsure as to their soundness
<u>46</u>	<u>83.63</u>	5. Places principle above his own personal advantage

B. Does he deal honestly with others?

—	—	1. Tends to be unscrupulous in accomplishing his purpose
—	—	2. Through indirect methods leads people to believe in false situations
—	—	3. Tends to rationalize inadvertent breaches of agreements
<u>5</u>	<u>9.25</u>	4. Exhibits honesty in important agreements, but in less important agreements is somewhat careless
<u>49</u>	<u>90.74</u>	5. Considers agreements with others as promissory notes to which he is committed

Data relating to ethical and moral strength are set forth in Table IV, page 31. An examination of Table IV reveals the following:

1. A high percentage of administrators rated were assigned ratings of four or better with respect to all items in this division. In Item B 100 per cent were assigned ratings of four and five. In no instance did ratings for characteristic five drop below 83.63 per cent.

TABLE IV

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION IV,
ETHICAL AND MORAL STRENGTH, EFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A			5.45	10.90	83.63	100	4-5	Yes	Yes
							3-4	No	No
B				9.25	90.74	100	4-5	Yes	Yes

2. There exists a significant difference between ratings assigned to characteristics four and five under all items of this division.

3. The predominant characteristic under Item A was number five, "Places principle above his own personal advantage."

4. Under Item B the predominant characteristic was number five, "Considers agreements with others as promissory notes to which he is committed."

Adequacy of Communication

Division five of the rating guide is concerned with adequacy of communication. This section of the study presents an analysis of ratings of effective administrators for this division. The procedures used in this section were those employed in the preceding sections. The three guesses on ratings in this division were eliminated from the computations.

V. Adequacy of Communication

A. How well does he express himself orally?

_____	_____	1.	Is either unable or does not desire to bother about attempting to convey thoughts to others
_____	_____	2.	Expresses himself in a fuzzy, incomprehensible manner and tends to puzzle listeners concerning what he means
<u>1</u>	<u>1.81</u>	3.	Is unimpressive in oral communication
<u>12</u>	<u>21.81</u>	4.	Can express practical thoughts fairly well, but has difficulty with abstractions

- 42 76.36 5. Chooses words which clearly convey ideas, and has the ability to draw analogies in expressing abstract ideas

B. Is he a good listener?

- | | | |
|-----------|--------------|--|
| _____ | _____ | 1. Tends to listen only to himself |
| _____ | _____ | 2. Tends to disrupt oral communication by inattentiveness or by introduction of irrelevant ideas |
| <u>1</u> | <u>1.85</u> | 3. Appears to listen but has difficulty in concentration |
| <u>6</u> | <u>11.11</u> | 4. Listens carefully to things in which he is interested |
| <u>47</u> | <u>87.03</u> | 5. Attempts to be attentive in trying to grasp ideas expressed by others |

C. Does he interest people in examining ideas?

- | | | |
|-----------|--------------|--|
| _____ | _____ | 1. Appears to consider intellectual curiosity as unimportant |
| _____ | _____ | 2. Discourages examination of ideas if there is a possibility of their conflicting with his preconceived notions |
| _____ | _____ | 3. Waxes hot and cold in stimulating examination of ideas |
| <u>21</u> | <u>39.62</u> | 4. Encourages examination of ideas that he thinks are important |
| <u>32</u> | <u>60.37</u> | 5. Stimulates people to seek solutions through critical analyses of ideas |

D. How skillful is he in chairing group discussions?

- | | | |
|-----------|--------------|---|
| <u>1</u> | <u>1.81</u> | 1. Is at a loss when he finds himself appointed official leader of a group |
| _____ | _____ | 2. Permits everyone to talk without ever achieving a group decision |
| _____ | _____ | 3. Tends to rely on key persons in group discussions |
| <u>12</u> | <u>21.81</u> | 4. Operates well within a structured agenda |
| <u>42</u> | <u>76.36</u> | 5. Facilitates a stimulating and well-ordered climate conducive to reaching group decisions |

Data relating to adequacy of communication are set forth in Table V, page 35. An analysis of Table V reveals the following:

1. A high percentage of administrators rated were assigned ratings of four or better with respect to all items in this division. In no instance did ratings for number five characteristic drop below 60 per cent.

2. There exists a significant difference between ratings assigned to characteristic four and five under all items of this division

3. The predominant characteristic under Item A was number five, "Chooses words which clearly convey ideas, and has the ability to draw analogies in expressing abstract ideas."

4. Under Item B the predominant characteristic was number five, "Attempts to be attentive in trying to grasp ideas expressed by others."

5. With respect to Item C the predominant characteristic was number five, "Stimulates people to seek solutions through critical analyses of ideas."

6. Under Item D the predominant characteristic was number five, "Facilitates a stimulating and well-ordered climate conducive to reaching group decisions."

TABLE V

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION V,
ADEQUACY OF COMMUNICATION, EFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A			1.81	21.81	76.36	100	4-5	Yes	Yes
							3-4	Yes	Yes
B			1.85	11.11	87.03	100	4-5	Yes	Yes
							3-4	No	No
C				39.62	60.37	100	4-5	Yes	No
D	1.81			21.81	76.36	100	4-5	Yes	Yes

Operation as a Citizen

Division six of the rating guide is concerned with operation as a citizen. This section of the study presents an analysis of ratings of effective administrators in this division. The procedures employed were those used in the preceding sections. The five guesses on ratings in this division were eliminated from the computations.

VI. Operation as a Citizen

A. Does he help people interpret significant contemporary trends and events?

—	—	1.	Does not seem to be informed about or interested in contemporary events
—	—	2.	Discusses current affairs in terms of stock phrases and generalities in his attempt to conceal his lack of understanding
—	—	3.	Knows about current affairs but is influenced by prejudice in discussing them
<u>14</u>	<u>26.41</u>	4.	Is well informed in the socioeconomic problems in which he is interested
<u>39</u>	<u>73.58</u>	5.	Discusses intelligently major social, political and economic issues with people

B. How cooperative is he with non-educational groups working for community betterment?

—	—	1.	Considers the school an island that is competitive with non-educational groups
—	—	2.	Becomes so involved with activities of non-educational groups that he neglects proper administration of the school program
<u>1</u>	<u>1.85</u>	3.	Is selective in cooperating with groups in proportion to pressures applied
<u>6</u>	<u>11.11</u>	4.	Is interested in cooperating with community groups but spreads his efforts too thinly
<u>47</u>	<u>87.03</u>	5.	Is aware of and actively concerned with desires and interests of community groups, agencies and organizations

C. What is his attitude toward minority groups in the school community?

		1. Indicates that minority groups have no right to representation in community-school affairs
<u>1</u>	<u>1.85</u>	2. Tends to ignore the existence of minority groups in the community
<u>1</u>	<u>1.85</u>	3. Follows a hands-off policy in regard to minority groups in the community
<u>18</u>	<u>33.33</u>	4. Tends to uphold most minority viewpoints but neglects consideration of those that are extreme
<u>34</u>	<u>62.96</u>	5. Insists that minority points of view be appropriately represented in community-school decisions

Data relating to operation as a citizen are presented in Table VI, page 38. An analysis of Table VI reveals the following:

1. A high percentage of administrators rated were assigned ratings of four or better on all items of this division. In no instance did ratings for characteristic five drop below 62 per cent.

2. There exists a significant difference between ratings assigned to characteristics four and five under all items of this division.

3. Under Item A the predominant characteristic which emerged was number five, "Discusses intelligently major social, political, and economic issues with people."

4. The predominant characteristic under Item B was number five, "Is aware of and actively concerned with desires and interests of community groups, agencies and organizations."

5. With respect to Item C the predominant

TABLE VI

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION VI,
OPERATION AS A CITIZEN, EFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A				26.41	73.58	100	4-5	Yes	Yes
B			1.85	11.11	87.03	100	4-5	Yes	Yes
							3-4	No	No
C		1.85	1.85	33.33	62.96	100	4-5	Yes	Yes
							3-4	Yes	Yes

characteristic was number five, "Insists that minority points of view be appropriately represented in community-school decisions."

Composite Analysis

It now seems appropriate to provide a composite analysis of the ratings of effective administrators. Essentially such an analysis will be a verbal description of the effective administrator expressed in terms of characteristics generally held by the fifty-five effective school administrators rated.

The effective administrator in this study appeared to be strong in the area of interpersonal relations. In his relationships with others the effective administrator was steadily warm and appealing. With respect to utilizing opinions, he consistently sought and used the opinions of others. He wanted people with whom he worked to carry important responsibilities in which they were genuinely interested.

The effective administrator was skillful in getting policies formulated cooperatively in that he involved the general public, staff members and students in major policy formulation.

The effective administrator did not defer action, or vacillate in employing new policies. However, the speed with which he implemented policies seemed to vary.

The effective administrator helped the group arrive at a working consensus through striving for careful group problem analysis and helping the groups recognize points of agreement. In keeping with his other characteristics that have been described, the effective administrator's actions indicated that he believed democratic means are essential to the attainment of democratic ends.

. In the area of intelligent operation the effective administrator was characterized by his objective approach to problem solving. This objectivity was partly based on the recognition and analysis of problems, a consistent search for any data and employment of these data, and consistent behavior in terms of his basic assumptions.

. With respect to an experimental attitude the effective administrator tended to try out new ideas after careful study, and he followed through on the basis of results of experimentation. In trying to deal with his own biases and limitations, he consistently examined his own position in relation to the positions of others.

. The effective administrator appeared to have profited by his previous experience. This observation appears justified in view of the fact that he tended to recognize a mistake when he made it, and sought to avoid repeating it. Furthermore, he seemed effective in his ability to size up people.

Ratings of the effective administrator were generally lower in the division, Condition of Health, than in any other. According to the data the effective administrator tended to overwork. Proper regard for recreation had little bearing on his effectiveness. The ratings showed that he generally was emotionally stable and accepted responsibilities wisely.

. The effective administrator rated high with respect to ethical and moral strength. He placed principle above his own personal advantage and considered agreements with others as "promissory notes" to which he was committed.

.The effective administrator was adequate in the area of communication. He was a good listener in that he attempted to be attentive in trying to grasp ideas expressed by others. He attempted to interest people in examining ideas and was skillful in chairing group discussions. His ability to express himself orally was shown by choosing words which clearly conveyed an idea, and by his ability to draw analogies in expressing abstract ideas.

. The effective administrator when dealing with contemporary affairs was able to discuss intelligently major social, political and economic issues with people. He was also aware of and actively concerned with desires and interests of community groups, agencies and organizations.

The effective administrator held a liberal attitude toward minority groups in the school community. He insisted that minority points of view be appropriately represented in community-school decisions.

Summary

The purpose of this chapter was to analyze the ratings of effective administrators provided by respondents. The data were summarized in a series of six tables based upon the major divisions of the rating guide. Following each table a presentation was made of predominant characteristics which seemed to emerge under each item of the rating guide. Another section of the chapter was devoted to a description of the effective administrator as revealed by the ratings.

CHAPTER III

ANALYSIS OF RATINGS ASSIGNED INEFFECTIVE ADMINISTRATORS

Chapter II was concerned with the presentation of ratings assigned to fifty-five selected public school administrators deemed to be effective by respondents. A secondary purpose of Chapter II was to present an analysis of the ratings with particular reference to patterns of operational behavior.

The purpose of this chapter is to present an analysis of the ratings assigned to fifty-five ineffective public school administrators with particular reference to patterns which may characterize their operational behavior. It should be recalled that the rating guide utilized by respondents consisted of six major divisions, as follows: (1) Interpersonal Relations, (2) Intelligent Operation, (3) Condition of Health, (4) Ethical and Moral Strength, (5) Adequacy of Communication, and (6) Operation as a Citizen. The foregoing major divisions of the rating guide provide a basis for analysis of the data.

Interpersonal Relations

In order to present the ratings assigned to ineffective administrators by respondents in the area of

interpersonal relations, that section of the rating guide having to do with interpersonal relations will be set forth exactly as it appeared in the rating guide. This will be done to assist the reader to keep in mind the characteristics which have been assigned to ineffective school administrators in the area of interpersonal relations.

As in Chapter II a number and a percentage figure precede each statement of a characteristic. The number represents the administrators who were assigned this particular characteristic. The percentage figure represents the per cent of administrators who were assigned this particular characteristic by the raters.

The instruction sheet accompanying the rating guide suggested three responses with respect to surety of judgment. Those responses were "quite sure," "reasonably sure," and "mere guess." Any judgment based on "mere guess" was eliminated in computation of the number and percentage which precedes each characteristic. In the area of interpersonal relations fourteen judgments were based on "mere guess" and were therefore eliminated.

I. Interpersonal Relations

A. How does he relate to others?

9	16.36	1.	Tends to be a lone wolf
<u>25</u>	<u>45.45</u>	2.	Has a few friends but tends to ignore others
<u>13</u>	<u>23.63</u>	3.	Friendly when approached by others
<u>8</u>	<u>14.54</u>	4.	Popular; has many casual acquaintances
—	—	5.	Steadily warm and appealing in relationship with others

B. Does he utilize the opinion of others?

<u>6</u>	<u>10.90</u>	1. Generally ignores the viewpoints of others
<u>38</u>	<u>69.09</u>	2. Uses opinions if they agree with his own
<u>5</u>	<u>9.09</u>	3. Highly selective in utilizing opinions; sometimes values ideas that differ from his own
<u>3</u>	<u>5.45</u>	4. Values opinions of those who volunteer suggestions but fails to seek opinions of others
<u>3</u>	<u>5.45</u>	5. Consistently seeks and uses the opinions of others

C. Is he skillful in developing an organization in which each can do his best?

<u>14</u>	<u>26.41</u>	1. Runs the whole show himself
<u>14</u>	<u>26.41</u>	2. Plays favorites in delegating responsibility
<u>23</u>	<u>43.39</u>	3. Delegates tasks largely mechanically; fails to recognize special abilities of others
<u>2</u>	<u>3.77</u>	4. Sometimes delegates responsibilities with regard to special interests and abilities of associates
—	—	5. Most people with whom he works are carrying important responsibilities in which they are genuinely interested

D. Is he skillful in getting policies formulated cooperatively?

<u>14</u>	<u>26.92</u>	1. Formulates policies himself; rarely discusses them with others
<u>21</u>	<u>40.38</u>	2. Discusses policies with others, but decisions are usually made prior to the discussion
<u>10</u>	<u>19.23</u>	3. Involves only key people in policy formulation
<u>7</u>	<u>13.46</u>	4. Attempts to involve general public, staff members and students in policy formulation but has difficulty in setting up necessary machinery
—	—	5. Involves general public, staff members and students in major policy formulation

E. Is he skillful in continuous implementation of policies?

<u>4</u>	<u>7.69</u>	1. Tends to ignore new policies
<u>17</u>	<u>32.69</u>	2. Tends to defer action on new policies
<u>26</u>	<u>50.00</u>	3. Vacillates with regard to employing new policies
<u>3</u>	<u>5.76</u>	4. Sometimes slow in effecting new policies
<u>2</u>	<u>3.84</u>	5. Acts quickly to effect new policies

F. Does he help the group arrive at a working consensus?

<u>19</u>	<u>37.25</u>	1. Tries to force group to quick agreements without really considering problems
<u>18</u>	<u>35.29</u>	2. Forces action on the basis of majority opinions without careful group consideration
<u>8</u>	<u>15.68</u>	3. Sometimes neglects recognition of minority viewpoints on problems
<u>5</u>	<u>9.80</u>	4. Strives for consensus but sometimes encourages group action on insufficient data
<u>1</u>	<u>1.96</u>	5. Continually strives for careful group problem analysis; helps group recognize points of agreement

G. Do his actions indicate that he believes democratic means are essential to the attainment of democratic ends?

<u>11</u>	<u>20.75</u>	1. Uses any expedient method available to attain a predetermined end
<u>29</u>	<u>54.71</u>	2. Gives lip service to democratic processes which are not evident in his behavior
<u>7</u>	<u>13.20</u>	3. Attempts to use democratic means; however, can be expected to resort to expedient means on pressing problems
<u>6</u>	<u>11.32</u>	4. Is cognizant of responsibility to use democratic procedures; is sometimes unsure of how to employ them
<u>—</u>	<u>—</u>	5. Urges the use of processes consistent with best democratic practices

Table VII, page 47, provides a percentage summary of the data on interpersonal relations together with statistically determined levels of significance which serve to separate judgments made with respect to the specific characteristics. An examination of Table VII suggests the following:

1. With respect to all items in this division a high percentage of ineffective administrators rated were assigned ratings of three or less.

2. The predominant characteristic under Item A was

TABLE VII

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION I,
INTERPERSONAL RELATIONS, INEFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A	16.36	45.45	23.63	14.54		100	1-2	Yes	Yes
							2-3	Yes	No
							3-4	No	No
B	10.90	69.09	9.09	5.45	5.45	100	1-2	Yes	Yes
							2-3	Yes	Yes
							3-4	No	No
C	26.41	26.41	43.39	3.77		100	1-2	No	No
							2-3	No	No
							3-4	Yes	Yes
D	26.92	40.38	19.23	13.46		100	1-2	No	No
							2-3	Yes	No
							3-4	No	No
E	7.69	32.69	50.00	5.76	3.84	100	1-2	Yes	Yes
							2-3	No	No
							3-4	Yes	Yes
F	37.25	35.29	15.68	9.80	1.96	100	1-2	No	No
							2-3	Yes	No
							3-4	No	No
G	20.75	54.71	13.20	11.32		100	1-2	Yes	Yes
							2-3	Yes	Yes
							3-4	No	No

characteristic number two, "Has a few friends but tends to ignore others."

3. The predominant characteristic under Item B was characteristic number two, "Uses opinions if they agree with his own."

4. With respect to Item C, no predominant characteristic emerged since there was no significant difference between the percent of administrators assigned characteristics one and two or characteristics two and three. These three characteristics received 96.21 per cent of the total ratings for this item. Therefore, the ineffective administrator could be characterized by any of these three statements.

5. Characteristics one, two, and three of Item D received 86.53 per cent of all the ratings for this item. However, there was no significant difference between the per cent of ratings assigned each of these characteristics. Therefore the ineffective administrator could be characterized equally well by any of the three.

6. Characteristics two and three of Item E received 82.69 per cent of the total ratings for this item. However, there was no significant difference between the per cent of ratings assigned to each of these two characteristics. The ineffective administrator could be characterized by either statement. Characteristic number two was "Tends to defer action on new policies," and characteristic number three was

"Vacillates with regard to employing new policies."

7. There was no significant difference between characteristics one and two, under Item F. However, 72.54 per cent of all ratings for this item were assigned to these two characteristics. Thus it would appear that a significant characteristic of ineffective administrators could be either characteristic number one, "Tries to force group to quick agreements without really considering problems," or characteristic number two, "Forces action on the basis of majority opinions without careful group consideration."

8. With respect to Item G the predominant characteristic was number two, "Is cognizant of responsibility to use democratic procedures; is sometimes unsure of how to employ them."

Intelligent Operation

Division two of the rating guide is concerned with intelligent operation of ratees. This section of the study presents an analysis of the ratings of fifty-five ineffective administrators rated on this division of the rating guide. The procedure employed was that used in the analysis for the preceding division on interpersonal relations. Twenty-five judgments in the area of intelligent operation were based on "mere guess" and were eliminated from computations.

II. Intelligent Operation

A. Does he give sufficient consideration to new data in problem solving?

<u>10</u>	<u>20.83</u>	1.	Disregards new data that challenge the status quo
<u>18</u>	<u>37.50</u>	2.	Uses new data only when they support his position
<u>17</u>	<u>35.41</u>	3.	Will sometimes consider new data when they are presented to him
<u>3</u>	<u>6.25</u>	4.	Seeks new data along lines of personal interests
—	—	5.	Consistently seeks and employs new data

B. Does he recognize and define problems?

<u>11</u>	<u>21.56</u>	1.	Tends not to recognize the existence of problems
<u>19</u>	<u>37.25</u>	2.	Tends to consider symptoms instead of problems
<u>10</u>	<u>19.60</u>	3.	Sometimes confuses symptoms with problems in his efforts to improve
<u>9</u>	<u>17.64</u>	4.	Recognizes that problems exist but has difficulty in defining or analyzing them
<u>2</u>	<u>3.92</u>	5.	Recognizes and analyzes problems

C. Is he consistent in terms of his basic assumptions?

<u>13</u>	<u>24.07</u>	1.	Supports conflicting ideas; action characterized by inconsistency
<u>30</u>	<u>55.55</u>	2.	Has a tendency to discuss important problems in terms of his likes and dislikes
<u>8</u>	<u>14.81</u>	3.	May be uncertain of his position on controversial subjects
<u>3</u>	<u>5.55</u>	4.	Can analyze his position and see relationships of his position to his basic assumptions in areas which he considers important
—	—	5.	Is dependable and predictable in word and action

D. Does he have an experimental attitude?

<u>28</u>	<u>52.83</u>	1.	Tends to operate within traditional practices
<u>13</u>	<u>24.52</u>	2.	Action tends to be based on hunches, intuition, and other subjective means
<u>8</u>	<u>15.09</u>	3.	May be premature in trying out ideas for improvement; fails to fully incorporate accepted principles of experimentation

- | | | |
|-------------|-------------|--|
| <u>4</u> | <u>7.54</u> | 4. Undertakes various new projects for improvement but fails to interpret their significance |
| <u> </u> | <u> </u> | 5. Tends to try out new ideas after careful study and follows through on basis of results of experimentation |

E. Does he try to recognize and deal with his own biases and limitations?

- | | | |
|-----------|--------------|--|
| <u>25</u> | <u>47.16</u> | 1. Refuses to examine his position; not aware of his own limitations |
| <u>18</u> | <u>33.96</u> | 2. Feels uneasy about his position at times; does not know how to identify his own biases |
| <u>7</u> | <u>13.20</u> | 3. Assumes that his position is generally right; can be stimulated to examine his opinions |
| <u>2</u> | <u>3.77</u> | 4. Tends to evaluate his position but will resort to biases under pressure |
| <u>1</u> | <u>1.88</u> | 5. Consistently examines his own position in relation to the position of others |

F. Does he appear to have profited by previous experience?

- | | | |
|-----------|--------------|--|
| <u>11</u> | <u>21.15</u> | 1. Frequently makes the same mistake but seldom admits it |
| <u>23</u> | <u>44.23</u> | 2. Usually attempts to justify mistakes |
| <u>11</u> | <u>21.15</u> | 3. Recognizes that some mistakes are inevitable but has difficulty in making readjustments |
| <u>3</u> | <u>5.76</u> | 4. Makes some improvement as a result of past mistakes |
| <u>4</u> | <u>7.69</u> | 5. Recognizes a mistake when he makes one and seeks to avoid repeating it |

G. Does he have the ability to size up people?

- | | | |
|-------------|--------------|---|
| <u>6</u> | <u>12.24</u> | 1. Judges potentialities of people in terms of their race, religion, nationality, or other such concepts |
| <u>15</u> | <u>30.61</u> | 2. Makes judgments about people in terms of hunches |
| <u>23</u> | <u>46.93</u> | 3. Tends to base judgments of people on past experiences without rethinking in terms of present situations |
| <u>5</u> | <u>10.20</u> | 4. Judges people on basis of personal experiences, using additional resources when problem situations arise |
| <u> </u> | <u> </u> | 5. Consciously endeavors to understand the basic potentialities of each person through objective procedures |

Data relating to intelligent operation are set forth in Table VIII, page 53. An examination of Table VIII shows the following:

1. With respect to all items in this division a high percentage of ineffective administrators rated were assigned ratings of three or less.

2. Under Item A no predominant characteristic emerged as there was no significant difference between the per cent of ratings falling on characteristics one, two, and three. These three characteristics received 93.72 per cent of the total ratings for this item. Any of the three characteristics would characterize an ineffective administrator equally well.

3. With respect to Item B the identifying characteristic of an ineffective administrator would tend to be either characteristic one, "Tends not to recognize the existence of problems" or characteristic two, "Tends to consider symptoms instead of problems." However, the percentage of ratings assigned to each item, one through four, are distributed rather evenly and characteristics three and four probably would also tend to identify the ineffective administrator.

4. The predominant characteristic under Item C was number two, "Has a tendency to discuss important problems in terms of his likes and dislikes."

5. Under Item D the predominant characteristic was

TABLE VIII

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION II,
INTELLIGENT OPERATION, INEFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A	20.81	37.50	35.41	6.25		100	1-2	No	No
							2-3	No	No
							3-4	Yes	Yes
B	21.56	37.25	19.60	17.64	3.92	100	1-2	No	No
							2-3	Yes	No
							3-4	No	No
C	24.07	55.55	14.81	5.55		100	1-2	Yes	Yes
							2-3	Yes	Yes
							3-4	No	No
D	52.83	24.52	15.09	7.54		100	1-2	Yes	Yes
							2-3	No	No
							3-4	No	No
E	47.16	33.96	13.20	3.77	1.88	100	1-2	Yes	No
							2-3	Yes	No
							3-4	No	No
F	21.15	44.23	21.15	5.76	7.69	100	1-2	Yes	No
							2-3	Yes	No
							3-4	No	No
G	12.24	30.61	46.93	10.20		100	1-2	Yes	No
							2-3	No	No
							3-4	Yes	Yes

number one, "Tends to operate within traditional practices."

6. With respect to Item E the predominant characteristic was number one, "Refuses to examine his position; not aware of his own limitations."

7. The predominant characteristic under Item F was number two, "Usually attempts to justify mistakes."

8. Characteristics two and three of Item E received 77.54 per cent of the total ratings on this item. However, there was no significant difference between the per cent of ratings assigned to each of these two characteristics. Therefore, characteristic one, "Judges potentialities of people in terms of their race, religion, nationality, or other such concepts," or characteristic two, "Makes judgments about people in terms of hunches," would best characterize the ineffective administrator.

Condition of Health

Division three of the rating guide is concerned with the condition of health of ratees. This section presents an analysis of data related to the condition of health of fifty-five ineffective administrators. The procedures used were those employed in presenting the preceding divisions in this chapter. Of the responses to this division eighteen were based on "mere guess" and therefore eliminated from calculations.

III. Condition of Health

A. How does he act concerning his physical health?

- | | | |
|-----------|--------------|---|
| <u>2</u> | <u>4.08</u> | 1. Tends to violate good health practices and to avoid medical care |
| <u>7</u> | <u>14.28</u> | 2. Recognizes that he has certain health problems but refuses to deal with them |
| <u>14</u> | <u>28.57</u> | 3. Has passive attitude toward health; does not consider health a problem |
| <u>13</u> | <u>26.53</u> | 4. Observes good health practices but has a tendency to overwork at times |
| <u>13</u> | <u>26.53</u> | 5. Regularly observes good health practices including medical and dental check up |

B. Is he emotionally stable?

- | | | |
|-----------|--------------|--|
| <u>8</u> | <u>15.68</u> | 1. Tends to be upset by everyday occurrences and keeps staff in continuous uproar |
| <u>20</u> | <u>39.21</u> | 2. Attempts to exemplify outward calmness but explodes about trivial matters |
| <u>12</u> | <u>23.52</u> | 3. Is upset in novel situations and has a tendency to upset others |
| <u>9</u> | <u>17.64</u> | 4. Meets novel situations well but lets some problems involve him in distracting entanglements |
| <u>2</u> | <u>3.92</u> | 5. Appears to meet crises with a contagious calmness; others feel at ease in his presence |

C. Does he accept responsibility wisely?

- | | | |
|-----------|--------------|---|
| <u>16</u> | <u>32.00</u> | 1. Accepts too many responsibilities or refuses to assume responsibilities normally expected of him |
| <u>8</u> | <u>16.00</u> | 2. Attends strictly to school routine without participating in community enterprises |
| <u>22</u> | <u>44.00</u> | 3. Concentrates on school routine; supports non-school endeavors on a highly selective basis |
| <u>4</u> | <u>8.00</u> | 4. Carries out pressing responsibilities well but neglects to postpone less urgent duties |
| — | — | 5. Budgets the assuming of responsibilities wisely in terms of own limitations in present situation |

D. Does he have proper regard for recreation?

- | | | |
|----------|--------------|---------------------------------------|
| <u>6</u> | <u>11.53</u> | 1. Does not dismiss job from his mind |
|----------|--------------|---------------------------------------|

<u>14</u>	<u>26.92</u>	2.	Has slight interest in recreational activities but tends to let work responsibilities exclude them
<u>13</u>	<u>25.00</u>	3.	Engages in recreational activities when urged by friends but does not deliberately plan for recreation
<u>14</u>	<u>26.92</u>	4.	Has several recreational interests with no systematic plan for engaging in them
<u>5</u>	<u>9.61</u>	5.	Actively participates in recreational pursuits along with professional, business, civic, family, and other responsibilities

Data relating to condition of health are set forth in Table IX, page 57. An examination of Table IX shows the following:

1. Under Item A no predominant characteristic seemed to emerge. The ratings however are relatively high in contrast to ratings for ineffective administrators on other items. Characteristics three, four, and five received a total of 81.63 per cent of the responses to this item, with the number of responses for each of the three characteristics almost identical. These three characteristics would seem to best identify the ineffective administrator on this item.

2. With respect to Item B it would appear that characteristics one, two, three, or four would tend to identify the ineffective administrator because of the spread of the ratings over these four characteristics.

3. Under Item C the ineffective administrator would appear to be characterized by characteristic three, "Concentrates on school routine; supports non-school endeavors on a highly selective basis," or by characteristic one, "Accepts

TABLE IX

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION III,
CONDITION OF HEALTH, INEFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A	4.08	14.28	28.57	26.53	26.53	100	1-2	No	No
							2-3	No	No
							3-4	No	No
							4-5	No	No
B	15.68	39.21	23.52	17.64	3.92	100	1-2	Yes	Yes
							2-3	No	No
							3-4	No	No
C	32.00	16.00	44.00	8.00		100	1-2	No	No
							2-3	Yes	Yes
							3-4	Yes	Yes
D	11.55	26.92	25.00	26.92	9.61	100	1-2	No	No
							2-3	No	No
							3-4	No	No

too many responsibilities or refuses to assume responsibilities normally expected of him."

4. No predominant characteristic emerged from Item D. However characteristics two, three, and four had 78.84 per cent of the ratings assigned to this item and had almost identical percentage groupings. Of the characteristics in this item they would seem to better identify the ineffective administrator.

Ethical and Moral Strength

Division four of the rating guide is concerned with ethical and moral strength of ratees. This section of the study presents an analysis of ratings in this division for fifty-five ineffective administrators. The procedures used in this section were those employed in the preceding sections. There were six judgments in this section based on "mere guess." They were eliminated from computations.

IV. Ethical and Moral Strength

A. Does he have the courage of his convictions?

<u>21</u>	<u>40.38</u>	1. Tends to weasel out of situations
<u>22</u>	<u>42.30</u>	2. Usually follows most popular viewpoint
<u>3</u>	<u>5.76</u>	3. Has a tendency to accept some viewpoints which he realizes are in conflict with his own
<u>4</u>	<u>7.69</u>	4. Has well-tempered convictions which he tries to follow but is sometimes unsure as to their soundness
<u>2</u>	<u>3.84</u>	5. Places principle above his own personal advantage

B. Does he deal honestly with others?

<u>7</u>	<u>13.72</u>	1. Tends to be unscrupulous in accomplishing his purpose
<u>10</u>	<u>19.60</u>	2. Through indirect methods leads people to believe in false situations
<u>24</u>	<u>47.05</u>	3. Tends to rationalize inadvertent breaches of agreement
<u>8</u>	<u>15.68</u>	4. Exhibits honesty in important agreements, but in less important agreements is somewhat careless
<u>2</u>	<u>3.92</u>	5. Considers agreements with others as promissory notes to which he is committed

Data relating to ethical and moral strength are set forth in Table X, page 60. An examination of Table X shows the following:

1. With respect to all items in this division a high percentage of ineffective administrators rated were assigned ratings of three or less.

2. Under Item A, characteristics one and two had 82.68 per cent of the total ratings for this item, and there was no significant difference in the percentages assigned each characteristic. Therefore, characteristic one, "Tends to weasel out of situations," or characteristic two, "Usually follows most popular viewpoint," would best identify the ineffective administrator on this item.

3. The predominant characteristic which emerged under Item B was number three, "Tends to rationalize inadvertent breaches of agreements."

TABLE X

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION IV,
ETHICAL AND MORAL STRENGTH, INEFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A	40.38	42.30	5.76	7.69	3.84	100	1-2	No	No
							2-3	Yes	Yes
							3-4	No	No
B	13.72	19.60	47.05	15.68	3.92	100	1-2	No	No
							2-3	Yes	Yes
							3-4	Yes	Yes

Adequacy of Communication

Division five of the rating guide is concerned with adequacy of communication. This section of the study presents an analysis of the ratings in this division for fifty-five ineffective administrators. The procedures used in this section were similar to those employed in the preceding section. In the area of adequacy of communication nine judgments were based on "mere guess" and were therefore eliminated.

V. Adequacy of Communication

A. How well does he express himself orally?

<u>4</u>	<u>7.54</u>	1. Is either unable or does not desire to bother about attempting to convey thoughts to others
<u>11</u>	<u>20.75</u>	2. Expresses himself in a fuzzy, incomprehensible manner and tends to puzzle listeners concerning what he means
<u>22</u>	<u>41.50</u>	3. Is unimpressive in oral communication
<u>12</u>	<u>22.64</u>	4. Can express practical thoughts fairly well, but has difficulty with abstractions
<u>4</u>	<u>7.54</u>	5. Chooses words which clearly convey ideas, and has the ability to draw analogies in expressing abstract ideas

B. Is he a good listener?

<u>8</u>	<u>15.68</u>	1. Tends to listen only to himself
<u>11</u>	<u>21.56</u>	2. Tends to disrupt oral communication by inattentiveness or by introduction of irrelevant ideas
<u>13</u>	<u>25.49</u>	3. Appears to listen but has difficulty in concentration
<u>14</u>	<u>27.45</u>	4. Listens carefully to things in which he is interested
<u>5</u>	<u>9.80</u>	5. Attempts to be attentive in trying to grasp ideas expressed by others

C. Does he interest people in examining ideas?

<u>7</u>	<u>12.96</u>	1. Appears to consider intellectual curiosity as unimportant
<u>26</u>	<u>48.14</u>	2. Discourages examination of ideas if there is a possibility of their conflicting with pre-conceived notions
<u>15</u>	<u>27.77</u>	3. Waxes hot and cold in stimulating examination of ideas
<u>5</u>	<u>9.25</u>	4. Encourages examination of ideas he thinks are important
<u>1</u>	<u>1.85</u>	5. Stimulates people to seek solutions through critical analyses of ideas

D. How skillful is he in chairing group discussions?

<u>7</u>	<u>13.20</u>	1. Is at a loss when he finds himself appointed official leader of a group
<u>15</u>	<u>28.30</u>	2. Permits everyone to talk without ever achieving group decision
<u>21</u>	<u>39.62</u>	3. Tends to rely on key persons in group discussions
<u>10</u>	<u>18.86</u>	4. Operates well within a structured agenda
<u> </u>	<u> </u>	5. Facilitates a stimulating and well-ordered climate conducive to reaching group decisions

Data relating to adequacy of communication are set forth in Table XI, page 63. An examination of Table XI shows the following:

1. Under Item A the predominant characteristic to emerge was number three, "Is unimpressive in oral communication."

2. With respect to Item B no predominant characteristic seemed to emerge.

3. Under Item C the predominant characteristic to emerge was number two, "Encourages examination of ideas that he thinks are important."

4. No predominant characteristic emerged in Item D.

TABLE XI

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION V,
ADEQUACY OF COMMUNICATION, INEFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A	7.54	20.75	41.50	22.64	7.54	100	1-2	No	No
							2-3	Yes	No
							3-4	Yes	No
B	15.68	21.56	25.49	27.45	9.80	100	1-2	No	No
							2-3	No	No
							3-4	No	No
C	12.96	48.14	27.77	9.25	1.85	100	1-2	Yes	Yes
							2-3	Yes	No
							3-4	Yes	No
D	13.20	28.30	39.62	18.86		100	1-2	No	No
							2-3	No	No
							3-4	Yes	No

It seems that any of the characteristics among the group one, two, three, or four could identify the ineffective administrator.

Operation as a Citizen

Division six of the rating guide is concerned with operation as a citizen. This section of the study presents an analysis of ratings in this division for fifty-five ineffective administrators. The procedures employed were those used in the preceding section on adequacy of communication. In the area, operation as a citizen, nine judgments were based on "mere guess" and were eliminated from the calculations.

VI. Operation as a Citizen

A. Does he help people interpret significant contemporary trends and events?

<u>8</u>	<u>15.09</u>	1. Does not seem to be informed about or interested in contemporary events
<u>17</u>	<u>32.07</u>	2. Discusses current affairs in terms of stock phrases and generalities in his attempt to conceal his lack of understanding
<u>19</u>	<u>35.84</u>	3. Knows about current affairs but is influenced by prejudice in discussing them
<u>7</u>	<u>13.20</u>	4. Is well informed in the socioeconomic problems in which he is interested
<u>2</u>	<u>3.77</u>	5. Discusses intelligently major social, political and economic issues with people

B. How cooperative is he with non-educational groups working for community betterment?

<u>5</u>	<u>10.00</u>	1. Considers the school an island that is competitive with non-educational groups
<u>8</u>	<u>16.00</u>	2. Becomes so involved with activities of non-educational groups that he neglects proper administration of the school program

<u>28</u>	<u>56.00</u>	3.	Is selective in cooperating with groups in proportion to pressures applied
<u>7</u>	<u>14.00</u>	4.	Is interested in cooperating with community groups but spreads his efforts too thinly
<u>2</u>	<u>4.00</u>	5.	Is aware of and actively concerned with desires and interests of community groups, agencies and organizations

C. What is his attitude toward minority groups in the school community?

<u>4</u>	<u>7.54</u>	1.	Indicates that minority groups have no right to representation in community-school affairs
<u>20</u>	<u>37.73</u>	2.	Tends to ignore the existence of minority groups in the community
<u>20</u>	<u>37.73</u>	3.	Follows a hands-off policy in regard to minority groups in the community
<u>8</u>	<u>15.09</u>	4.	Tends to uphold most minority viewpoints but neglects consideration of those that are extreme
<u>1</u>	<u>1.88</u>	5.	Insists that minority points of view be appropriately represented in community-school decisions

Data relating to operation as a citizen are presented in Table XII, page 66. An examination of Table XII suggests the following:

1. With respect to all items in this division a high percentage of ineffective administrators rated were assigned ratings of three or less.

2. Under Item A the ineffective administrator would best be identified by either characteristic two, "Discusses current affairs in terms of stock phrases and generalities in his attempt to conceal his lack of understanding," or characteristic three, "Knows about current affairs but is influenced by prejudice in discussing them."

3. The predominant characteristic under Item B was

TABLE XII

PERCENTAGE SUMMARY AND SIGNIFICANCE LEVELS, DIVISION VI,
OPERATION AS A CITIZEN, INEFFECTIVE ADMINISTRATORS

Item	Characteristics					Total	Characteristics	Significance Levels	
	1	2	3	4	5			.05	.01
A	15.09	32.07	35.84	13.20	3.77	100	1-2	Yes	No
							2-3	No	No
							3-4	Yes	Yes
B	10.00	16.00	56.00	14.00	4.00	100	1-2	No	No
							2-3	Yes	Yes
							3-4	Yes	Yes
C	7.54	37.73	37.73	15.09	1.88	100	1-2	Yes	Yes
							2-3	No	No
							3-4	Yes	Yes

number three, "Is selective in cooperating with groups in proportion to pressures applied."

4. Under Item C the ineffective administrator would best be identified by either characteristic two, "Tends to ignore the existence of minority groups in the community," or characteristic three, "Follows a hands-off policy in regard to minority groups in the community."

Composite Analysis

It now seems appropriate to provide a composite analysis of the ratings of ineffective administrators. Essentially such an analysis will be a verbal description of the ineffective administrator expressed in terms of characteristics generally held by the fifty-five ineffective school administrators rated.

It appeared that the ineffective administrator was an individual who had a few friends but tended to ignore others. In utilizing opinions of others the administrator generally considered only those points of view which were in agreement with his own. With respect to skill in developing an organization in which each could do his best, the ineffective administrator frequently "ran the whole show himself," played favorites in delegating authority, or delegated tasks largely mechanically while failing to recognize the special abilities of others.

The ineffective administrator was generally ineffective in appropriately involving other individuals in policy formulation. In implementation of policies he appeared to vacillate between deferring action and ignoring new policies. He was generally inept in assisting a group to arrive at a working consensus. This ineffectiveness seemed to have its origin in failure to provide leadership in careful and objective analysis of problems under consideration. In keeping with the inadequacies that have been described, the ineffective administrator was not sure how to employ democratic procedures in the administrative process.

The ineffective administrator may be described as reactionary in his approach to problem solving. Generally, a consideration of data was characterized by a lack of objectivity based upon vested interest and a desire to perpetuate the status quo.

The ineffective administrator seemed unable to attack the basic issues which gave rise to problems, rather he appeared to concern himself with symptoms rather than basic issues.

With respect to consistency of behavior it appeared that the ineffective administrator had a tendency to behave in terms of likes and dislikes. This disposition to view problems in terms of likes and dislikes appeared in giving support to conflicting ideas.

The ineffective administrator appeared to have little concern for experimentation. This observation appears justified in view of the fact that administrators rated tended to operate in the framework of traditional practices. In keeping with the absence of an experimental attitude the administrator appeared to find it difficult to deal adequately with his own biases and limitations. While appearing dogmatic, he also appeared to be easily influenced by pressure from any source.

The ineffective administrator was not experimental in his behavior, nor was he generally objective in dealing with problems. He found it difficult to profit by previous experience and generally sought to justify his mistakes.

The ineffective administrator appeared to be emotionally unstable, though he attempted to exemplify outward calmness. However, it appeared that a trivial matter or a novel situation would penetrate the outward appearance of calmness. He frequently tended to upset others as a result of his emotional instability.

The ineffective administrator appeared unable to accept responsibility wisely. While concentrating heavily on school routine, his efforts in non-school endeavors were based on a high degree of selectivity.

The ineffective administrator often lacked the courage of his convictions. Usually he sought to follow the most

popular point of view and tended to "weasel out" of situations. While giving little attention to the keeping of agreements, he seemed to find it easy to rationalize his failure in this regard.

Generally the ineffective administrator was unimpressive in oral communication, and found it difficult to interest others in examining ideas. Too, he was ineffective in chairing and facilitating group discussions.

The ineffective administrator when dealing with contemporary affairs found it difficult to go beyond superficialities. He tended to employ cliches and generalities in an attempt to conceal his lack of understanding. His appraisal of contemporary events was influenced by his prejudices and biases.

The ineffective administrator frequently held biased attitudes toward minority groups. Such attitudes were in keeping with other characteristics which have been described. Among those characteristics which seem related were lack of objectivity in dealing with problems, and permitting biases and prejudices to influence behavior in critical situations.

Summary

The purpose of this chapter was to analyze the ratings of ineffective administrators provided by respondents.

The data were summarized in a series of six tables based upon the major divisions of the rating guide. Following each table a presentation was made of predominant characteristics which seemed to emerge under each item of the rating guide. Another section of the chapter was devoted to a description of the ineffective administrator as revealed by the ratings.

CHAPTER IV

COMPARISON OF RATINGS ASSIGNED EFFECTIVE AND INEFFECTIVE ADMINISTRATORS

The purpose of chapter three was to present data relating to the ineffective administrators. It will be recalled also that chapter two was devoted to a similar treatment of data related to effective administrators.

The purpose of this chapter is to present significant comparisons between the data and findings of chapters two and three.

The data utilized in this chapter will be set forth in a series of six tables, Table XIII to Table XVIII inclusive. These tables were constructed within the framework of the six major divisions of the rating guide. Each table sets forth two bodies of data. The first body of data is concerned with the mean scores of effective administrators which were determined for each item under each of the six major divisions of the rating guide. A similar body of data is set forth and relates to ineffective administrators. It is emphasized that a statistically significant level of difference has been determined with respect to the two bodies of data, for each item, under each division of the rating guide. It is emphasized that with respect to all items under all divisions there was a significant difference between the

mean scores of effective and ineffective administrators. The statistical level of significance which exists between effective and ineffective administrators was not indicated in Tables XIII through XVIII. It seemed adequate for the purposes of this study to state that these levels of difference have been determined.

Interpersonal Relations

This section of the study presents a summary and analysis of mean scores under Division I, Interpersonal Relations, for effective and ineffective school administrators. These mean scores are presented in Table XIII, page 74. An examination of Table XIII suggests the following:

1. With respect to the items which comprise this division, and in terms of mean scores for each item, ratings of four or better are characteristic of effective administrators.
2. With respect to the items which comprise this division, and in terms of mean scores for each item, ratings of three or less are characteristic of ineffective administrators.
3. With respect to the items which comprise this division it appeared that the rating guide provided a basis for sharply differentiating between effective and ineffective administrators.

TABLE XIII

A SUMMARY OF MEAN SCORES UNDER DIVISION I,
INTERPERSONAL RELATIONS, FOR EFFECTIVE
AND INEFFECTIVE SCHOOL ADMINISTRATORS

Item	Mean Scores	
	Effective Administrators	Ineffective Administrators
A	4.545	2.363
B	4.491	2.254
C	4.727	2.245
D	4.434	2.192
E	4.491	2.653
F	4.759	2.039
G	4.418	2.151

Intelligent Operation

This section of the study presents a summary and analysis of mean scores under Division II, Intelligent Operation, for effective and ineffective administrators. These mean scores are presented in Table XIV. An examination of Table XIV suggests the following:

1. With respect to the items which comprise this division, and in terms of mean scores for each item, ratings of four or better are characteristic of effective administrators.

2. With respect to the items which comprise this division, and in terms of mean scores for each item, ratings of three or less are characteristic of ineffective administrators.

3. Concerning the items which comprise this division of the rating guide it appeared that the rating guide provided a basis for sharply differentiating between effective and ineffective administrators.

Condition of Health

This section of the study presents a summary and analysis of mean scores under Division III, Condition of Health, for effective and ineffective administrators. These mean scores are presented in Table XV, page 77. An examination

TABLE XIV

A SUMMARY OF MEAN SCORES UNDER DIVISION II,
INTELLIGENT OPERATION, FOR EFFECTIVE AND
INEFFECTIVE SCHOOL ADMINISTRATORS

Item	Mean Scores	
	Effective Administrators	Ineffective Administrators
A	4.788	2.270
B	4.872	2.451
C	4.564	2.018
D	4.717	1.773
E	4.453	1.792
F	4.833	2.346
G	4.629	2.551

TABLE XV

A SUMMARY OF MEAN SCORES UNDER DIVISION III,
CONDITION OF HEALTH, FOR EFFECTIVE AND
INEFFECTIVE SCHOOL ADMINISTRATORS

Item	Mean Scores	
	Effective Administrators	Ineffective Administrators
A	4.170	3.571
B	4.818	2.549
C	4.388	2.280
D	3.774	2.961

of Table XV suggests the following:

1. In regard to the items which comprise this division, and in terms of mean scores for each item, it appeared that ratings of four or better, with the exception of Item D, are characteristic of effective administrators.

2. With respect to the items which comprise this division, and in terms of mean scores for each item, it appears that ratings of three or less, with the exception of Item A, are characteristic of ineffective administrators.

3. With respect to the items which comprise this division it appeared that the rating guide did not differentiate as sharply between effective and ineffective administrators as it did in the preceding divisions.

Ethical and Moral Strength

This section of the study presents a summary and analysis of mean scores under Division IV, Ethical and Moral Strength, for effective and ineffective administrators. These scores are presented in Table XVI, page 79. An examination of Table XVI suggests the following:

1. In regard to the items which comprise this division, and in terms of mean scores for each item, ratings of four or better are characteristic of effective administrators.

TABLE XVI

A SUMMARY OF MEAN SCORES UNDER DIVISION IV,
ETHICAL AND MORAL STRENGTH, FOR EFFECTIVE
AND INEFFECTIVE SCHOOL ADMINISTRATORS

Item	Mean Scores	
	Effective Administrators	Ineffective Administrators
A	4.782	1.923
B	4.907	2.764

2. In terms of mean scores for the items which comprise this division ratings of three or less are characteristic of the ineffective administrator.

3. With respect to the items which comprise this division of the rating guide, it appeared that the rating guide provided a basis for sharply differentiating between effective and ineffective administrators.

Adequacy of Communication

This section of the study presents a summary and analysis of mean scores under Division V, Adequacy of Communication, for effective and ineffective administrators. These scores are presented in Table XVII, page 81. An examination of Table XVII suggests the following:

1. In terms of mean scores for the items which comprise this division ratings of four or above are characteristic of the effective administrator.

2. In regard to the items which comprise this division, and in terms of mean scores for each item, ratings of three or less are characteristic of the ineffective administrator.

3. On examination of the items which comprise this division of the rating guide it appeared that the rating guide provided a basis for sharply differentiating between effective and ineffective administrators.

TABLE XVII

A SUMMARY OF MEAN SCORES UNDER DIVISION V,
ADEQUACY OF COMMUNICATION, FOR EFFECTIVE
AND INEFFECTIVE SCHOOL ADMINISTRATORS

Item	Mean Scores	
	Effective Administrators	Ineffective Administrators
A	4.745	3.018
B	4.852	2.941
C	4.603	2.389
D	4.709	2.641

Operation as a Citizen

This section of the study presents a summary and analysis of mean scores under Division VI, Operation as a Citizen, for effective and ineffective administrators. These mean scores are presented in Table XVIII, page 83. An examination of Table XVIII suggests the following:

1. With respect to items which comprise this division, and in terms of mean scores for each item, ratings of four or better are characteristic of effective administrators.

2. In terms of mean scores for the items which comprise this division ratings of three or less are characteristic of the ineffective administrator.

3. On examination of the items which comprise this division of the rating guide it appeared that the rating guide provided a basis for sharply differentiating between effective and ineffective school administrators.

Composite Analysis

Having presented data relating to effective and ineffective administrators rated in terms of mean scores for each item, under each major division of the rating guide, for purposes of comparison, and having attempted a brief analysis of those data, it now seems essential to provide a composite analysis of the data presented. A consideration

TABLE XVIII

A SUMMARY OF MEAN SCORES UNDER DIVISION VI,
OPERATION AS A CITIZEN, FOR EFFECTIVE AND
INEFFECTIVE SCHOOL ADMINISTRATORS

Item	Mean Scores	
	Effective Administrators	Ineffective Administrators
A	4.735	2.585
B	4.851	2.860
C	4.574	2.660

of the relationships among the data presented in this chapter, Tables XIII through XVIII suggests the following:

1. According to data utilized in this study it appears that, in general, ratings of four or better on the Tennessee Rating Guide tend to characterize an effective school administrator.

2. According to data utilized in this study it appears that, in general, ratings of three or less on the Tennessee Rating Guide tend to characterize an ineffective school administrator.

3. In terms of mean scores, for all items, under all six major divisions of the rating guide, it appeared that the patterns of characteristics which seem to identify the effective administrator were slightly more discrete than those which seem to identify the ineffective administrator.

4. With the exception of that division of the rating guide entitled, Condition of Health, it appeared that the divisions of the rating guide provide an instrument which will assist in the identification of administrators deemed to be effective or ineffective. It is emphasized that a distinction between effective and ineffective administrators appeared in relation to condition of health. However, the degree of distinction seemed less pointed than in other divisions.

An additional presentation of the comparison of mean scores for effective and ineffective administrators is found

in Figure 1, page 86. It was felt that a pattern of behavioral characteristics for both effective and ineffective administrators, as identified by ratings utilizing the Tennessee Rating Guide, could be more easily visualized with this manner of presentation. It should be noted that some of the specific characteristics of effective and ineffective administrators, as pointed out in Chapters II and III, are lost in calculating the mean scores. However, this does not detract from Figure 1 as a summary presentation.

Summary

The purpose of this chapter has been to compare data provided by respondents and related to effective and ineffective administrators rated. In achieving this purpose a series of six tables was set forth, each based on a major division of the rating guide. Each table contained two areas of data. One area of data had to do with mean scores which had been determined for each of the items under each division of the rating guide for effective administrators rated. The second area of data was of the same nature but related to the ineffective administrators rated. Following each table was a brief analysis of the data provided in the table. A graph showing the mean scores under each division of the rating guide was presented to help the reader better

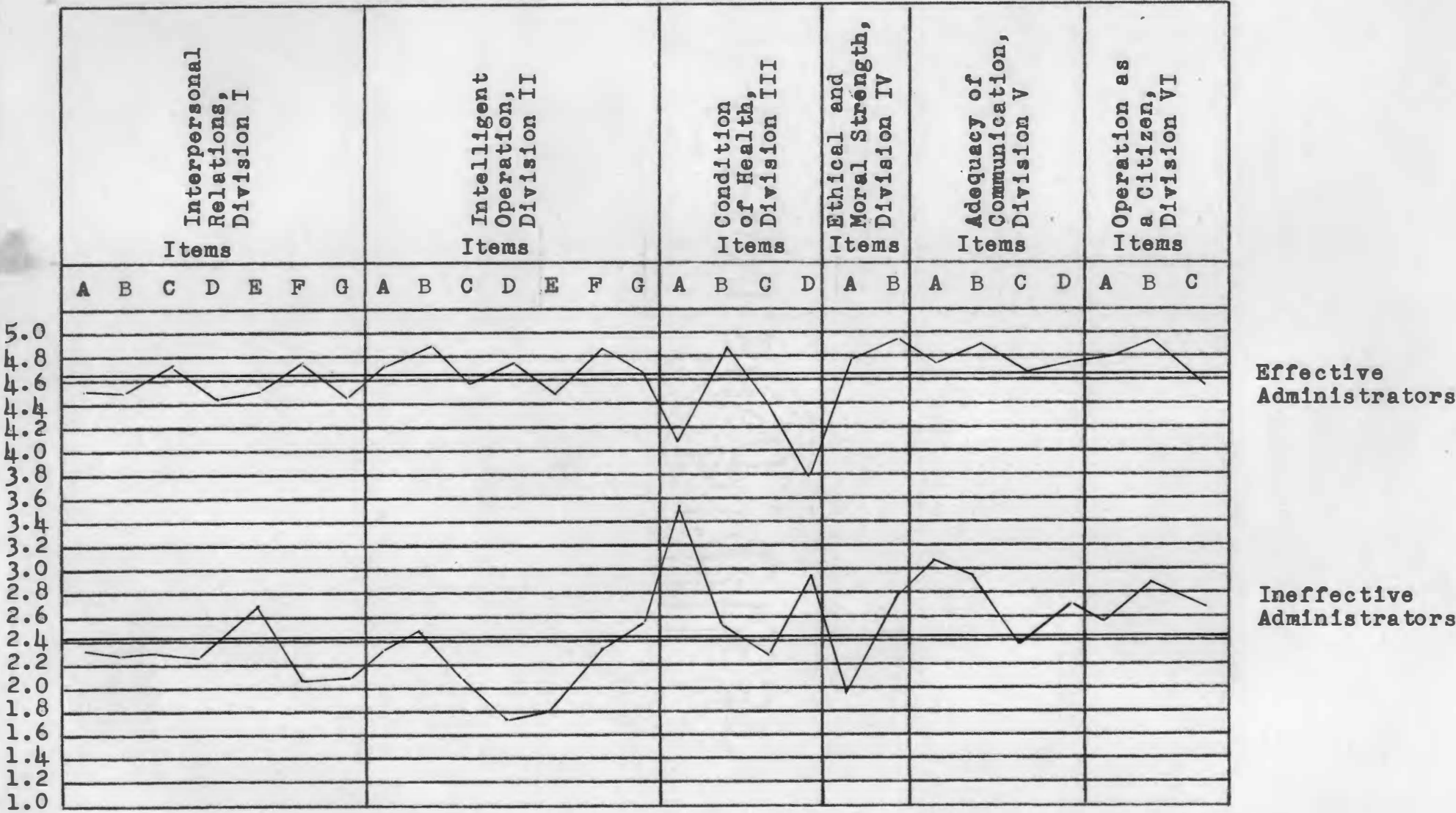


Figure 1. A Pattern of Behavioral Characteristics Identified by a Summary of the Mean Scores of Fifty-five Effective Administrators and Fifty-five Ineffective Administrators Rated on the Six Divisions of the Rating Guide.

visualize the patterns of behavioral characteristics for the effective and ineffective administrators rated on the Tennessee Rating Guide.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to analyze the ratings of effective and ineffective school administrators to determine if patterns of behavioral characteristics would emerge. The selected school administrators who made the ratings used the Tennessee Rating Guide as a rating instrument. In achieving the purpose of this study it seemed desirable to present the data according to the two groups of administrators rated, namely, effective and ineffective. In Chapter II data relating to effective administrators were presented. Data relating to ineffective administrators were presented in Chapter III. It seemed that the genuine significance of these two bodies of data could best be portrayed through a comparison. This comparison was attempted in Chapter IV.

The hypothesis which gave direction to this study provided that an analysis of the ratings of school administrators would reveal patterns of behavioral characteristics. In these patterns:

- A. Selected effective administrators would have certain common characteristics which tend to differentiate them from selected ineffective

school administrators.

- B. Selected ineffective administrators would have certain common characteristics which tend to differentiate them from selected effective school administrators.
- C. The ratings of both ineffective and effective administrators would vary widely on certain characteristics.

The data gathering instrument in this study was the Tennessee Rating Guide developed by the Department of Educational Administration and Supervision at the University of Tennessee, in cooperation with the Southern States Cooperative program in Educational Administration. This guide was designed for the specific purpose of defining the characteristics of effective and ineffective school administrators. The rating guide consisted of six major divisions: (1) Interpersonal Relations, (2) Intelligent Operation, (3) Condition of Health, (4) Ethical and Moral Strength, (5) Adequacy of Communication, and (6) Operation as a Citizen. The rating guide was further divided into significant items under each major division. For example, under the division, Interpersonal Relations, a significant item was, "How does he relate to others?" Under each item was a statement of five characteristics designed to portray degrees of effectiveness in ascending or descending order.

In planning the study it was decided that the rating of effective and ineffective public school administrators could best be made by selected practicing public school administrators, who had known the subjects to be rated over a period of years, and who were entirely familiar with those characteristics which served as the basis of their behavior. In order to secure raters it was decided to have selected professors of school administration each select three public school administrators to serve as raters. Each of the raters would use the University of Tennessee Rating Guide to rate an effective administrator and an ineffective administrator.

The cooperation of twenty-five professors of educational administration was secured through the assistance of the writer's major adviser. The professors were selected because of the leadership they had exhibited in the Co-operative Program in Educational Administration and the National Conference of Professors of Educational Administration. They were located in institutions of higher learning and were rather evenly distributed throughout the United States.

In addition to the raters selected by the professors of educational administration, the writer's major adviser assisted in the selection of twenty-five school administrators who served as raters. These administrators were selected on the basis of their participation in the

Cooperative Program in Educational Administration and because of their recognized leadership in public education.

Each of the twenty-five professors of school administration was sent complete instructions and three complete sets of materials to be used in the proposed ratings. One set of rating materials was given to each of three public school administrators whom the professor selected as raters. The individual sets of materials contained the following: (1) two rating guides: one to rate an effective administrator and one to rate an ineffective administrator, (2) a set of complete instructions for using the rating guide, and (3) a self-addressed stamped envelope for the convenience of the raters in returning the completed rating guides to the writer. One complete set of rating materials and instructions was also sent to the twenty-five school administrators selected to serve as raters.

As the completed ratings were returned each was given a code number and the characteristics under each item were arranged in ascending order. The ratings were then tabulated on a master chart with respect to the surety of judgment as indicated by the raters. Fifty-five complete ratings for both effective and ineffective administrators were returned. This number comprised fifty-five per cent of the possible returns. While no attempt was made to identify the raters, postmarks on the returned rating guides indicated that they

were rather evenly distributed among the different states to which rating guides were sent.

The purpose of Chapter II was to present and analyze data provided by respondents and which related to effective administrators. In presenting the data it was necessary to determine the per cent of administrators given a one, two, three, four, or five rating with respect to each characteristic under all items. A secondary task which seemed essential was to determine statistically the significant levels of difference between the percentage of administrators falling on each characteristic. For example, it was determined statistically whether or not there was a significant difference between ratings of three and four or between ratings of four and five.

The data mentioned above were set forth in a series of six tables. Each table was headed as follows: "Percentage Summary and Significance Levels," and followed by the appropriate division number and identification, such as Division I, Interpersonal Relations. Having set forth the data in six tables an analysis was attempted. Following the analysis of data a verbal description of the effective administrator, in terms of predominant characteristics of the effective administrators rated, was presented.

Chapter III of this study was concerned with the presentation and analysis of data provided by respondents

which related to ineffective administrators. The same procedure for presenting data relating to effective administrators was used for presenting data relating to ineffective administrators.

The purpose of Chapter IV was to present a comparison of data relating to effective and ineffective administrators. In order to present the data succinctly and to project its full significance it seemed desirable to compute mean scores for each item, under each of the major divisions of the rating guide, for both effective and ineffective administrators. The data were presented in a series of six tables. Each table was entitled, "A Summary of Mean Scores," and was followed by the appropriate division designation. The mean scores for both effective and ineffective administrators were contained in each table.

In processing the data employed in Chapter IV, it was deemed necessary to compute statistically the significant difference between mean scores of effective administrators and the mean scores of ineffective administrators. This task of computing the differences of the mean scores was begun by computing the difference between the items which by examination suggested that a significant difference might not exist. When several computations had been completed, it became clear that there was a significant difference between means of all corresponding items. Thus, it was concluded

that a significant difference existed between the mean scores of effective and ineffective administrators, with respect to all items and all divisions.

Following the analysis of the comparative data a summary of the mean scores for both effective and ineffective administrators was presented in graph form.

Conclusions

The conclusions which emerged from this study are as follows:

1. The effective administrators rated had common characteristics which tend to differentiate them from the ineffective administrators rated.
2. A rating of four or better characterized the effective administrator.
3. While the effective administrators possessed a core of common characteristics, they varied in some instances in the possession of characteristics which were not considered desirable for effective administration.
4. The ineffective administrators rated had common characteristics which tend to differentiate them from the effective administrators rated.
5. A rating of three or less characterized the ineffective administrator.

6. The ineffective administrators' ratings varied widely especially within a one to three range.

7. The preceding conclusions, when viewed as a whole, suggest the general conclusion that the hypothesis which gave direction to this study has been substantiated to a relatively high degree.

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APPENDIX A

Revised Rating Guide

Characteristics for Effective School Administration

The University of Tennessee
November 1, 1955

I. Interpersonal Relations

A. How does he relate to others?

- ☐ 1. Tends to be a lone wolf
- ☐ 2. Has a few friends but tends to ignore others
- ☐ 3. Friendly when approached by others
- ☐ 4. Popular; has many casual acquaintances
- ☐ 5. Steadily warm and appealing in relationship with others

Remarks:

B. Does he utilize the opinion of others?

- ☐ 1. Generally ignores the viewpoints of others
- ☐ 2. Uses opinions if they agree with his own
- ☐ 3. Highly selective in utilizing opinions; sometimes values ideas that differ from his own
- ☐ 4. Values opinions of those who volunteer suggestions but fails to seek opinions of others
- ☐ 5. Consistently seeks and uses the opinions of others

Remarks:

C. Is he skillful in developing an organization in which each can do his best?

- ☐ 1. Most people with whom he works are carrying important responsibilities in which they are genuinely interested
- ☐ 2. Sometimes delegates responsibilities with regard to special interests and abilities of associates
- ☐ 3. Delegates tasks largely mechanically; fails to recognize special abilities of others
- ☐ 4. Plays favorites in delegating responsibility

5. Runs the whole show himself

Remarks:

D. Is he skillful in getting policies formulated co-operatively?

- 1. Involves general public, staff members and students in major policy formulation
- 2. Attempts to involve general public, staff members and students in policy formulation but has difficulty in setting up necessary machinery
- 3. Involves only key people in policy formulation
- 4. Discusses policies with others, but decisions are usually made prior to the discussion
- 5. Formulates policies himself; rarely discusses them with others

Remarks:

E. Is he skillful in continuous implementation of policies?

- 1. Tends to ignore new policies
- 2. Tends to defer action on new policies
- 3. Vacillates with regard to employing new policies
- 4. Sometimes slow in effecting new policies
- 5. Acts quickly to effect new policies

Remarks:

F. Does he help the group arrive at a working consensus?

- ☐ 1. Tries to force group to quick agreements without really considering problems
- ☐ 2. Forces action on the basis of majority opinions without careful group consideration
- ☐ 3. Sometimes neglects recognition of minority viewpoints on problems
- ☐ 4. Strives for consensus but sometimes encourages group action on insufficient data
- ☐ 5. Continually strives for careful group problem analysis; helps group recognize points of agreement

Remarks:

G. Do his actions indicate that he believes democratic means are essential to the attainment of democratic ends?

- ☐ 1. Urges the use of processes consistent with best democratic practices
- ☐ 2. Is cognizant of responsibility to use democratic procedures; is sometimes unsure of how to employ them
- ☐ 3. Attempts to use democratic means; however, can be expected to resort to expedient means on pressing problems
- ☐ 4. Gives lip service to democratic processes which are not evident in his behavior
- ☐ 5. Uses any expedient method available to attain a predetermined end

Remarks:

II. Intelligent Operation

A. Does he give sufficient consideration to new data in problem solving?

- ☐ 1. Disregards new data that challenge the status quo
- ☐ 2. Uses new data only when they support his position
- ☐ 3. Will sometimes consider new data when they are presented to him
- ☐ 4. Seeks new data along lines of personal interests
- ☐ 5. Consistently seeks and employs new data

Remarks:

B. Does he recognize and define problems?

- ☐ 1. Tends not to recognize the existence of problems
- ☐ 2. Tends to consider symptoms instead of problems
- ☐ 3. Sometimes confuses symptoms with problems in his efforts to improve
- ☐ 4. Recognizes that problems exist but has difficulty in defining or analyzing them
- ☐ 5. Recognizes and analyzes problems

Remarks:

C. Is he consistent in terms of his basic assumptions?

- ☐ 1. Supports conflicting ideas; action characterized by inconsistency
- ☐ 2. Has a tendency to discuss important problems in terms of his likes and dislikes
- ☐ 3. May be uncertain of his position on controversial subjects
- ☐ 4. Can analyze his position and see relationships of his position to his basic assumptions in areas which he considers important
- ☐ 5. Is dependable and predictable in word and action

Remarks:

D. Does he have an experimental attitude?

- ☐ 1. Tends to try out new ideas after careful study and follows through on basis of results of experimentation
- ☐ 2. Undertakes various new projects for improvement but fails to interpret their significance
- ☐ 3. May be premature in trying out ideas for improvement; fails to fully incorporate accepted principles of experimentation
- ☐ 4. Action tends to be based on hunches, intuition, and other subjective means
- ☐ 5. Tends to operate within traditional practices

Remarks:

E. Does he try to recognize and deal with his own biases and limitations?

- ☐ 1. Consistently examines his own position in relation to the positions of others
- ☐ 2. Tends to evaluate his position but will resort to biases under pressure
- ☐ 3. Assumes that his position is generally right; can be stimulated to examine his opinions
- ☐ 4. Feels uneasy about his position at times; does not know how to identify his own biases
- ☐ 5. Refuses to examine his position; not aware of his own limitations

Remarks:

F. Does he appear to have profited by previous experience?

- ☐ 1. Frequently makes the same mistake but seldom admits it
- ☐ 2. Usually attempts to justify mistakes
- ☐ 3. Recognizes that some mistakes are inevitable but has difficulty in making readjustments
- ☐ 4. Makes some improvement as a result of past mistakes
- ☐ 5. Recognizes a mistake when he makes one and seeks to avoid repeating it

Remarks:

G. Does he have the ability to size up people?

- ☐ 1. Judges potentialities of people in terms of their race, religion, nationality, or other such concepts
- ☐ 2. Makes judgments about people in terms of hunches
- ☐ 3. Tends to base judgments of people on past experiences without rethinking in terms of present situations
- ☐ 4. Judges people on basis of personal experiences, using additional resources when problem situations arise
- ☐ 5. Consciously endeavors to understand the basic potentialities of each person through objective procedures

Remarks:

III. Condition of Health

A. How does he act concerning his physical health?

- ☐ 1. Tends to violate good health practices and to avoid medical care
- ☐ 2. Recognizes that he has certain health problems but refuses to deal with them
- ☐ 3. Has passive attitude toward health; does not consider health a problem
- ☐ 4. Observes good health practices but has a tendency to overwork at times
- ☐ 5. Regularly observes good health practices including medical and dental check up

Remarks:

B. Is he emotionally stable?

- ☐ 1. Tends to be upset by everyday occurrences and keeps staff in continuous uproar
- ☐ 2. Attempts to exemplify outward calmness but explodes about trivial matters
- ☐ 3. Is upset in novel situations and has a tendency to upset others
- ☐ 4. Meets novel situations well but lets some problems involve him in distracting entanglements
- ☐ 5. Appears to meet crises with a contagious calmness; others feel at ease in his presence

Remarks:

C. Does he accept responsibility wisely?

- ☐ 1. Budgets the assuming of responsibilities wisely in terms of own limitations in present situation
- ☐ 2. Carries out pressing responsibilities well but neglects to postpone less urgent duties
- ☐ 3. Concentrates on school routine; supports non-school endeavors on a highly selective basis
- ☐ 4. Attends strictly to school routine without participating in community enterprises
- ☐ 5. Accepts too many responsibilities or refuses to assume responsibilities normally expected of him

Remarks:

D. Does he have proper regard for recreation?

- ☐ 1. Does not dismiss job from his mind
- ☐ 2. Has slight interest in recreational activities but tends to let work responsibilities exclude them
- ☐ 3. Engages in recreational activities when urged by friends but does not deliberately play for recreation
- ☐ 4. Has several recreational interests with no systematic plan for engaging in them

5. Actively participates in recreational pursuits along with professional, business, civic, family, and other responsibilities

Remarks:

IV. Ethical and Moral Strength

A. Does he have the courage of his convictions?

1. Tends to weasel out of situations
2. Usually follows most popular viewpoint
3. Has a tendency to accept some viewpoints which he realizes are in conflict with his own
4. Has well-tempered convictions which he tries to follow but is sometimes unsure as to their soundness
5. Places principle above his own personal advantage

Remarks:

B. Does he deal honestly with others?

1. Considers agreements with others as promissory notes to which he is committed
2. Exhibits honesty in important agreements, but in less important agreements is somewhat careless
3. Tends to rationalize inadvertent breaches of agreements
4. Through indirect methods leads people to believe in false situations
5. Tends to be unscrupulous in accomplishing his purposes

Remarks:

V. Adequacy of Communication

A. How well does he express himself orally?

- ☐ 1. Chooses words which clearly convey ideas, and has the ability to draw analogies in expressing abstract ideas
- ☐ 2. Can express practical thoughts fairly well, but has difficulty with abstractions
- ☐ 3. Is unimpressive in oral communication
- ☐ 4. Expresses himself in a fuzzy, incomprehensible manner and tends to puzzle listeners concerning what he means
- ☐ 5. Is either unable or does not desire to bother about attempting to convey thoughts to others

Remarks:

B. Is he a good listener?

- ☐ 1. Attempts to be attentive in trying to grasp ideas expressed by others
- ☐ 2. Listens carefully to things in which he is interested
- ☐ 3. Appears to listen but has difficulty in concentration
- ☐ 4. Tends to disrupt oral communication by inattentiveness or by introduction of irrelevant ideas
- ☐ 5. Tends to listen only to himself

Remarks:

C. Does he interest people in examining ideas?

- ☐ 1. Stimulates people to seek solutions through critical analyses of ideas
- ☐ 2. Encourages examination of ideas that he thinks are important
- ☐ 3. Waxes hot and cold in stimulating examination of ideas
- ☐ 4. Discourages examination of ideas if there is a possibility of their conflicting with his pre-conceived notions

5. Appears to consider intellectual curiosity as unimportant

Remarks:

D. How skillful is he in chairing group discussions?

1. Is at a loss when he finds himself appointed official leader of a group
2. Permits everyone to talk without ever achieving a group decision
3. Tends to rely on key persons in group discussions
4. Operates well within a structured agenda
5. Facilitates a stimulating and well-ordered climate conducive to reaching group decisions

Remarks:

VI. Operation as a Citizen

A. Does he help people interpret significant contemporary trends and events?

1. Does not seem to be informed about or interested in contemporary events
2. Discusses current affairs in terms of stock phrases and generalities in his attempt to conceal his lack of understanding
3. Knows about current affairs but is influenced by prejudice in discussing them
4. Is well informed in the socioeconomic problems in which he is interested
5. Discusses intelligently major social, political and economic issues with people

Remarks:

B. How cooperative is he with non-educational groups working for community betterment?

- ☐ 1. Is aware of and actively concerned with desires and interests of community groups, agencies and organizations
- ☐ 2. Is interested in cooperating with community groups but spreads his efforts too thinly
- ☐ 3. Is selective in cooperating with groups in proportion to pressures applied
- ☐ 4. Becomes so involved with activities of non-educational groups that he neglects proper administration of the school program
- ☐ 5. Considers the school an island that is competitive with non-educational groups

Remarks:

C. What is his attitude toward minority groups in the school community?

- ☐ 1. Insists that minority points of view be appropriately represented in community-school decisions
- ☐ 2. Tends to uphold most minority viewpoints but neglects consideration of those that are extreme
- ☐ 3. Follows a hands-off policy in regard to minority groups in the community
- ☐ 4. Tends to ignore the existence of minority groups in the community
- ☐ 5. Indicates that minority groups have no right to representation in community-school affairs

Remarks:

APPENDIX B

Q54521 Q5621

The University of Tennessee
Knoxville
College of Education

Department of
Educational Administration
and Supervision

April 17, 1956

At Atlantic City last February I asked for your assistance in one of our research projects. You were gracious to grant it. The data we are seeking are of great importance in helping us define patterns of characteristics in effective and ineffective administrators.

Here is what we would request of you:

1. Select three public school administrators (among the best you know) currently in service. These administrators are the raters and each will do the following:
 - a. Use the white Rating Guide to rate one of the most effective administrators known to them.
 - b. Use the blue Rating Guide to rate one of the most ineffective administrators known to them.
 - c. On the last sheet of each guide write a paragraph about the person rated, summarizing the characteristics which seem to contribute most to making the person rated effective or ineffective.
2. Talk personally with the administrators selected as raters, answering their questions and assuring them of the importance attached to the study.
3. Ask the rater to mail the completed Rating Guides to the University of Tennessee. Stamped envelopes are enclosed for the convenience of each respondent. We hope that you will encourage them to be returned at an early date.

We believe that the enclosed instructions will provide an adequate orientation for use of the Rating Guide.

You and your raters will each receive a summary of results.

May I express my sincere appreciation to you for your assistance in this effort.

Sincerely yours,

OBG:ed

Orin B. Graff
Head of Department

The University of Tennessee
Knoxville
College of Education

Department of
Educational Administration
and Supervision

May 1, 1956

At the Atlantic City AASA meeting I had opportunity to discuss with several people our need for help with a critical research study in our Kellogg Project. Unfortunately I did not get to speak with you.

Using the rating guide with which we have experimented at U.T., we are trying to determine patterns of characteristics in both effective and ineffective school administrators.

Sending you these materials without warning may be construed as taking advantage of our friendship. Please do not consider it so. If you do not have the time to assist with the project, just drop the enclosed packets in the mail. We elected to do it this way as a time saver for both of us.

If you elect to help us, choose your own school administrators--superintendents, principals, or others--but do choose among the best you know.

Enclosed are all the materials, including the letter which went to those I conferred with at Atlantic City.

Cordially yours,

OBG:ed
Enclosure

Orin B. Graff
Head of Department

The University of Tennessee
Knoxville
College of Education

Department of
Educational Administration
and Supervision

May 1, 1956

I realize that this move of mine may be construed as taking advantage of our friendship. Please do not consider it so. If you do not have time (2 hours is a maximum) to complete the rating guides, place them in the return envelope and mail. We elected to do it this simply as a time saver for both of us.

If you do have time, please follow the instructions carefully in picking two school administrators and in rating them. This study is a critical one in our Kellogg Project. We expect it will reveal patterns of characteristics for both effective and ineffective school administrators.

Choose for rating any two school administrators you wish--superintendents, principals or others--but do choose a good one and a poor one.

We would like to have the materials returned by May 25. We will send you a copy of our final analysis.

Cordially yours,

OBG:ed
Enclosure

Orin B. Graff
Head of Department

General Instructions for Raters Using the
University of Tennessee Rating Guide

- I. In taking a look at the Rating Guide you will note that:
 - A. The white and blue rating guides are the same with respect to content; the white is to be used in rating effective administrators; the blue is to be used in rating ineffective administrators.
 - B. There are six major divisions of the Rating Guide:
 - (1) Interpersonal Relations; (2) Intelligent Operation; (3) Condition of Health; (4) Ethical and Moral Strength; (5) Adequacy of Communication; (6) Operation as a Citizen.
 - C. Under each major division there are a number of items, each of which has a five point scale ranging from most desirable to least desirable or from least desirable to most desirable.
 - D. Each point on the five point scale is a complete statement of a characteristic..
- II. Please read all five statements under each item carefully, and then select the one which best describes the behavioral characteristics of the administrator you are rating.
- III. If you are quite sure of your judgment when rating a person, place a plus sign (+) in the appropriate space. If you feel reasonably, but not completely sure of your

judgment, place a minus sign (-) in the appropriate space. If you are not at all sure of your judgment and merely guess, place a zero (0) in the appropriate space.

- IV. If, after marking a statement, it does not adequately express your opinion of this person, indicate such in the space for remarks.
- V. On the last sheet of the Rating Guide please write a brief statement about the characteristics which were most important in making the administrator rated effective or ineffective.

INSTRUCTIONS FOR WHITE RATING GUIDE

- I. Use this white Rating Guide to rate an effective administrator.
- II. Choose an effective administrator that you know well. (If possible give preference to an administrator you have worked with closely and who has been in service all or a major part of the past 5 years).
- III. Use the following marks in rating:

- + if you are quite sure of your judgment
- if you feel reasonably, but not completely sure
- 0 if you are not at all sure

Example:

When you are quite sure of your judgment

A. How does he relate to others?

- 1. Tends to be a lone wolf
- 2. Has a few friends but tends to ignore others
- 3. Friendly when approached by others
- + 4. Popular; has many casual acquaintances
- 5. Steadily warm and appealing in relationship with others

When you feel reasonably, but not completely sure of your judgment

E. Is he skillful in continuous implementation of policies?

- 1. Tends to ignore new policies
- 2. Tends to defer action on new policies
- 3. Vacillates with regard to employing new policies
- 4. Sometimes slow in effecting new policies
- 5. Acts quickly to effect new policies

If you are not at all sure of your judgment and
merely guess

F. Does he appear to have profited by previous experience?

- ☐ 1. Frequently makes the same mistake but seldom admits it
- ☐ 2. Usually attempts to justify mistakes
- ☐ 3. Recognizes that some mistakes are inevitable but has difficulty in making adjustments
- ☒ 4. Makes some improvement as a result of past mistakes
- ☐ 5. Recognizes a mistake when he makes one and seeks to avoid repeating it

Please write an answer to the question below (or dictate a memo regarding it and attach).

What characteristics, in your opinion, were most important in making the administrator you have just rated effective?

INSTRUCTIONS FOR BLUE RATING GUIDE

- I. Use this blue Rating Guide to rate an ineffective administrator.
- II. Choose an ineffective administrator that you know well. (If possible give preference to an administrator you have worked with closely and who has been in service all or a major part of the past 5 years).
- III. Use the following marks in rating:
- + if you are quite sure of your judgment
 - if you feel reasonably, but not completely sure
 - 0 if you are not at all sure

Example:

When you are quite sure of your judgment

A. How does he relate to others?

- 1. Tends to be a lone wolf
- 2. Has a few friends but tends to ignore others
- 3. Friendly when approached by others
- + 4. Popular; has many casual acquaintances
- 5. Steadily warm and appealing in relationship with others

When you feel reasonably, but not completely sure of your judgment

E. Is he skillful in continuous implementation of policies?

- 1. Tends to ignore new policies
- 2. Tends to defer action on new policies
- 3. Vacillates with regard to employing new policies
- 4. Sometimes slow in effecting new policies
- 5. Acts quickly to effect new policies

If you are not at all sure of your judgment and
merely guess

F. Does he appear to have profited by previous experience?

- ☐ 1. Frequently makes the same mistake but seldom admits it
- ☐ 2. Usually attempts to justify mistakes
- ☐ 3. Recognizes that some mistakes are inevitable but has difficulty in making adjustments
- ☒ 4. Makes some improvement as a result of past mistakes
- ☐ 5. Recognizes a mistake when he makes one and seeks to avoid repeating it

Please write an answer to the question below (or dictate a memo regarding it and attach).

What characteristics, in your opinion, were most important in making the administrator you have just rated ineffective?