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COMPETENCIES NEEDED BY THE CHIEF EXECUTIVE
OFFICER OF A LOCAL AFFILIATE OF THE
NATIONAL URBAN LEAGUE, INC.

by

Walter Melvyn Brame

A Dissertation
Submitted to the
Faculty of the Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
June 1989

COMPETENCIES NEEDED BY THE CHIEF EXECUTIVE OFFICER OF A LOCAL AFFILIATE OF THE NATIONAL URBAN LEAGUE, INC.

Walter Melvyn Brame, Ed.D.

Western Michigan University, 1989

This study, using a modified Delphi method, generated and measured the perception of importance for twenty-three competencies needed for the effective leadership of a local affiliate of the National Urban League. Second, the study sought to determine which of the competencies were performed, shared, delegated or not performed at the respective affiliates. Third, the study sought to determine the extent to which selected demographic factors were related to the perception of importance. Last, the study sought to build a consensus as to the importance of the competencies.

The perceptions of the importance of the twenty-three competencies on a four point scale were the dependent parameters and the independent parameters were gender, age, time at current affiliate, first assignment, number of Urban Leagues served as CEO, Urban League experience prior to becoming a CEO, prior non-Urban League executive experience, education, current student status, health status, region, and affiliate size.

Competencies were ranked according to perception of importance and ranked by the amount of agreement. Pearson product-moment correlation

coefficients were calculated to determine the relationship between perception of

importance and selected demographics. ANOVA and $\underline{t}$ test were performed.

No clear pattern emerged across all dependent parameters.

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ACKNOWLEDGEMENTS

I wish to thank my committee, Dr. Charles Warfield, Dr. Uldis Smidchens and Dr. Lewis Walker for their guidance throughout the process. I would also like to thank my wife, Veronica and four children, Kenyatta, Abayomi, Billy and Tamika for their support and patience during writing of this paper. I am indebted to my peers from the National Urban League and its affiliates for their support and participation in this study. Dr. Stephine Robinson, Dr. Ben Whitten, Vernon Barkstall and Dr. Rossalind Woodhouse are given a special thanks for their words of encouragement. I am grateful to my friends and colleagues, Dr. Thomas Ongwella and Mr. Robert Milhaupt for their untiring assistance throughout the writing of this paper. I am thankful to Reverend and Mrs. Randal Jelks and Mrs. Donna Poag for assistance, care and moral support. I am thankful to my parents, Walter and Rosetta Jeffreys Brame for their support and regret that my mother did not live to see the process completed. I am thankful for the support received from my siblings, Preston and Joyce Moreaux, Joe London Brame, Lue McKennie, Shirley Banks, Pearl Brame and my twin Marjorie Elvyn Brame Bennett. A special thanks goes to Nellie of the Educational Leadership support staff who treated me as if I were the only graduate student in the department and that there were no demands on her

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time other than mine.

I acknowledge the legacy of leadership left me by my grandfathers, The Reverend Josiah S. Jeffreys and London Alexander Brame. They emphasized the importance of learning and the use of available resources for goal achievement.

Walter Melvyn Brame

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CHAPTER I

INTRODUCTION

The National Urban League is a not-for-profit corporation organized in the State of New York. Founded in 1910, the organization had a three-fold purpose: to protect Black women; to provide employment assistance; and to provide social welfare service. The mission of the agency is to assure that Blacks and other racial minorities enjoy the benefits of our society in parity with other Americans. In order to meet this obligation, the National Urban League has one hundred and eleven (111) affiliate organizations across these United States that deliver direct services and serve as an advocate for justice in their respective local communities. According to Jacob (1984),

> Every year, more than a million individuals receive direct assistance from the Urban League... principally through its local affiliates... in such vital areas as job placement, job training, housing assistance, health care and social services. It is also deeply involved in community organization, and in efforts to improve the quality of education available to urban youth and to enhance their employability. (p. 5)

Article 3, Section D of the Terms of Affiliation of the National Urban League requires that the local affiliate Board of Directors hire its Chief Executive Officer from a pool of candidates certified by the National organiza-

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tion (National Urban League, 1971). The articles establish minimum standards for education, work experience and state of health.

National Urban League Instruction 1-19, <u>Certification and Selection of Urban League Affiliate Chief Executive Officers</u>, (1984) states the following:

> Candidates must have five years experience in administration and supervision of professional staff; training and experience in the preparation and writing of grant proposals and applications to federal, state and private funding sources, and experience in the management of federal grant programs; demonstrated knowledge of research techniques in program planning, implementation and evaluation; broad perspective of community issues and constituent's concerns. (p. 5)

In addition to these minimum standards, personnel staff of the National Urban League exercise judgement in making the certification determination. Certification for one city does not assure certification for another. Certification must be made for each affiliate. Although the National Urban League exercises professional judgement in these matters, those who undergo the process describe it as subjective.

Statement of Problem

Some concerns have been raised in regard to certification of a Chief Executive Officer. Normally, applicants from the Urban League network are given extra points during the certification process. However, applicants from outside the system argue that one can gather the skills that are needed to be an

effective Chief Executive Officer outside the Urban League structure. These candidates suggest there are transferrable experiences for the position of the local Urban League Chief Executive Officer.

This point is crucial, considering the fact that the local affiliate of the National Urban League has increased both in size and complexity in recent years. Leadership for the respective affiliates requires an array of skills.

During the past few decades an interest in the study of CEO competencies has been manifested in the leadership literature (Armendariz, 1984; Lempesis, 1984). The studies done have focused on educational leaders. The competencies needed by the CEO of a local affiliate of the National Urban League have not been identified. This does not imply that the Urban League CEO does not play an important role in the society.

In running the local affiliate, the CEO is responsible for integrating and coordinating the activities of many staff and line functions. The CEO's job includes: (a) setting strategic directions through evaluation of external influences, weighing future trends and issues and determining alternatives and or appropriate programs that would address the needs of the community, (b) designing organizational structures and administrative systems that affect strategy implementation, (c) providing leadership to develop climate, structure, jobs, set rewards and motivations, and use power to achieve affiliate goals, and

(d) dealing with environmental issues such as changing societal values and reduction in financial resources.

In concern for the affiliate's long and short-term viability, the CEO must give proper balance to those decisions that affect the future of the affiliate as well as those decisions that affect the affiliate's current performance. Responsibility for the objectives, strategies and performance of the overall affiliate rests with the CEO. The most critical of his or her jobs is creating an affiliate character that will deal with problems of the Black community and those of other client groups.

The CEO must determine if the programs run by the affiliate are indeed appropriate for the resolution of community problems. Morris and Taylor (1978) observed that some social welfare agencies have designed projects which compounded, not resolved, the identified problems. They pointed out that such programs were applied to problems which actually did not require the solutions offered by those projects.

As indicated by Patton (1978), when a welfare agency is designing a project, the process should begin with the identification of community problems. A project can be considered successful only if the community problem is solved, all else is academic (Schatzman & Strauss, 1973). Economic factors in the world today dictate that welfare agencies can ill-afford the conduct of academic exercises or faddish projects that fail to solve community problems. Therefore,

it is the role of the affiliate CEO to analyze the situation in a timely and accurate manner and to evaluate operations and policies as they relate to both community and affiliate conditions.

In light of the above stated responsibilities, it becomes apparent that the office of CEO is very important. There is need to understand the nature of skills that he or she needs to be successful in performing the required duties.

Purposes

The major purpose of this study is to identify the specific competencies needed by the Chief Executive Officer (CEO) of a local affiliate of the National Urban League for effective leadership. Secondly, it seeks to determine what relationship, if any, exist between the perception of importance of the competencies held by the respective CEOs and the level of responsibility exercised for a given competency. Thirdly, it seeks to determine what relationship, if any, exists between the perception of importance of the competencies held by the respective CEOs and selected demographic parameters. Lastly, it seeks to develop a consensus among the CEOs as to the importance of the identified competencies.

Significance of Study

Spaulding (1974), writing in <u>Comparative Education</u>, describes six possible groupings of life long educational institutions. The six types range from highly structured, rigid educational institutions with highly prescriptive content to systems which provide a broad range of informal educational media from which people select according to their interest. He describes Types IV and V as loosely structured educational groups and participant-governed groups in which people elect to join in activities with others of similar interest. These groups would be inclusive of organizations such as the National Urban League and its affiliates. Thus, Spaulding (1974) would view the Urban League as an informal educational institution, therefore it is a legitimate area of inquiry for educational leadership.

The National Urban League and its affiliates address problems faced by Blacks and other minorities in the urban centers of America. These problems include employment, education, criminal justice, teen pregnancy, and civic participation. Organizational effectiveness, or the lack of same, has the potential of having an impact on the quality of life enjoyed by many. This study is significant in that it is the beginning of a process of identifying the specific competencies needed for CEO effective leadership. Too, it seeks to determine the relationship between the perception of importance and selected demographics. No longer are staffs typically two or three persons nor is a single program

the major focus of the agencies. The array of skills required of boards and staffs also changed as the size of the affiliates grew and programs became more diverse. This is especially true for the Chief Executive Officer who is expected to provide leadership for staff, volunteers, finance and program management.

This study is important for various reasons. First, The study is important because it may aid in the identification of skills necessary for effective leadership of a local affiliate of the National Urban League. It represents an important contribution to the limited research in this area. Second, if the researcher could isolate the needed competencies that the affiliate CEOs should possess, the information would be helpful in identifying criteria for the certification, hiring, training and evaluation of the Chief Executive Officers. The selection and evaluation should be made on criteria derived from basic research. However, on the basis of available literature, the competencies of the Urban League CEOs have not been clearly defined. This study addresses the question, "What specific competencies are needed for effective leadership of a local affiliate of the National Urban League, and what differences, if any, are related to selected demographic parameters?"

It is expected that the results of this study will give guidance to: (a) the National Urban League in establishing minimum qualifications for certification; (b) local search committees and Boards of Directors in the hiring of new executives; and (c) sitting executives and those who aspire to become Chief Executive

Officers as to the specific competencies that are needed for certification for various affiliates.

The local Urban League is much like other social welfare agencies. Competencies needed to be an effective Urban League Chief Executive Officer may well be generalized to other agencies. Additionally, this study may provide suggestions for revision in the performance appraisal process for the Chief Executive Officer.

Limitations and Key Assumptions

Since the participants were limited to the National Urban League, findings from this study may or may not be generalizable beyond this population. It is assumed that competencies for effective leadership of an Urban League affiliate are identifiable and that Chief Executive Officers know what these competencies are and can reach a consensus as to the importance of each competency.

Overview of Study

In this chapter, an attempt has been made to provide a background for this study. A statement of the problem and the purpose of the study have been given. Too, significance of the study, the limitations and key assumptions were identified. Definition of terms were provided when the terms may lend

themselves to differing meanings. These definitions are provided in Appendix A. An attempt has been made to provide a conceptual framework for the study in Chapter II by the review of the related literature. The literature review included the identification of twenty-two competencies and the rationale for the testing of the various research hypotheses. Chapter III provides a description of the research design and procedures. Included in this chapter are the null hypotheses and the statistics used to test each hypothesis. An additional competency statement was added as feedback from round one. Chapter IV provides the results of the analyzed data. Chapter V contains a summary of the study, conclusions, discussion of implications of the results and recommendations for further research.

CHAPTER II

REVIEW OF RESEARCH AND LITERATURE

Introduction

The construct of leadership, no doubt, came into being as people first recognized that their chance for survival would be improved if they acted in concert. Two or more persons working together required that some processes be put into place to determine the methods that would be used to reach objectives. The formal study of the leadership phenomena has evolved through the years.

In this chapter an attempt is made to provide a background for this investigation. An overview of the history of leadership is provided and a review of research findings and theory of effective leadership. From this review some 22 competencies were identified. Additionally, the review of the literature indicated there may be a relationship between the perception of leadership and selected demographics. Questions were raised as to the relationship between the level of responsibility accepted for each competency and the perception of importance of each competency. Each question resulted in one or more hypothesis.

History of Leadership

Early approaches to leadership are described as "great-man" theories. Galton, James and Wiggam held that great men made leaders (cited in Bass, 1981c). From the set of assumptions underlying the "great-man" theories, trait theories followed. Trait theories were concerned with the identification of traits of leaders as a method of measuring leadership (Bird, 1940; Jenkins, 1947; Smith & Krueger, 1933). Both the trait and the great-man approaches assumed that leaders were born not made. The trait approach was a definition of leadership as a combination of personal qualities which enable an individual to induce others to follow his directions in the accomplishment of an objective.

Stogdill (1981), writing in the Journal of Psychology, reported that a survey of the research literature on the trait approach produced contradictory findings. Stogdill, in conjunction with Nickels and Zimmer (1971) produced findings that suggest that leaders are different from those they lead. Jennings (1960) observed that fifty years of study failed to produce any personality trait or set of qualities that can be used to distinguish leaders from non-leaders. McGuffey (1980) observed that the literature on leadership failed to produce a theory or terminology that is universally accepted. He specifically stated:

> The review of literature revealed that although there have been hundreds of studies of leadership behavior during the last several decades, there is no universally accepted theory of leadership, no agreement on the definition of leadership, and no one set of practices that will always yield the best results. (p. 2)

Notwithstanding the absence of agreement, there have been some changes in the approach to the study of leadership. Bass (1981c) identified ten categories of leadership theories. These categories were as follows: Great-man, trait, environmental, personal-situational, psychoanalytic, interaction-expectation, humanistic, exchange, behavioral and perceptual & cognitive theories. Thus, pursuit of traits that identified leaders gave way to other approaches which are briefly summarized below.

Environmental Theory

Time, place, and circumstances were other parameters that may have an impact on leadership. Bass (1981c) cited Hegel who argued that the great-man was an expression of the needs of his time. Bass, quoting Spencer further indicated that societies evolved in a uniform, gradual progressive manner. This progression could not be changed by a "great man." Mumford (1909) held that the leader that emerged depended on the abilities and skills required at the time to solve the social problems existing in times of stress, change and adaptation. These approaches emphasize the situation from which leadership emerges.

Personal-Situational Theories

Both the great-man and the environmental theorist attempted to explain leadership from a single phenomena. This gave way to the examination of the interaction of the individual and the situation. After a review of personal-situational theorists, Bass (1981c) concluded that "theories of leadership cannot be constructed for behavior in a vacuum. They must contain elements about persons as well as elements about situations" (p. 29).

Psychoanalytic Theories

A number of psychoanalytic theorists, inclusive of Freud, Levinson, et al., defined leadership in psychological terms. This approach paralleled the leader with the father role, as the outlet for follower emotions, to include the distribution of love and affection on followers (Wolman, 1971). Hummel (cited in Bass, 1981c) argues that this Freudian projection by the followers accounts for the intense love for the charismatic leader.

Interaction-Expectation Theories

Theories grouped together as interaction-expectation theories cover a number of related theories: leader role theory, role attainment theory, reinforced change theory, path goal theory and contingency theory.

Leader role theory defines leadership in terms of the origination of

interaction. The perception of the followers of their freedom to accept or reject structure in interaction impacts the probability of success (Bass, 1981c). The value of structure is the extent to which it leads to or is expected to lead to the solution of mutual problems.

Role attainment theory is an expectancy-reinforcement model. This theory holds that the role of the individual is defined by mutually confirmed expectations as it relates to performances and interactions he or she will be permitted to contribute to the group.

Reinforced change theory argues that leadership is the observed effort of one member to change the motivation and understanding of other members or to change their behavior. If a member is successful, a change is observed in other members accepting leadership. "Leaders acquire their position by virtue of their perceived ability to reinforce the behavior of group members. . . . The congruence of a leader's status, esteem, and ability can account for the leader's success and effectiveness. Incongruence generates conflict and failure" (Bass, 1981c, p. 31).

Path goal theory states that the function of the leader is to define a path along which the followers are to go to achieve the goals of the group. The leader's behavior compliments the environment of subordinates by providing support and guidance for effective performance (House & Mitchell 1974).

Fred E. Fiedler (1967) offers a combination of the trait and situational approaches to the study of leadership. This contingency model of leadership is based on the following dimensions: the leader-member personal relationships; the degree of task structure; the leader's position power.

Group situations are ranked according to their favorableness to the leader; that is the degree to which the situation enables the leader to exert influence over the group. If the leader's followers rate him high on the first dimension, if they perceive the group task to be highly structured, and if they attribute to his position a great deal of power and authority, the situation is favorable (Griffith, 1979, p. 135).

The task-directed type of leader is most effective in very favorable and very unfavorable situations. The leader must be able to adopt to many different situations in terms of work environment and in terms of individuals.

Humanistic Theories

Theories concerned with the development of effective and cohesive organizations were grouped as humanistic theories. McGregor (1966), argues that organizational leadership can be divided into two broad groups: theory X and theory Y. Leader behavior is determined by the assumptions held by leaders about people in organizations. Management's task is harnessing human energy to organizational requirements. Management must organize people and

resources to gain economic ends. Theory X assumes that people are resistant to the organizational need, absent intervention by management. An opposite position is presented as Theory Y. It argues that the resistance of organizational needs stems from experience in the organization; that the capacity for meeting organizational needs is present in people.

The current emphasis on leader behavior carries an assumption that was absent from earlier theory: the leader can be trained. The trait approach provided a framework for seeking common features in leaders but the mix of traits that are required for effective leadership is unknown.

The Delphi Method

Chapter III details the use of the Delphi method as it was originally developed. This section seeks to review the procedure as it has been used in educational research and to determine how the procedure might be modified for this study.

Simply stated, the Delphi method is a silent debate between persons who are knowledgeable in the area of inquiry. It seeks to solicit well thought out responses that must stand on their on without undue influence of the standing or popularity of the originator of the response.

Cyphert and Gant (1971), used the Delphi as an opinion questionnaire to elicit preferences from the faculty of the School of Education at the

University of Virginia and other concerned parties. Weaver (1971), reviewed the use of this technique in these two studies and indicated that significant modifications were observed following the first round, however, subsequent rounds failed to produce significant changes. Thus, the value of additional rounds is in question.

Armendariz (1974), used a Delphi panel of 28 and a conceptual framework that consisted of five primary function areas as important and relevant areas for professional practice. The five function areas were: linkage, mobilization, counseling, treatment, and administration. Although the study focused on service workers, there may be some relevance for CEOs.

Defour (1978), used a panel of experts to differentiate competencies needed by supervisors of special education in Minnesota from directors of special education. This study concluded there is a differential in priorities of competencies required for directors as distinguished from supervisors. The study concluded that training needs were different not only between positions but between districts of different sizes for the same position. Defour culled competencies from literature and refined them by a jury of experts. This study, in consideration with others, leads to the conclusion that size of organization may be an important independent parameter.

McGuffey (1980), used a modified Delphi method to solicit responses from chief school business administrators to build a consensus about the

competencies needed for effective administration. McGuffey found that chief school business administrators in smaller districts tended to "perform" more activities related to competencies than were delegated. Conversely school business administrators in larger school districts tended to delegate more.

Lempesis (1984), used the Delphi technique to build a consensus between 144 principals of "effective secondary schools." The principals were provided a list of 32 department leader competencies extracted from a literature review. Ten competencies were identified as necessary for effective departmental leadership.

Competencies Culled from Literature

A review of literature has indicated that no study on the competencies needed by the Chief Executive Officer of a local affiliate of the National Urban League has been done. However, a number of studies have examined the competencies needed by persons who exercise leader roles in related positions.

The review of the literature and research combined with interviews with National Urban League staff and my personal experience in the role of Chief Executive of a local affiliate of the National Urban League led to the initial selection of 29 competency statements. These 29 competencies are included in Appendix B. A further review of this list by the panel of experts reduced the list to 22 competencies needed for effective leadership of a local affiliate of the

National Urban League.

As stated earlier, the requirements of the National Urban League Instruction 1-19 includes the following:

> five years experience in administration and supervision of professional staff; training and experience in the preparation and writing of grant proposals and applications to federal, state and private funding sources; and experience in the management of federal grant programs; demonstrated knowledge of research techniques in program planning, implementation and evaluation; broad perspective of community issues and constituents concerns. (p. 5)

In the discussion which follows, the researcher provides a brief review of the literature that provides the basis of the competencies identified.

Organizational Maintenance

Boles and Davenport (1982) suggest that "the leader, by. . . definition takes the initiative to move a group. . . toward a goal or goals that its members find acceptable" (pp. 15-16). Organizational maintenance is deemed important by a number of other theorists and researchers (Boles, 1982; Gardner, 1983a; Silber, 1983; Welte, 1978). This need is reflected in the following competency statements:

Develops comprehensive plan for the growth and perpetuation of the organization.

Develops organizational structure for accomplishment of the mission of the agency.

Selection and Management of Staff

A number of writers address the issue of selection and deployment of staff. Getzels and Guba (1957) discusses the issue in terms of the extent to which the needs of the organization and the needs of the individual are congruent. Hersey (1984), argues that "leader effectiveness depends upon the interaction among the leader, follower, boss associates, organization, job demands, and time constraints" (p. 43).

Sergiovanni and Starratt (1983), list "peopling" as one of the strategic requirements of quality leadership. "Peopling recognizes that little can be accomplished without the good wishes of others. More than mere compliance from others is necessary if excellence is sought. Instead, the leader seeks to fine-tune and match more closely the goals, objectives, and desires of people with those of the organization" (pp. 201-202). Others place similar emphasis on the selection and deployment of staff (Welte, 1978). Hersey (1984), discusses the appropriate interaction of the superordinate and the subordinate for effective performance. Sergiovanni and Starratt address an array of issues related to the supervision of staff.

The National Urban League prescribes a systematic approach for a personnel administrative system. A prototype manual is provided to local Leagues that covers an array of policies and procedures. (National Urban League, 1981). Baker (1985) developed a manual to describe a generic design for a performance appraisal system. The system identified the critical inputs, processes and objectives of a performance appraisal system. Levinson (1987) argued that a performance appraisal system should be revised to accommodate the "how" as well as the "what." From this body of literature the following competencies are suggested:

Recruits, selects and assigns senior personnel to appropriate positions.

Develops and/or implements personnel management system for the agency.

Develops and/or implements performance appraisal for the agency (Harper, 1980).

Budget Management and Fund Raising

Gross & Warshauer (1979) suggest that although few people would argue against a budget, the art of preparing and using a budget is completely foreign to many nonprofit organizations. Boles and Davenport (1982) define an executive as "a person who, by virtue of his or her position or knowledge, is responsible for a contribution that materially affects the capacity of the

organization in which he or she works to perform and to obtain results" (p. 424).

One principle area that can materially affect the capacity of the organization is the budget. If the CEO is to contribute in this area, he or she must understand the budget process (Cook, 1971, Haimann & Hilgert, 1982). Thus, the following competencies are suggested:

Develops agency budget.

Develops proposals for new program activities.

Develops and implements a fund rasing strategy for capital improvement. (Dersh, 1979).

Community Needs and Program Development

Coleman, as cited by Boles and Davenport (1982), identifies a list of activities that require human interaction for their completion. These include work; education of children; religiously related activities; organized leisure activities, unorganized social play of children; voluntary activities for charitable or other purposes; treatment of sickness, birth, death; buying and selling of property; buying of consumable goods; saving and borrowing money; main- tenance of physical facilities; protection from fire; protection from criminal acts. Differences in priorities and perceptions may make the identification of problems difficult. Even when problem areas are identified, many factors may impede collective actions on a perceived problem. An Urban League CEO may

need competencies in this area. They are identified as follows:

Develops means of identifying community needs (Patton, 1978).

Translates identified needs into agency programs (Schatzman & Strauss, 1973).

Leadership and Public Policy

Because many of the activities identified above are performed by public sector agencies and because the environmental conditions external to the agency may well have an impact on what happens within the agency, the following competencies are suggested:

Develops strategies to make an impact upon public policies (Bennis, 1961).

Serves in leadership roles outside the agency to further agency programs and policies (Bass, 1981c).

Motivation and Change

Bennis and Nanus (1985), distinguish between management and leadership. Managers know how to do routine things. Leaders have the ability to create new ideas for the adaptation of organizations to changes found in an unstable environment. Boulton (1984) also recognized the need for timely adaptation to change. This need is reflected in the following statements:

Develops and implements plans to change agency practices to adapt to environmental changes (Boles & Davenport, 1982; Gardner, 1983b).

Encourages novel approaches to problem solving (Boles & Davenport, 1982; White, 1959).

Convinces others of the values of his or her visions for the organization (Argyris, 1973; Hemphill, 1968; Hollander, 1978; Welte, 1978).

Motivates staff and volunteers to perform objectives of agency (Herzberg, 1987, House, 1974; McGregor, 1966; Maslow, 1954; Vroom, 1964; White, 1959).

Labor Relations and Crisis Management

Organizations often find themselves involved in situations growing out of conflict that detract from the attention that is needed by its mission. If these issues are not appropriately addressed, they will place the agency in a crisis that occupies its attention to the detriment of programs. Cartwright and Zander (1960), assign to management the responsibility of keeping the members' attention on the goal, clarifying the issues and development of a procedural plan. The make up of an Urban League often contributes to conflict. The conflicts, if not properly managed, can at times grow into a crisis.

Shils and Whittier (1968), discussed the role of the CEO in negotiations with bargaining groups. They point out that the superintendent is charged with being the chief executive officer of the board and leader of the professional

staff. These dual role are in conflict when the CEO is involved with direct negotiations with non-professional bargaining groups. Urban (1982), points to the similarities between formal educational institutions and other white collar workers. Blake and Mouton (1964), argued that tensions between management and labor sometimes prevent meaningful deliberations from taking place. Two competencies are identified in this area:

Maintains relations with bargaining groups in the organization (Blake & Mouton, 1964; Shils and Whittier, 1968; Urban, 1982).

Develops and implements appropriate strategies for crisis management (Argyris, 1973; DeVries, 1977; Hummel, 1975).

Leadership Style

A number of theorists and researchers have addressed the issue of leader(ship) style. The Ohio State University studies reduce leader style to two dimensions: initiating structures and consideration. Blake and Mouton (1964), developed a managerial grid that considers the extent to which the leader is concerned with task and relationship. A number of other theorist have addressed this issue (Argyris, 1973; Fiedler & Chemers, 1984; Hersey, 1984; Hersey & Blanchard, 1982; Reddin, 1970; Tannenbaum & Schmidt, 1968). The following competency is identified:

Uses appropriate leadership style demanded by the situation.

Communication

Bennis and Nanus (1985), concluded that four variables are used by effective leaders to expand their power base: attention through vision, meaning through communication, trust through positioning--deployment of self through positive self regard and optimism. Effective communications must take into consideration the element of interaction. "All language. . .whether overt or covert, is accompanied by unstated expectations. Because language involves unstated cultural premises, it is related to one's relationship to the world, or to role playing" (McNall, 1969, p. 69). A number of theorists and researchers emphasize the importance of communication (Boles, 1982; Boles & Davenport, 1982; Griffith, 1979; Herzberg, 1987; Welte, 1978). The Urban League CEO has a number of audiences with whom to communicate. The following competencies are identified:

Communicates effectively to board, staff, members and outside groups.

Develops newsletters, news releases and reports for distribution to selected publics.

Technical Competence

Hollander (1978), listed a number of competencies needed for effective leadership. These included being a good facilitator, enabling others to make a contribution, having skills to handle the inner workings of the group and giving

direction to activity. Penner, et al. (1973), found technical competence to be important for effective leadership. The following competency is identified:

Provides technical assistance for the solution of problems (Bass, 1960; Likert, 1961; Mann, 1965).

Hypotheses

The hypotheses were developed around the questions that this study seeks to answer. A discussion on the background of these questions follows.

What Competencies are Needed for Effective Leadership?

During the past nine years as an Urban League CEO, the researcher has participated in many discussions centered around the question: What specific competencies are needed by the Chief Executive Officer of the local affiliate of the National Urban League for effective leadership. A preliminary answer to this question is provided by the identification of 22 competency statements. The major purpose of this study is to answer this question. Additionally, the study seeks to determine what relationship there is between the perception of importance and selected demographics.

The review of the literature and personal experience suggest that many factors may have a relationship with effectiveness of leadership. Personal experience is inclusive of numerous discussions with Urban League executives,

attendance of every National Urban League conference between 1975 and 1988, and attendance of each mid-winter conference between 1979 and 1988.

The researcher and the panel of experts identified a number of demographic parameters that were thought to be related to the perception of importance. These included level of responsibility accepted, age of the CEO, region in which affiliate is located, gender of the CEO, size of the affiliate, length of service to the National Urban League, time in current position, other experience, education level, student status, and perception of one's own health. Lastly was the question of the effectiveness of the Delphi method. A brief discussion of the literature related to these issues follows.

Level of Responsibility Accepted and Importance Perception

McGuffey (1980) found that managers in small organizations tended to perform more while those in larger organizations tended to delegate. This study seeks to determine what relationship exists between the level of responsibility accepted for a given competency and the perception of the importance of that competency. The following hypothesis was developed:

There is a relationship between the level of responsibility accepted for each competency and the perception of importance.

Selected Demographics and Importance Perception

Age and Importance

Bass (1981c) found the evidence as to the relation of age and leadership to be contradictory. Moreover, most of the studies that investigated age were concerned with children. This study seeks to determine what relationship if any exist between age and perception of importance of the competencies.

Region and Importance

Region is being investigated because of the perceived difference in the historical role of Blacks in the southern states (Bass, 1981b; Woodson, 1977). Each person interacts with his or her environment. If the status of Blacks differ by region, it is reasoned that these differences may require a different set of competencies or a different ordering of competencies. This study seeks to determine what differences, if any, exist by region. The following hypothesis was developed:

There are differences in the perceived importance of selected competencies by local CEOs of the respective regions of the National Urban League.

Gender and Importance

Studies have been done to determine the relationship between gender and effective management (Bass, 1981d; Dale, 1973; Krchniak, 1978; Meskin, 1974). Although there appear to be gender differences that are related to leadership, these differences tend to disappear when contrasting women and men who have already achieved leader status (Bass, 1981d). Given that female participants of this study have already achieved leader status by virtue of their appointment to the position of CEO of a local Urban League, this study seeks to determine what relationship, if any, exists between gender and perceptions of the importance of competencies. The following hypothesis was developed:

There are differences in the perceived importance of selected competencies by male and female executives of the National Urban League.

Size and Importance

The size of the organization is the variable encountered most often in the research literature. Defour (1978) found that the training requirements differed with the size of the organization for selected management positions. McGuffey (1980) found a relationship between size of the organization and the level of responsibility accepted. This study seeks to determine if there is a relationship between size of the affiliate and perception of importance for each competency statement. The following hypothesis was developed:

There are differences in the perceived importance of selected competencies by the executives from small affiliates as compared with executives from large affiliates of the National Urban League.

Length of Service, Time in Current Position, Other Experience and Importance

Length of service in the National Urban League, is chosen, in part, because of its emphasis in the National Urban League requirements (National Urban League, 1984). Gabarro (1985) examined what factors account for the success of some managers and failure of others upon succession. Taking charge was found to have five stages: industry experience, managerial experience, competence, and (leader) style. Thus, time or industry experience was found to contribute to the success of a manager. Length of time in current position seeks to measure the relationship, if any exist between length of service to the National Urban League and the perception of executives (National Urban League, 1984).

The following hypotheses were developed:

The perception of importance is related to the length of service to the National Urban League.

The perception of importance is related to the time in current position as CEO.

There are differences in the perceived importance of selected competen-

cies by local executives of the National Urban League based on whether or not they are in their first assignment as CEO.

There are differences in the perceived importance of selected competencies by local executives of the National Urban League based whether or not he r she had Urban League experience prior to becoming a CEO.

There are differences in the perceived importance of selected competencies by local executives of the National Urban League based on non-Urban League executive experience.

Education, Student Status, Health and Importance

Education is often considered a source of knowledge, skills and values. These serve as inputs into competency domains (Harris & King, 1974). Katz (1987) suggested that past experience, self concept, sentiments, ideals, objectives and obligations shape a person's interpretation of a situation. All Urban League CEOs must be college graduates. However, the educational experiences range from bachelors to the doctorate. The perceptions of an individual may be influenced by the perception of his or her own health. This study seeks to determine what relationship, if any, exists between level of education and perception of importance and what relationship, if any, exists between perception of health and the perception of importance of each competency. The

following hypotheses were developed:

There are differences in the perceived importance of selected competencies by executives of the National Urban League based on educational attainments.

There are differences in the perceived importance of selected competencies by executives of the National Urban League based on current student status.

There are differences in the perceived importance of selected competencies by executives of the National Urban League based on perception of own health status.

Agreement

As indicated by the discussion on the use of the Delphi method, the purpose of the exercise is to reach agreement through a silent debate. The questions is:

Can the amount of agreement be increased by the use of the Delphi method (Borg & Gall, 1983; Cyphert and Gant, 1971; McGuffey, 1980; Weaver, 1971)? The answer to this question will provide additional data for an answer to the major question. It will provide a collective response to the question "What are the specific competencies needed by the Chief Executive Officer of a local affiliate of the National Urban League?"

The following hypotheses were developed:

The amount of agreement for round two is greater than the amount of agreement for round one.

The amount of agreement for round three is greater than the amount of agreement for round two.

Therefore, the amount of agreement for round three shall be greater than the amount of agreement for round one.

Summary

In this chapter the researcher has presented a review of the history of leadership, a review of theory and research related competencies needed for effective leadership. Some 22 competencies were identified. A brief review of the literature that suggested that selected demographics may be related to the perception of importance.

In the statement of the problem presented in Chapter I, four purposes of the study were identified. There general purposes are restated and are followed by hypotheses that will be investigated in this study.

Purpose One

What are the specific competencies needed by a CEO for effective leadership of a local affiliate of the National Urban League?

Hypothesis: The mean importance score for each competency statement will be equal to or greater than three.

Purpose Two

What is the relationship between level of responsibility accepted and perception of importance?

Hypothesis: The perception of importance is related to the level of responsibility accepted for the competency statements.

Purpose Three

What is the relationship, if any, between the perception of importance of each competency and selected demographic parameters.

Hypothesis: The mean importance scores of CEOs from the respective age groups are different.

Hypothesis: The mean importance scores of CEOs from the respective regions are different.

Hypothesis: The mean importance scores of male and female CEOs are not different.

Hypothesis: The mean importance scores of CEOs from large affiliates will be different form those from small affiliates.

Hypothesis: The perception of importance is related to the length of service to the National Urban League.

Hypothesis: The perception of importance is related to the time in current position as CEO.

Hypothesis: The mean importance scores of CEOs with one set of experiences will be different from those with other experiences.

Hypothesis: The mean importance scores of CEOs with a particular education level will be different from those of other levels.

Hypothesis: The mean importance scores of CEOs currently enrolled as students will be different from CEOs not enrolled as students.

Hypothesis: The mean importance scores of CEOs reporting a particular health status are different form CEOs reporting another status.

Purpose Four

Can the amount of agreement be increased by use of the Delphi method?

Hypothesis: The amount of agreement is greater for each successive round (the standard deviation will be smaller). In Chapter III, the hypotheses will be operationalized and the null hypotheses stated. The methods used to gather and analyze these data will be provided.

CHAPTER III

DESIGN OF THE STUDY

Introduction

This chapter will present the procedure for data collection, operationalize the hypotheses under investigation and present the methods for data analysis. The null hypotheses and the statistic used for testing each null hypothesis will be presented. A description of the study participants and a description of the questionnaire used for obtaining data will be provided.

Collection of Data

Research Instrument

Data on the perception of importance were collected three times. The survey questionnaire used in round one of this study had three parts. The first section was comprised of items for gathering personal data on the respondent. The second section solicited information about the affiliate. The third section contained a list of competencies developed after a comprehensive review of the literature. The competencies listed were synthesized from professional journal

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articles, published studies, texts and other literature obtained with the assistance of an Online Automated Reference Service (OARS) computer search system installed at Western Michigan University's Education Library. The key words used in the search are included as Appendix C.

Each competency was placed between two four-point interval scales. To the left was the responsibility scale and to the right was the importance scale. The responsibility response scale included the following: 4 = performed, 3 = shared, 2 = delegated, 1 = not performed at the agency. The response "perform" and the response "share" combined to indicate that the CEO accepted some level of personal responsibility and the responses "delegate" and "not performed" combine to indicate that the CEO accepted no personal responsibility for that competency. Consistently the perception of importance was measured on a Likert type scale that included the following: 1 = no importance, 2 = low importance, 3 = medium importance, 4 = high importance. In rounds two and three, the survey instrument was modified slightly, as explained below under the procedures section.

Instrument Reliability and Validity

As mentioned before, the competencies were developed from a review of the literature. Also the researcher conducted interviews with National Urban League staff and local affiliate CEOs to validate competencies and to generate new competencies perceived to be appropriate.

After the competencies were developed from the literature review, the instrument was delivered to a panel of nine experts. These nine experts were selected from National Urban League staff and local Urban League CEOs. A list of the panel is included in Appendix D. The criteria for their selection was: they must have had two years of Urban League experience as a CEO or Senior National Urban League staff and possess research experience. The panel member of experts were asked to make suggestions directed toward improving the content validity by adding or deleting competency statements, or changing language for clarity (see Appendix B). The competencies finally recommended by the panel of experts was utilized to develop the survey instrument.

Survey Method

The survey method that was used is a modified Delphi method. Borg and Gall (1983) indicated that the Delphi method was originally developed by the RAND Corporation as a method of predicting future defense needs. They indicated that the method can be used whenever a consensus is needed from persons who are knowledgeable in the area of inquiry. The rationale for using this method is that it will allow for a silent debate between the participants without undue influence of the articulate and those with status as a CEO. The steps as outlined by Borg and Gall are to: (a) prepare a set of questions or statements for evaluation or provide an open-ended approach for the generation

of the statements; (b) provide feedback to the respondents that gives the average score for each statement and ask the respondent to revise his or her original rating if it differs significantly from the average response. If the respondent wishes to maintain the original response, a rationale is requested. This procedure is repeated in three rounds to obtain a well thought-out consensus.

Procedures

The support of the National Urban League and the Council of Executives of the National Urban League was sought for the enhancement of this study. An exemption was sought and gained from the Human Subjects Institutional Review Board. A copy of the letter is included as Appendix E.

The first round packet was sent to each participant. This packet included a cover letter, a set of instructions, a questionnaire, a description of the Delphi method and a stamped, self addressed envelope. The cover letter described the nature of the study and assured the participants that the information given was kept confidential. The participants were requested to complete the questionnaires and return them to the researcher in an enclosed self-addressed envelope. Information was requested on the respondent, the affiliate and 22 competency statements. The respondents were asked to indicate level of responsibility and perception of importance. The invitation to participate and the materials that were included in this packet are included as Appendix F. The letters enclosed

contain the computer merge codes that enabled the form letters to be personalized for each recipient.

A master list was developed that identified the respondents to round one. A copy of the checklist is included as Appendix G. This allowed the researcher to make follow-up requests. After two weeks, a reminder letter was sent to each participant who had not responded. One additional week were allowed for a response. Persons who responded to round one were sent the modified questionnaire for round two. The process was repeated twice for a total of three rounds.

One week after the reminder letter was sent, the researcher computed the mode for each competency: that is, a computation of the plurality of opinion for each competency. One additional competency statement was received from the participants of the study and added to the survey instrument. Additionally, the researcher recorded each CEO's response for each competency so that the information was referred to the respondent for participation in round two. The data from this first round was used to determine what relationship, if any, there is between selected demographic parameters and the perception of the importance of the competencies.

After the calculation of the mode for each competency, a second packet was sent to each CEO of local affiliates who responded to the first round of the study. The second packet contained a letter explaining directions for round two,

a revised questionnaire, and a self addressed stamped envelope. The respon-

sibility scale was dropped from the questionnaire after round one. The

questionnaire for round two provided three additional pieces of information.

They were: (a) the modal response for each competency listed in the first round,

indicated by a square around the appropriate response; (b) the individual's

response for each item from round one, indicated by underlining; and (c) an

additional competency which was added to the list, based on a comment

received from round one . Each CEO was asked to consider how the

competency was scored by a plurality of respondents in making a second

response. If the response given by the CEO was not the plurality response

(either the original response or a different response altogether), then he or she

was asked to state the reason(s) for doing so in the "Comments" section for that

particular item. Should the response have been the same as the plurality

opinion, then no comment was necessary (Lempesis, 1984).

One week after mailing the second round packet, a reminder as used for

round one was sent to each CEO whose response had not yet been received.

After waiting for another week, the researcher again computed the mode for

each item. The individual response for each competency was recorded in

readiness for relaying the data back to the CEOs for participation in round

three. The materials contained in round two are included as Appendix H.

In two weeks, a third-round packet was mailed to each CEO who responded to the second round of the study. This packet contained a revised cover letter explaining directions for round three; the questionnaire and self-addressed stamped envelope. Additional information was given in this round: anonymous summary of the comments made by those CEOs who did not choose the plurality response in round two. Information contained in the packet is included as Appendix I.

Operational and Null Hypotheses

In Chapter I, the major purpose of this study was catalogued as identifying the specific competencies needed by the CEO for effective leadership of a local affiliate of the National Urban League. Secondly, it seeks to determine what relationship existed, if any, between the perception of importance and the level of responsibility accepted for the respective competencies. Thirdly, it seeks to determine what relationship, if any, existed between the perception of importance of the competencies and demographic parameters. Lastly, it seeks to determine if a consensus among the CEOs could be built by use of the Delphi method. The statement of hypotheses that follows is organized around these four purposes.

In Chapter II, the hypotheses were presented along with a brief discussion on the rationale for each. The current discussion seeks to opera-

tionalize each of these hypotheses, state the null hypotheses and indicate the statistic that will be used to test the null hypothesis.

Identification of Competencies Needed

It is hypothesized that the competencies needed by CEOs are as defined by the panel of experts.

The operational hypothesis is that a proportion greater than .5 of local CEOs will assign an importance score of 3 or greater to each competency statement. A z test for proportion was used to test the null hypothesis that the proportion of CEOs reporting an importance score of 3 or 4 was less than or equal to .5.

Level of Responsibility Accepted and Importance Perception

It is hypothesized that the perception of importance is related to the level of responsibility accepted. The operational hypothesis is that the ranking of competency statements by the number of CEOs who accept some respon-sibility for the performance (perform or share) was correlated with the ranking of statements by the mean importance score. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between responsibility accepted and the assignment of importance.

Demographics and Importance

It is hypothesized that the various demographic characteristics are related to the perception of importance. The operational hypothesis is that the demographic characteristics are correlated with the assignment of importance. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and the various demographic data.

Time in Current Position and Importance

Because there is mobility for CEOs, some CEOs have a number of years service to the National Urban League but a shorter period at the current assignment. Time in current position was measured in years. It is hypothesized there are differences in the perceived importance of selected competencies by local executives of the National Urban League based on time in current position. The operational hypothesis is that time in current position and perception of importance are correlated. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and time in current position.

Prior Urban League Experience and Importance

Prior Urban League experience sought to determine if the respondent had worked for an Urban League prior to becoming a CEO. It is hypothesized there are differences in the perceived importance of the competencies by the local CEOs based on prior experience on an Urban League staff.

The operational hypothesis that prior Urban League experience and perception of importance are correlated. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and prior staff experience.

The second operational hypothesis is that the mean importance scores of CEOs with prior Urban League experience is different from CEOs with no prior Urban League experience. The t-test for independent means was used to test the null-hypothesis that CEOs with prior Urban League experience will show no difference from CEOs without prior Urban League experience.

Total Length of Service and Importance

Length of service was the computation of the total number of years the respondent had served in a staff capacity to the National Urban League or a local affiliate of the National Urban League.

It is hypothesized there are differences in the perceived importance of selected competencies by executives of the National Urban League based on

length of service to the National Urban League.

The operational hypothesis is that the length of service to the National Urban League and perception of importance are correlated. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and length of service to the National Urban League.

Other Affiliate Experience and Importance

It is hypothesized there are differences in the perceived importance of selected competencies by executives of the National Urban League based on experience as CEO at some other Urban League Affiliate. The operational hypothesis is there is a relationship between other affiliate service and perception of importance. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and other affiliate executive experience.

Age and Importance

It is hypothesized there are differences in the perceived importance of selected competencies by executives of the National Urban League based on age.

The operational hypothesis is that the mean importance scores of CEOs with various age levels are different from at least one other level. An ANOVA was used to test the null hypothesis there is no difference in assignment of mean importance between the various age levels.

Education Level and Importance

Persons seeking to become the CEO of a local affiliate of the National Urban League must have a minimum of a bachelors degree. Education was measured in terms of bachelor degrees, masters degrees, doctorates and other graduate degrees.

It is hypothesized there are differences in the perceived importance of selected competencies by executives of the National Urban League based on educational attainments.

The operational hypothesis is that the mean importance scores of CEOs with various education levels are different from at least one other level. An ANOVA was used to test the null hypothesis there is no difference in assignment of mean importance between the various levels of education.

Health Status and Importance

Each respondent was asked to report information about his or her own health. When the respondent had not had a major illness within the last five

years, was not under the care of a physician nor taking medication, health status was reported as excellent. If under the care of a physician or currently taking medication, it was recorded as good. If under the care of a physician and taking medication, it was recorded as fair. Poor or very poor was recorded only for those persons who reported a major illness or reported their own health as poor or very poor.

It is hypothesized there are differences in the perceived importance of selected competencies by executives of the National Urban League based on perception of their own health status.

The operational hypothesis is that the mean importance scores of CEOs reporting a given health status level are different from at least one other level of CEOs reporting a different health status. An ANOVA was used to test the null hypothesis the mean importance scores of CEOs reporting a given health status are not different from CEOs reporting a different status.

Region and Importance

Region was defined as a designation that divides the United States into four areas: Eastern, Southern, Central and Western. The Eastern Region is composed of affiliates north of Maryland and east of Pennsylvania, inclusive. The Central Region includes Minnesota, Wisconsin, Illinois, Kansas, Missouri, Indiana, Michigan, and Ohio. The Southern Region includes Virginia, Kentucky,

North and South Carolina, Tennessee, Georgia, Alabama, Mississippi, Texas, Florida, Arkansas, and Oklahoma. The Western Region is Oregon, Washington, California, Arizona, and Colorado.

Each respondent was asked to give the region in which they were located. It is hypothesized that the mean importance scores of the respective regions are different.

The operational hypothesis is that at least one regional mean importance score was not equal to the others. An ANOVA is used to test the null hypothesis that respective regions will show no difference in the assignment of mean importance.

Gender and Importance

The respondents were asked to indicate if they were male or female and were assigned to a gender group according to the response. It is hypothesized that the mean importance scores of males and females are not different.

The operational hypothesis is that the mean importance assignment of male CEOs is not different from the mean importance assignment of female CEOs. The t test for independent means was used to test the null hypotheses that males and females will show no difference in the assignment of mean importance.

First Assignment and Importance

It is hypothesized that the mean importance scores of those on first assignment as CEO and those not on first assignment are different.

The operational hypothesis is that the mean importance assignment of CEOs on first assignment is different from the mean importance assignment of CEOs not on first assignment. The t test for independent means was used to test the null hypotheses that CEOs on first assignment and CEOs not on first assignment will show no difference in the assignment of mean importance.

Non-Urban League Executive Experience and Importance

It is hypothesized that the mean importance scores of CEOs with non-Urban League executive experience and those without non-Urban League executive experience are different.

The operational hypothesis is that the mean importance assignment of CEOs on with non-Urban League executive experience is different from the mean importance assignment of CEOs without non-Urban League executive experience. The t test for independent means was used to test the null hypotheses that CEOs with non-Urban League executive experience and CEOs without non-Urban League executive experience will show no difference in the assignment of mean importance.

Student Status and Importance

In addition to asking the education level of the respondents the researcher asked if the respondent was currently enrolled in a formal education program. It is hypothesized that the mean importance scores of those currently enrolled as students and those not currently enrolled as students are different.

The operational hypothesis is that the mean importance assignment of importance of CEOs enrolled as students is different from the mean importance assignment of CEOs not enrolled as students. The t test for independent means was used to test the null hypotheses that CEOs enrolled as students and CEOs not enrolled as students will show no difference in the assignment of mean importance.

Size and Importance

The size of the affiliate was estimated by four measures: the number of full time positions, the operations budget of the affiliate; the total budget of the affiliate; and the United Way allocation to the affiliate. These four measures were used because it was reasoned that each may be an indication of size. Operation budgets sought to measures the amount of resources available to the CEO for the operational activities of the affiliate. The total budget sought to measure the total resources, restricted and unrestricted. All Urban Leagues are member agencies of the respective local United Way. The researcher sought to

determine if there was a correlation between perception of importance and number of full-time positions, operations budget, total budget and United Way allocation. The United Way allocation was divided into those above the median and those below the median. Those above the median were described as large affiliates and those below the median were designated small.

It is hypothesized that the importance assignment of CEOs from large affiliates are different from those from small affiliates.

The first operational hypothesis related to size was as follows:

There is a relationship between the number of full time position and perception of importance of the competencies. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and the number of full-time positions.

The second operational hypothesis related to size was as follows:

There is a relationship between the size of the affiliate operations budgets and perception of importance of the competencies. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and affiliate operations budget.

The third operational hypothesis related to size was as follows:

There is a relationship between the size of the affiliate total budgets and perception of importance of the competencies. The Pearson product-moment

correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and affiliate total budget.

The fourth operational hypothesis related to size was as follows:

There is a relationship between the size of the affiliate United Way Allocation and perception of importance of the competencies. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and affiliate United Way allocation.

The fifth operational hypothesis related to size was as follows:

The mean importance scores of CEOs from affiliates with United Way allocations above the median allocation were different from those from affiliates with United Way budgets below the median United Way allocation. The t test for independent means was used to test the null hypothesis that mean impor-tance scores of CEOs from affiliates with United Way allocations above the median allocation were not different from those from affiliates with United Way budgets below the median United Way allocation.

Consensus

The consensus building process had two functions: first, it was used to determine the perception of importance for each competency statement; second, it was used to determine if there was an overall change in the amount of agreement between rounds. The mean score and the standard deviation of scores were calculated for each statement in each round.

Competencies Needed

The operational hypothesis is that a proportion greater than .5 of local CEOs will assign an importance score of 3 or greater to each competency statement. A z test for proportions was used to test the null hypothesis that the proportion of CEOs reporting an importance score of 3 or 4 would be less than or equal to .5 for each round.

Agreement

The standard deviation can be defined as the amount of agreement for a given competency statement.

It is hypothesized that the amount of agreement is greater (the standard deviation would be smaller) for each successive round. This general hypothesis resulted in three operational hypotheses. The first operational hypothesis is

that as measured by the standard deviation for each competency statement, the amount of agreement for round two is greater than the amount of agreement for round one. A sign test was used to test the null hypothesis that the median difference between round one and round two for each competency statement is zero or less.

The second operational hypothesis is that as measured by the standard deviation for each competency statement, the amount of agreement for round three is greater than the amount of agreement for round two. A sign test was used to test the null hypothesis that the median difference between round two and round three for each competency statement is zero or less.

The third operational hypothesis is that as measured by the standard deviation for each competency statement, the amount of agreement for round three is greater than the amount of agreement for round one. A sign test was used to test the null hypothesis that the median difference between round one and round three for each competency statement is zero or less.

Population

The participants in the study were the current CEOs of the respective local affiliates of the National Urban League. All participants must have been permanently appointed to the position of CEO. The survey instrument was sent to the one hundred and two (102) CEOs who meet the above stated criteria.

Due to the relatively small size of the population, a sampling technique was not necessary. However, a sizable portion of the population will have to participate in the study if significant results are to be obtained.

Data Analysis

The Statistical Analysis System (SAS), (Release 5.16, SAS Institute, Inc., Cary, NC, 1985) was used to generate statistics for ANOVA and Student t-test consistent with the procedures suggested by the vendor. The Statistical Package for Social Science (SPSS), (Release 2.2+,) was used for cross tables of background information and importance of competencies, as well as Pearson product-moment correlation coefficient. The data code book for the stored data is included as Appendix J . Copy of the SAS and SPSS programs are included as Appendix K. The sign test and the z test were computed by the Math and Statistics Department of Western Michigan University, using a manual process.

In the analysis, the responses of the CEOs from the three rounds were collected and interpreted. The assembly and interpretation of the data followed the format developed by Lempesis (1984). Hence, the scores from the CEOs for each item were averaged to yield an index of how that particular competency is important. The items were listed in order of the highest mean to the lowest mean. The mean presents the average amount of importance of the item to the respondents. The items with the lowest means in each round were considered

the least significant competencies.

The standard deviation for each item was calculated. The standard deviation measures the degree of agreement among the CEOs on a particular item. The items were then listed in order of lowest standard deviation to highest standard deviation. A low standard deviation indicated there was a high degree of agreement as to the relative importance for that item.

The items that yielded highly correlated numerical values for a great amount of importance and a great degree of agreement, that is, the items which will have high means but low standard deviations, imply that the CEOs agree that this item is an important competency for them to possess. On the contrary, the items with low means and low standard deviation will imply that the CEOs generally agree that the particular competency is not a necessary one for them to possess.

The survey instrument for round one included a responsibility scale, this denoted whether the competency is performed, shared, delegated or not performed at the organization. The purpose of this scale was to determine the level of responsibility accepted by the respective CEOs for the competencies. The competencies were ranked according to the greatest number of CEOs who perform or share in the performance of a competency. Pearson product-moment correlations were performed to determine what relationship, if any, there was (a) between responsibility and importance scales, and (b) the

relationship between perception of importance as measured by mean scores, and agreement and measured by the standard deviation of scores.

Various statistical analyses were used to determine the relationship between selected demographic parameters and the perception of importance as measured by the importance scale. A Pearson product-moment correlation coefficient was used to determine the relationship between demographic data that were on the interval scale and perception of importance. These data included years as CEO at present affiliate, years in Urban League prior to becoming a CEO, total length of services, other affiliates served as CEO, the number of full time positions at current affiliate, the total budget, the operations budget and the United Way allocation to the affiliate. The Student t-test for independent means was used to determine if there were differences in the perceptions of CEOs when the demographic parameters had two levels. These included gender, first assignment, prior Urban League experience, non-Urban League Chief Executive Officer/Chief Operating Officer experience, current student status and size of the affiliate as measured by the operations budget, the total budget and the United Way allocation.

First assignment compared persons whose current assignment was their first with those persons who have had prior Urban League CEO experience. Prior Urban League experience compared those CEOs who had experience with the Urban League prior to becoming a CEO with those whose first Urban

League position was as CEO. Non-Urban League CEO or Chief Operating

Officer prior experience divided persons who were Urban League CEOs with

no prior Urban League experience into two groups: those who had Chief

Executive Officer or Chief Operating Officer experience outside the Urban

League and those who did not have these experiences.

Student status sought to compare CEOs who were currently in a degree

seeking program with those who were not.

One-way analysis of variance (ANOVA) was used to compare the mean

competency scores when the demographics had more than two levels. These

included the six age groups, the level of education, health status, and region.

The six age groups were less than 25, 25-35, 36-45, 56-65 and more than 65.

The education levels were categorized as bachelors degree, masters degree,

doctorate degree or other. Health status was categorized as excellent, good,

fair, poor and very poor. Regions were the designation given in the organiza-

tional structure of the National Urban League: eastern, southern, central and

western.

The null hypothesis was rejected if the P-value levels were less than or

equal to .10 alpha level and not rejected if the P-value levels were greater than

.10 alpha level. This level is justified in that this is a new area of inquiry. If the

null hypothesis was rejected by use of ANOVA, a Table was constructed to

compare the means of the respective groups. The groups being tested were of

unequal sizes. As suggested by Neter, Wasserman and Kutner (1985), a Bonferroni multiple comparison method was used to determine if the difference between the specific means were significant with the alpha level set at .10.

Following round two and three, the mean score and standard deviation of importance scores were computed for each competency statement. The mean importance score will serve as an indication of the amount of importance assigned to an item. The standard deviation will indicate the amount of agreement. It was expected that the standard deviation of scores would be smaller after each round; that the standard deviation for round three would be smaller than round two; that the standard deviation for round two would be smaller than that of round one. A sign test was used to determine the median difference in the standard deviation of importance scores.

Summary

This chapter has presented the procedure for data collection, operationalized the hypotheses under investigation and presented the methods for data analysis. The null hypotheses and the statistic used for testing each null hypothesis were presented. A description of the study participants and a description of the questionnaire used for obtaining data was provided.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The major purpose of this study is to identify the specific competencies that are needed for effective leadership of a local affiliate of the National Urban League. The multiple purposes of this study are identified in Chapter I as follows: to identify the specific competencies that are needed by the Chief Executive Officer (CEO) of a local affiliate of the National Urban League for effective leadership; to determine what relationship, if any, exists between the perception of importance of the competencies held by the respective CEOs and the level of responsibility exercised for a given competency; to determine what relationship, if any, exists between the perception of importance of the competencies held by the respective CEOs and selected demographic parameters; and lastly, it seeks to develop a consensus among the CEOs as to the importance of the identified competencies.

This chapter is organized to report findings indicated by the data analysis related to these several purposes. The competencies identified by the literature review and the panel of experts are presented. Data collected in round one are

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presented to include the following: the characteristics of the respondents; the level of responsibility accepted by CEOs for the respective competencies; the perceptions of the respondents as to the importance of the competencies, and the relationship between perception of importance and selected demographics. These data are in search of the first three purposes of the study: the identification of the specific competencies needed for effective leadership; the relationship between perception of importance and level of responsibility accepted; and the relationship between the perception of importance and selected demographic parameters.

The researcher concluded that size of the affiliate is can be measured by four parameters: operations budget; total budget; number of full time positions and United Way allocation. In some instances, CEOs reported an operations budget that was larger than the total budget. Seasonal employees were included in the number of full time positions. Although these analyses are presented, it is interesting to observe that the sample size was decreased to eliminate inconsistent responses.

The analyses of rounds two and three are presented in terms of the consensus building on the importance of the respective competencies. The mean importance score is an indication of perception of importance and the standard deviation of scores is an indication of agreement.

These analyses seek to determine if the Delphi method works.

Additionally, results of other statistical analyses are presented that seek to determine if the observed differences in the perception of importance in the three rounds are statistically significant.

Characteristics of Respondents

The study population consisted of the 102 local CEOs of the affiliates of the National Urban League who held permanent appointments to the position as of the initiation of the study. Round one questionnaires were mailed to the 102 local CEOs. Of those responding to the first round, 76 were considered acceptable for the purpose of the study. Of the 76, 63 responded to round two of the study and 43 of the 63 responded to the third round.

Fifty-eight of the 76 respondents (76%) were males and 18 (24%) were females. This distribution by sex is not reflective of the Black population in the United States. According to the Census Bureau, 45 percent of Black Americans were male and 55 percent were female in 1986. There has been a steady increase in the number of female CEO's in the last decade. Ages were reported for 75 of the 76 respondents. Four were between the ages of 25 and 35, 29 were between 36 and 45, 26 were between 46 and 55, 12 were between 56 and 65 and four reported being more than 65 (see Table 1). The age distribution is not reflective of the Black population. It takes time to develop the credentials required to be come an Urban League Executive.

Table 1

Gender and Age

	Gender		
Males	Females	Total	
58 (76%)	18 (24%)	76	

		Age			
25-35	36-45	46-55	56-65	More than 65	Total
4	2	26	12	4	75

Twenty respondents (26%) reported being under the care of a physician. Twenty-four reported that they were currently taking prescribed medication. Six (8%) indicated that they had a major illness in the last five years. The composite health score was excellent for 34 individuals, good for 29, fair for 12 and poor for one (see Table 2).

Table 2

Health

Major Illness	Care of Physician	On medi- cation	No Problems	Total
6 (8%)	20 (26%)	24 (31%)	26 (34%)	76

Composite Health

Excellent	Good	Fair	Poor	Total
34 (45%)	29 (38%)	12 (16%)	1	76

Fifty-five (70.7%) were on their first assignment as an Urban League CEO, 14 had served one other affiliate. Five executives had served at two other affiliates and one executive had served at three other affiliates. Forty-six (61.3%) had Urban League experience prior to becoming a Chief Executive Officer. Twenty-nine (38.7%) had no prior Urban League experience. Seventeen of the 29 without prior Urban League experience had experiences as a CEO or Chief Operating Officer of some other not-for-profit organization. Nineteen of the CEOs reported no prior executive experience (see Table 3).

Table 3

Experience

First Assignment	Served Other Affiliate			Total
55 (70.7%)	20			75
	One	Two	Three	
	14	5	1	20

Prior UL Experience	No Prior UL Experience	Total
46 (61.3%)	29 (38.7%)	75
Executive experience	No Executive experience	
17	19	29

Twenty-three (30.3%) of the CEOs had bachelors degrees, 45 (59.2%) had masters degrees, six (8%) had doctorate degrees and two had law degrees. Some 75 respondents reported their current student status. Twelve of the 73 respondents (16.4%) were currently working towards a degree and 63 persons (83.6%) were not currently engaged in a formal course of study (see Table 4). Educational attainment of Urban League executives is higher than that of the general Black population. As mentioned earlier, a minimum of a bachelors degree is required for the position.

Table 4

Highest Degree Attained

Bachelors	Masters	Doctorates	Other	Total
23 (30.3%)	45 (59%)	6 (8%)	2	76

Student Status

(n=75)

In degree Program	Not in Degree Program	Not Reporting	Total
12 (16.4%)	63 (83.6%)	1	76

Identified Competencies

Competencies that were identified by a review of related literature and refined by the panel of experts is included on pages four and five of the survey instrument (see Appendix F). Feedback from round one includes one additional competency that was added to the survey instrument: Develops strategy for selection of board members who can aid the agency in meeting its goals.

Analysis for this statement is provided for rounds two and three.

Round One Analysis

Round One Importance Perception

It was hypothesized that the majority of CEO's would perceive each competency statement as medium or high in importance. The operational hypothesis is that the proportion of CEOs reporting an importance score of 3 or 4 will be greater than .5. The hypothesis was tested using the z test of two proportions.

Table 5 provides the competency statements with the total number responding, the number responding three or four and the proportion responding three or four. Table 5 also provides the z score and the P value.

As indicated by table 5, the z score for all statements except statement 15 had a corresponding probability value of less than .10. Therefore the data rejects the null hypotheses in favor of the alternative hypotheses for all statements except statement 15. The data fail to reject the null hypotheses for statement 15 for round one.

Table 5

Round One Importance Scores
Number, Number and Percent Indicating 3 or 4, and z Scores

Statement	n	Number responding 3 or 4	Percent responding 3 or 4	z	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	76	76	100	8.72	.00*
2. Develops organizational structures for the accomplishment of the mission of the agency.	75	75	100	8.43	.00*
3. Recruits, selects and assigns senior personnel to appropriate positions.	76	76	100	8.49	.00*
4. Develops and or implements personnel management system for the agency.	76	76	100	8.72	.00*
5. Develops and or implements performance appraisal system for the agency.	76	76	100	8.72	.00*
6. Develops agency budget.	76	76	100	8.72	.00*
7. Develops proposals for new program activities.	74	73	99	8.14	.00*
8. Develops means of identifying community needs.	76	76	100	8.49	.00*
9. Translates identified needs into agency programs.	75	75	100	8.43	.00*
10. Develops and implements plans to change agency practices to adapt to environmental changes.	76	71	93	7.57	.00*
11. Encourages novel approaches to problem solving.	75	74	99	7.57	.00*

Table 5--continued 71

Statement	n	Number responding 3 or 4	Percent responding 3 or 4	z	P
12. Convinces others of the value of his or her visions for the organization.	75	74	99	8.20	.00*
13. Develops strategies to make an impact upon public policies	75	75	100	8.20	.00*
14. Serves in leadership roles outside the agency to further agency programs and policies.	75	75	100	8.66	.00*
15. Maintains relations with bargaining groups in the organization.	72	33	46	-.117	-.45
16. Develops fund raising strategy for capital improvements.	74	58	78	4.18	.00*
17. Develops and implements appropriate strategies for crisis management.	75	67	89	6.61	.00*
18. Uses appropriate leadership style demanded by differing situations.	75	74	99	8.43	.00*
19. Communicates effectively to board, staff, members and outside groups.	75	75	100	8.66	.00*
20. Develops newsletters, news releases and reports for distribution to selected publics.	75	75	100	7.04	.00*
21. Motivates staff and volunteers to perform objectives of agency.	75	74	99	8.43	.00*
22. Provides technical assistance for the solution of problems.	75	72	96	7.97	.00*

*Significant at alpha = .10

Table 6 provides the round one statements ranked according to mean importance. Table 7 provides the 22 statements ranked by standard deviation in ascending order.

Table 6

Round One Competency Statements
Ranked According to Mean Importance

Rank		Statement	Mean Score
1.5*	6.	Develops Agency budget.	3.95
1.5*	19.	Communicates effectively to board, staff, members and outside groups.	3.95
3	1.	Develops comprehensive plan for the growth and perpetuation of the organization.	3.92
4	21.	Motivates staff and volunteers to perform objectives of agency.	3.91
5	3.	Recruits, selects and assigns senior personnel to appropriate positions.	3.88
6	2.	Develops organizational structures for the accomplishment of the mission of the agency.	3.87
7	14.	Serves in Leadership roles outside the agency to further agency programs and policies.	3.84
8	12.	Convinces others of the value of his or her visions for the organization.	3.83

Table 6--continued

Rank		Statement	Mean Score
9	4.	Develops and/or implements personnel management system for the agency.	3.74
10	9.	Translates identified needs into agency programs.	3.71
11	5.	Develops and/or implements performance appraisal system for the agency.	3.70
12.5*	7.	Develops proposals for new program activities.	3.69
12.5*	13.	Develops strategies to make an impact upon public policies.	3.69
14	18.	Uses appropriate leadership style demanded by differing situations.	3.68
15	8.	Develops means of identifying community needs.	3.67
16	22.	Provides technical assistance for the solution of problems.	3.52
17	11.	Encourages novel approaches to problem solving.	3.47
18	10.	Develops and implements plans to change agency practices to adapt to environmental changes.	3.43
19	17.	Develops and implements appropriate strategies for crisis management.	3.36

Table 6--continued

Rank		Statement	Mean Score
20	20.	Develops newsletters, news releases and reports for distribution to selected publics.	3.35
21	16.	Develops and implements a fund raising strategy for capital improvement	3.20
22	15.	Maintains relations with bargaining groups in the organization.	2.26

* indicates tied rank

Table 7

Competency Statements
by Standard Deviation (Low to High)

Numbered Statement		SD
6	Develops agency budget.	.22
19	Communicates effectively to board, staff, members and outside groups.	.23
1	Develops comprehensive plan for the growth and perpetuation of the organization.	.27

Table 7--continued

Statement number	Statement	SD
21	Motivates staff and volunteers to perform objectives of agency.	.34
3	Recruits, selects and assigns senior personnel to appropriate positions.	.36
14	Serves in Leadership roles outside the agency to further agency programs and policies.	.37
2	Develops organizational structures for the accomplishment of the mission of the agency.	.38
4	Develops and/or implements personnel management system for the agency.	.44
12	Convinces others of the value of his or her visions for the organization.	.45
5	Develops and/or implements performance appraisal system for the agency.	.46
9	Translates identified needs into agency programs.	.49
8	Develops means of identifying community needs.	.50
13	Develops strategies to make an impact upon public policies.	.52
18	Develops and implements appropriate strategies for crisis management.	.55
7	Develops proposals for new program activities.	.57

Table 7--continued

Statement number	Statement	SD
11	Encourages novel approaches to problem solving.	.62*
22	Provides technical assistance for the solution of problems.	.62*
20	Develops newsletters, news releases and reports for distribution to selected publics.	.69
10	Develops and implements plans to change agency practices to adapt to environmental changes.	.74
17	Develops and implements appropriate strategies for crisis management.	.78
16	Develops and implements a fund raising strategy for capital improvement.	1.11
15	Maintains relations with bargaining groups in the organization.	1.25

* Indicates tied ranks

There is a strong relationship between the perception of importance and the amount of variance. As the perception of importance of a given competency statement went up, the amount of variance decreased.

<u>Responsibilities Accepted</u>

Table 8 provides a summary of the level of responsibility accepted for each of the 22 competency statements. Columns one and two provide the numbered statements. Columns three through five indicate the number of persons who perform, share, or delegate the competency respectively. Column six provides the number of persons who indicated that the competency is not performed at their affiliate. Column seven indicates the number not reporting and column seven provides the totals of columns four through seven.

The competency most often performed exclusively by the CEOs was statement 18, Develops and implements appropriate strategies for crisis management. It was followed by statement three, the recruitment, selection and assignment of senior staff. Statements 19, 12 and 21 completed the list of top five competencies performed by CEOs (see Table 9).

Table 8

Responsibility Accepted for Competencies

Numbered statement	Perform	Share	Delegate	Not Done	Not Reported	Total
1. Develops comprehensive plan for growth and perpetuation of the agency.	11	64	0	1	0	76
2. Develops organizational structures for the accomplishment of the mission of the agency.	33	42	1	0	0	76
3. Recruits, selects and assigns senior personnel to appropriate positions.	60	11	3	1	1	76
4. Develops and or implements personnel management system for the agency.	20	45	11	0	0	76
5. Develops and or implements performance appraisal system for the agency.	22	44	1	0	0	76
6. Develops agency budget.	21	51	4	0	0	76
7. Develops proposals for new program activities.	8	38	29	1	0	76
8. Develops means of identifying community needs.	6	56	12	2	0	76
9. Translates identified needs into agency programs.	15	53	7	1	0	76
10. Develops and implements plans to change agency practices to adapt to environmental changes.	11	52	2	10	1	76
11. Encourages novel approaches to problem solving.	27	37	8	2	2	76
12. Convinces others of the value of his or her visions for the organization.	52	24	0	0	0	76

Table 8--continued

Numbered statement	Perform	Share	Delegate	Not Done	Not Reported	Total
13. Develops strategies to make an impact upon public policies.	12	61	0	2	1	76
14. Serves in leadership roles outside the agency to further agency programs and policies.	38	36	1	0	1	76
15. Maintains relations with bargaining groups in the organization.	17	11	4	41	2	76
16. Develops fund raising strategy for capital improvements.	10	44	2	19	1	76
17. Develops and implements appropriate strategies for crisis management.	15	47	1	12	1	76
18. Uses appropriate leadership style demanded by differing situations.	61	14	0	0	1	76
19. Communicates effectively to board, staff, members and outside groups.	55	20	0	0	1	76
20. Develops newsletters, news releases and reports for distribution to selected publics.	7	27	39	2	1	76
21. Motivates staff and volunteers to perform objectives of agency.	46	29	0	0	1	76
22. Provides technical assistance for the solution of problem.	30	40	3	2	1	76

Table 9

Competencies Sorted by Number
Perform With Percentage of Total

Statement	Number perform	Percentage perform
18. Uses appropriate leadership style demanded by differing situations.	61	80
3. Recruits, selects and assigns senior personnel to appropriate positions.	60	79
19. Communicates effectively to board, staff, members and outside groups.	55	73
12. Convinces others of the ~value of his or her visions for the organization.	52	68
21. Motivates staff and volunteers to perform objectives of agency.	46	61
14. Serves in leadership roles outside the agency to further agency programs and policies.	38	50
2. Develops organizational structures for the accomplish- ments of the mission of the agency.	33	43
22. Provides technical assistance for the solution of problems.	30	40

Table 9--continued

Statement	Number perform	Percentage perform
11. Encourages novel approaches to problem solving.	27	35
5. Develops and or implements performance appraisal system for the agency.	22	29
6. Develops agency budget.	21	27
4. Develops and or implements personnel management system for the agency.	20	26
15. Maintains relations with bargaining groups in the organization.	16	21
9. Translates identified needs into onto agency programs.	15	20
17. Develops and implements appropriate strategies for crisis management	15	20
13. Develops strategies to make an impact upon public policies.	12	16
1. Develops comprehensive plan for growth and perpetuation of the agency.	11	14
10. Develops and implements plans to change agency practices to adapt to environmental changes.	11	15
16. Develops and implements a fund raising strategy for capital improvements.	10	13

Table 9--continued

Statement	Number perform	Percentage perform
7. Develops proposals for new program activities.	8	10
20. Develops newsletters, news releases and reports for distribution to selected publics.	7	9
8. Develops means of identifying community needs.	6	8

Table 10 provides the competency statements ranked according to the number of CEOs who accept some responsibility for the execution of the competency. The competency number statements are shown in columns one and two respectively. The number of CEOs who perform or share in the performance of the competency is shown in column three. Statement one: Develops comprehensive plan for the growth and perpetuation of the organization, moved to the top of the list of statements for which the CEO accepts some personal responsibility. Statements 1, 2, 18, 19, and 21 were tied for the second most performed or shared competency. These statements were as follows: plan for growth and perpetuation of the agency; develops structures for the accomplishment agency mission; uses appropriate leadership style; communicates effectively; and motivates staff and volunteers to perform.

Statements 14, 13 and 6 complete the list of the five top ranked competencies for which most CEOs accept some responsibility: 14. Serves in outside leader roles to further agency goals. 13. Make an impact upon public policies. 6. Develops agency budget.

Table 10, column 6, provides the number performing or sharing in the performance of the respective competencies as a percentage of the total number reporting for that competency statement. When perform and share are added to form the responsibility index, the relationship between the perception of importance and responsibility is strengthened.

It was hypothesized that the perception of importance is related to the level of responsibility. This conceptual hypotheses was operationalized as follows: The Pearson product-moment correlation coefficient for importance scores and acceptance of some personal responsibility is not equal to zero.

Table 10

Competencies Ranked by Number Perform or Share

Statement	Perform or share (accept)	Number perform	Number share	Accept as percentage of total
12. Convinces others of the value of his or her visions for the organization.	76	52	24	100.00
1. Develops comprehensive plan for growth and perpetuation of the agency.	75*	11	64	98.68

Table 10—continued

Statement	Perform or share (accept)	Number perform	Number share	Accept as percentage of total
2. Develops organizational structures for the accomplishment of the mission of the agency.	75*	33	42	98.68
21. Motivates staff and volunteers to perform objectives of agency.	75*	46	29	100.00
19. Communicates effectively to board, staff, members and outside groups.	75*	55	20	100.00
18. Uses appropriate leadership style demanded by differing situation.	75*	61	14	100.00
14. Serves in leadership roles outside the agency to further agency programs and policies.	74	38	36	98.67
13. Develops strategies to make an impact upon public policies.	73	12	61	97.33
6. Develops agency budget.	72	21	51	94.74
3. Recruits, selects and assigns senior personnel to appropriate positions.	71	60	11	94.67
22. Provides technical assistance for the solution of problems.	70	30	40	93.33
9. Translates identified needs into agency programs.	68	15	53	89.47
5. Develops and or implements performance appraisal system for the agency.	66	22	44	86.84
4. Develops and or implements personnel management system for the agency.	65*	20	45	85.53
11. Encourages novel approaches to problem solving.	65*	27	38	85.53

Table 10—continued

Statement	Perform or share (accept)	Number perform	Number share	Accept as percentage of total
10. Develops and implements plans to change agency practices to adapt to environmental changes.	63	11	52	84.00
8. Develops means of identifying community needs.	62*	6	56	81.58
17. Develops and implements appropriate strategies for crisis management.	62*	15	47	82.67
16. Develops and implements a fund raising strategy for capital improvements.	54	10	44	72.00
7. Develops proposals for new program activities.	46	8	38	60.53
20. Develops newsletters, news releases and reports for distribution to selected publics.	34	7	27	45.33
15. Maintains relations with bargaining groups in the organization.	27	16	11	36.49

The strength of the relationship between the competencies performed or shared is increased over the relationship between perception of importance and percent performed. It was hypothesized that the competencies for which the CEOs accepted some responsibility was positively correlated with the assignment of importance. A calculation of the Pearson product-moment coefficient of the relationship between those statements for which CEOs accept some responsibility and perception of importance, reveals that the correlation coefficient was .76. This moderately strong relationship is highly significant. These data reject the

null hypothesis in favor of the alternative hypothesis.

Table 11 identifies those competencies for which the highest number of CEOs accept no responsibility.

Table 11

Competencies Ranked by Number Not Responsible

Statement	Total	Not responsible	Number delegate	Number not done
15. Maintains relations with bargaining groups in the organization.	73	47	4	43
20. Develops newsletters, news releases and reports for distribution to selected publics.	74	41	39	2
7. Develops proposals for new program activities.	76	30	29	1
16. Develops and implements a fund raising strategy for capital improvements.	74	21	2	19
8. Develops means of identifying community needs.	76	14	12	2
17. Develops and implements appropriate strategies for crisis management.	74	13	1	12
10. Develops and implements plans to change agency practices to adapt to environmental changes.	74	12	2	10
4. Develops and or implements personnel management system for the agency.	76	11	11	0

Table 11--continued

Statement	Total	Not responsible	Number delegate	Number not done
11. Encourages novel approaches to problem solving.	75	11	9	2
5. Develops and or implements performance appraisal system for the agency.	76	10	10	0
9. Translates identified needs into agency programs.	76	8	7	1
22. Provides technical assistance for the solution of problems.	74	5	3	2
2. Develops organizational structures for the accomplishment of the mission of the agency.	75	4	3	1
6. Develops agency budget.	76	4	4	0
13. Develops strategies to make an impact upon public policies.	74	2	0	2
1. Develops comprehensive plan for growth and perpetuation of the agency.	76	1	0	1
3. Recruits, selects and assigns senior personnel to appropriate positions.	76	1	1	0
14. Serves in leadership roles outside the agency to further agency programs and policies.	74	1	1	0
12. Convinces others of the value of his or her visions for the organization.	76	0	0	0
18. Uses appropriate leadership style demanded by differing situations.	74	0	0	0

Table 11--continued

Statement	Total	Not responsible	Number delegate	Number not done
19. Communicates effectively to board, staff, members and outside groups.	74	0	0	0
21. Motivates staff and volunteers to perform objectives of agency.	74	0	0	0

Demographics and Importance: Correlations

Several of hypotheses were generated that projected a relationship between selected demographics and perception of importance of each competency. This section reports the findings from testing these hypotheses.

Years at Current Affiliate and Importance. It was hypothesized there was a relationship between the perception of importance and the number of years the CEO had been at the current assignment. The operational hypothesis is that the correlation coefficient for importance score and years as CEO at present affiliate is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

Table 12 provides the results of the test for relationship between years at current affiliate and perception of importance. There was no correlation between years at current affiliate and importance perception for any statement

except statements 5, 12, 16, 19 and 22. The data failed to reject the null

hypotheses for all statements except these. Statements 5 , 16 and 22 were

significant at .05 alpha level. Statements 16 and 19 had negative relationships.

The data reject the null hypotheses in favor of the alternative hypotheses for

statements 5, 12, 16, 19 and 22.

Table 12

Correlation of Perception of Importance and
Years at Present Affiliate: Pearson Product-Moment Correlation Coefficient

Statement	n	r	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	75	-.059	.610
2. Develops organizational structures for the accomplishment of the mission of the agency.	74	-.072	.539
3. Recruits, selects and assigns senior personnel to appropriate positions.	75	.095	.416
4. Develops and or implements personnel management system for the agency.	75	.122	.296
5. Develops and or implements performance appraisal system for the agency.	75	.236	.041*
6. Develops agency budget.	75	.021	.858

Table 12--continued 90

Statement	n	r	P
7. Develops proposals for new program activities.	73	-.011	.925
8. Develops means of identifying community needs.	75	.019	.870
9. Translates identified needs into agency programs.	74	.061	.588
10. Develops and implements plans to change agency practices to adapt to environmental changes.	75	.057	.622
11. Encourages novel approaches to problem solving.	74	-.092	.432
12. Convinces others of the value of his or her visions for the organization.	74	.206	.078*
13. Develops strategies to make an impact upon public policies.	74	.062	.597
14. Serves in leadership roles outside the agency to further agency programs and policies.	74	-.112	.341
15. Maintains relations with bargaining groups in the organization.	72	-.168	.156
16. Develops and implements a fund raising strategy for capital improvements.	72	-.253	.031*

Table 12--continued   91

Statement	n	r	P
17. Develops and implements appropriate strategies for crisis management.	74	.149	.205
18. Uses appropriate leadership style demanded by differing situations.	74	.116	.324
19. Communicates effectively to board, staff, members and outside groups.	74	-.201	.085*
20. Develops newsletters, news releases and reports for distribution to selected publics.	74	.056	.631
21. Motivates staff and volunteers to perform objectives of agency.	74	.062	.597
22. Provides technical assistance for the solution of problems.	74	.228	.050*

* Significant at alpha = .10

Years Experience Prior to Becoming a CEO and Importance.   It was

hypothesized there was a relationship between the perception of importance

and years of Urban League experience prior to becoming a CEO.   The

operational hypothesis is that the correlation coefficient for importance score

and years of Urban League experience is not equal to zero for each statement.

A Pearson product-moment correlation coefficient was used to test the null

hypothesis.

Table 13 provides the results of the test for relationship between years of Urban League experience prior to becoming a CEO and perception of importance. There was no correlation between years of Urban League experience and importance perception for any statement except statements 2, and 16. Therefore the data fail to reject the null hypothesis for all statements except these two noted above. The data reject the null hypotheses in favor of the alternative hypotheses for statements 2 and 16. Both relationships were negative.

Table 13

Correlation of Perception of Importance and
Years of Urban League Experience Prior to
Becoming a CEO: Pearson Product-Moment Correlation Coefficient

Statement	n	r	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	74	-.086	.466
2. Develops organizational structures for mission accomplishment.	73	-.221	.060*
3. Recruits, selects and assigns senior personnel to appropriate positions.	74	-.070	.548
4. Develops and or implements personnel management system for the agency.	74	-.119	.871

Table 13--continued

Statement	n	r	P
5. Develops and or implements performance appraisal system for the agency.	74	.116	.157
6. Develops agency budget.	74	.089	.447
7. Develops proposals for new program activities.	72	-.053	.657
8. Develops means of identifying community needs.	74	.134	.254
9. Translates identified needs into agency programs.	73	.047	.690
10. Develops and implements plans to change agency practices to adapt to environmental changes.	74	.118	.314
11. Encourages novel approaches to problem solving.	73	.096	.416
12. Convinces others of the value of his or her visions for the organization.	73	.041	.727
13. Develops strategies to make an impact upon public policies.	73	.177	.134
14. Serves in leadership roles outside the agency to further agency programs and policies.	73	.036	.757
15. Maintains relations with bargaining groups in the organization.	71	.147	.220

Table 13--continued

Statement	n	r	P
16. Develops and implements a fund raising strategy for capital improvements.	72	-.250	.034*
17. Develops and implements appropriate strategies for crisis management.	73	-.094	.428
18. Uses appropriate leadership style demanded by differing situations.	73	.142	.231
19. Communicates effectively to board, staff, members and outside groups.	73	-.043	.716
20. Develops newsletters, news releases and reports for distribution to selected publics.	73	.047	.692
21. Motivates staff and volunteers to perform objectives of agency.	73	-.080	.500
22. Provides technical assistance for the solution of problems.	73	-.038	.745

* Significant at .10 alpha level

Total Length of Service and Importance. It was hypothesized there was

a relationship between the perception of importance and the total length of

service to the National Urban League. The operational hypothesis is that the correlation coefficient for importance score and total length of service is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

Table 14 provides the summary of the relationship between perception of importance and total length of service.

There was no correlation between total length of service and importance perception for any statement except statements 5, 12, and 16. Therefore the data fail to reject the null hypothesis for all statements except these three statements noted above. The data reject the null hypotheses in favor of the alternative hypotheses for statements 5, 12, and 16. Statements 5, and 16 were significant at the .01 level of significance. A negative relationship was found between perception of importance and statement 16.

Table 14

Correlation of Perception of Importance and Total Length of Service:
Pearson Product-Moment Correlation Coefficient

Statement	n	r	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	75	-.079	.496
2. Develops organizational structures for the accomplishment of the mission of the agency.	74	-.155	.188

Table 14--continued

Statement	n	r	P
3. Recruits, selects and assigns senior personnel to appropriate positions.	75	.015	.896
4. Develops and or implements personnel management system for the agency.	75	.072	.353
5. Develops and or implements performance appraisal system for the agency.	75	.308	.007*
6. Develops agency budget.	75	.081	.489
7. Develops proposals for new program activities.	73	-.052	.660
8. Develops means of identifying community needs.	75	.123	.290
9. Translates identified needs into agency programs.	74	.092	.432
10. Develops and implements plans to change agency practices to adapt to environmental changes.	75	.143	.221
11. Encourages novel approaches to problem solving.	74	.017	.885
12. Convinces others of the value of his or her visions for the organization.	74	.195	.096*
13. Develops strategies to make an impact upon public policies.	74	.185	.114

Table 14--continued 97

Statement	n	$\underline{r}$	$\underline{P}$
14. Serves in leadership roles outside the agency to further agency programs and policies.	74	-.058	.622
15. Maintains relations with bargaining groups in the organization.	72	-.014	.905
16. Develops and implements a fund raising strategy for capital improvements.	73	-.378	.001*
17. Develops and implements appropriate strategies for crisis management.	74	.042	.717
18. Uses appropriate leadership style demanded by differing situations.	74	.187	.110
19. Communicates effectively to board, staff,members and outside groups.	74	-.148	.209
20. Develops newsletters, news releases and reports for distribution to selected publics.	74	.090	.442
21. Motivates staff and volunteers to perform objectives of agency.	74	-.015	.895
22. Provides technical assistance for the solution of problems.	74	.134	.254

*Significant at alpha = .10

Other Affiliate Experience and Importance. It was hypothesized there was a relationship between the perception of importance and experience as CEO at other Urban League affiliates. The operational hypothesis is that the correlation coefficient for importance scores and experience at other affiliates is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

Table 15 provides the results of the test for the relationship between perception of importance and experience as CEOs at other affiliates.

Table 15

Correlation of Perception of Importance and Experience as CEO at Other
Affiliates: Pearson Product-Moment Correlation Coefficient

Statement	n	r	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	75	.086	.465
2. Develops organizational structures for the accomplishment of the mission of the agency.	74	.356	.770
3. Recruits, selects and assigns senior personnel to appropriate positions.	75	.123	.292
4. Develops and or implements personnel management system for the agency.	75	-.127	.279

Table 15--continued

Statement		n	r	P
5.	Develops and or implements performance appraisal system for the agency.	75	.229	.048*
6.	Develops agency budget.	75	.039	.738
7.	Develops proposals for new program activities.	73	-.018	.882
8.	Develops means of identifying community needs.	75	040	.733
9.	Translates identified needs into agency programs.	74	.072	.541
10.	Develops and implements plans to change agency practices to adapt to environmental changes.	75	.040	.731
11.	Encourages novel approaches to problem solving.	74	-.059	.698
12.	Convinces others of the value of his or her visions for the organization.	74	.079	.504
13.	Develops strategies to make an impact upon public policies.	74	.171	.145
14.	Serves in leadership roles outside the agency to further agency programs and policies.	74	.114	.332
15.	Maintains relations with bargaining groups in the organization.	73	-.148	.204
16.	Develops and implements a fund raising strategy for capital improvements.	74	-.082	.488
17.	Develops and implements appropriate strategies for crisis management.	74	.013	.910
18.	Uses appropriate leadership style demanded by differing situations.	74	.065	.554

Table 15--continued

Statement		n	r	P
19.	Communicates effectively to board, staff, members and outside groups.	74	.041	.729
20.	Develops newsletters, news releases and reports for distribution to selected publics.	74	.103	.381
21.	Motivates staff and volunteers to perform objectives of agency.	74	-.027	.821
22.	Provides technical assistance for the solution of problems.	74	.070	.556

* Significant at alpha = .10

There was no correlation between years as CEO at other affiliates and importance perception for any statement except statement 5. Therefore the data fail to reject the null hypothesis for all statements except this statement. The data reject the null hypotheses in favor of the alternative hypotheses for statement 5.

Number of Full-time Positions and Importance. It was hypothesized there was a relationship between perception of importance and the number of full time positions. The operational hypothesis is that the correlation coefficient for importance scores and the number of full-time positions at the affiliate is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

Table 16 provides the summary of the relationship between perception

of importance and the number of full-time positions.

Table 16

Correlation of Perception of Importance and Full Time
Positions: Pearson Product-Moment Correlation Coefficient

Statement	n	r	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	73	.122	.304
2. Develops organizational structures for the accomplishment of the mission of the agency.	72	-.089	.455
3. Recruits, selects and assigns senior personnel to appropriate positions.	73	.111	.350
4. Develops and or implements personnel management system for the agency.	73	.062	.605
5. Develops and or implements performance appraisal system for the agency.	73	-.229	.052*
6. Develops agency budget.	73	.042	.722
7. Develops proposals for new program activities.	71	-.014	.910

Table 16--continued

Statement	n	r	P
8. Develops means of identifying community needs.	73	-.210	.074*
9. Translates identified needs into agency programs.	72	.196	.099*
10. Develops and implements plans to change agency practices to adapt to environmental changes.	73	-.014	.909
11. Encourages novel approaches to problem solving.	72	.078	.515
12. Convinces others of the value of his or her visions for the organization.	72	.056	.643
13. Develops strategies to make an impact upon public policies.	72	.119	.321
14. Serves in leadership roles outside the agency to further agency programs and policies.	72	-.044	.715
15. Maintains relations with bargaining groups in the organization.	70	-.022	.858
16. Develops and implements a fund raising strategy for capital improvements.	71	.010	.936
17. Develops and implements appropriate strategies for crisis management.	72	.168	.159

Table 16--continued

Statement	n	r	P
18. Uses appropriate leadership style demanded by differing situations.	72	.097	.420
19. Communicates effectively to board, staff, members and outside groups.	72	.023	.847
20. Develops newsletters, news releases and reports for distribution to selected publics.	72	.030	.806
21. Motivates staff and volunteers to perform objectives of agency.	72	.094	.430
22. Provides technical assistance for the solution of problems.	72	.011	.925

* Significant at alpha = .10

There was no correlation between number of full time positions and importance perception for any statement except statements five, eight and nine. Therefore the data fail to reject the null hypothesis for all statements except these three. The data reject the null hypotheses in favor of the alternative hypotheses for statements five, eight and nine. A negative relationship was found between perception of importance and all three statements.

Total Budget and Importance. It was hypothesized there was a relationship between the perception of importance and the affiliate's total budget. The operational hypothesis is that the correlation coefficient for importance scores and the total budget is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

The summary of the relationship between perception of importance and total budget is reflected in Table 17.

There was no correlation between total budget and importance perception for any statement except statement 9. Therefore the data fail to reject the null hypothesis for all statements except this statement. The data reject the null hypotheses in favor of the alternative hypotheses for statement 9. There was a negative relationship between perception of importance and statement 9.

Table 17

Correlation of Perception of Importance and
Total Affiliate Budget: Pearson Product-Moment Correlation Coefficient

Statement	n	r	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	67	.065	.602
2. Develops organizational structures for the accomplishment of the mission of the agency.	66	-.026	.837
3. Recruits, selects and assigns senior personnel to appropriate positions.	67	-.044	.723
4. Develops and or implements personnel management system for the agency.	67	-.052	.673
5. Develops and or implements performance appraisal system for the agency.	67	-.154	.213
6. Develops agency budget.	67	.057	.643
7. Develops proposals for new program activities.	65	-.067	.593
8. Develops means of identifying community needs.	67	-.181	.143
9. Translates identified needs into agency programs.	66	-212	.087*

Table 17--continued

Statement	n	r	P
10. Develops and implements plans to change agency practices to adapt to environmental changes.	67	-.103	.405
11. Encourages novel approaches to problem solving.	67	-.090	.464
12. Convinces others of the value of his or her visions for the organization.	67	.054	.663
13. Develops strategies to make an impact upon public policies.	67	.089	.470
14. Serves in leadership roles outside the agency to further agency programs and policies.	67	.021	.860
15. Maintains relations with bargaining groups in the organization.	65	.094	.458
16. Develops and implements a fund raising strategy for capital improvements.	66	.043	.731
17. Develops and implements appropriate strategies for crisis management.	67	.149	.227
18. Uses appropriate leadership style demanded by differing situations.	67	.138	.272

Table 17--continued

Statement	n	r	P
19. Communicates effectively to board, staff, members and outside groups.	67	-.032	.796
20. Develops newsletters, news releases and reports for distribution to selected publics.	67	-.056	.714
21. Motivates staff and volunteers to perform objectives of agency.	67	.072	.564
22. Provides technical assistance for the solution of problems.	67	.053	.672

* Significant at alpha = .10

Affiliate Operations Budget and Importance.   It was hypothesized there was a relationship between the perception of importance and the affiliate operations budget. The operational hypothesis is that the correlation coefficient for importance scores and the amount of affiliate operations budget is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

The summary of the relationship between perception of importance and the amount of affiliate operations budget is shown in Table 18. As indicated by

Table 18, there was no correlation between agency operational budget and importance perception for any statement except statements two, five, eight, and nine. Therefore, the data fail to reject the null hypotheses for all other statements. The relationships for statement two, five, eight, and nine were negative, ie., as the amount of the operations budget increased, the perception of importance decreased.

Table 18

Correlation of Perception of Importance and Agency
Operational Budget: Pearson Product-Moment Correlation Coefficient

Statement		n	r	P
1.	Develops comprehensive plan for growth and perpetuation of the agency.	60	.008	.955
2.	Develops organizational structures for the accomplishment of the mission of the agency.	59	-.242	.064*
3.	Recruits, selects and assigns senior personnel to appropriate positions.	60	-.028	.832
4.	Develops and or implements personnel management system for the agency.	60	.000	.997

Table 18--continued

Statement		n	r	P
5.	Develops and or implements performance appraisal system for the agency.	60	-.222	.088*
6.	Develops agency budget.	60	.107	.416
7.	Develops proposals for new program activities.	59	-.029	.826
8.	Develops means of identifying community needs.	60	-.266	.039*
9.	Translates identified needs into agency programs.	59	-.245	.061*
10.	Develops and implements plans to change agency practices to adapt to environmental changes.	60	-.123	.350
11.	Encourages novel approaches to problem solving.	60	.118	.369
12.	Convinces others of the value of his or her visions for the organization.	60	.031	.712
13.	Develops strategies to make an impact upon public policies.	60	.150	.253
14.	Serves in leadership roles outside the agency to further agency programs and policies.	60	-.121	.358

Table 18--continued

Statement		n	r	P
15.	Maintains relations with bargaining groups in the organization.	58	-.015	.910
16.	Develops and implements a fund raising strategy for capital improvements.	59	.024	.857
17.	Develops and implements appropriate strategies for crisis management.	60	.094	.477
18.	Uses appropriate leadership style demanded by differing situations.	60	.081	.535
19.	Communicates effectively to board, staff, members and outside groups.	60	-.193	.140
20.	Develops newsletters, news releases and reports for distribution to selected publics.	60	-.016	.905
21.	Motivates staff and volunteers to perform objectives of agency.	60	.013	.924
22.	Provides technical assistance for the solution of problems.	60	.049	.711

*Significant at alpha = .10

United Way Allocation and Importance. It was hypothesized there was

a relationship between the perception of importance and the United Way

allocation. The operational hypothesis is that the correlation coefficient for importance scores and the United Way allocation to the affiliate is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

The summary of the relationship between perception of importance and the United Way allocation to affiliates is reflected in Appendix L. There was no correlation between United Way allocation and importance perception for any statement. Therefore the data fail to reject the null hypothesis for all statements.

Demographics and Importance: Analyses of Variance

An Analysis of Variance (ANOVA) was used to test the null hypothesis about several means when there were more than two levels of the independent parameter.

Independent parameters meeting this criteria were age, education, health status and region. Age had six levels, education, health status and regions had four, five, and four, respectively.

The ANOVA techniques were used to test the null hypothesis (all means are equal) against the alternative hypothesis (at least one value is different) with the alpha level set at .10. The null hypothesis was rejected if the data show that one or more of the means are significantly different from the other.

This decision was made based on the yield of the F-test statistic. When the calculated F is equal to or greater than the F distribution, the null hypothesis will be rejected. When the calculated F was found to be significant, data was shown in a table and a Bonferroni test of multiple comparison was used to make pairwise comparisons between means. When the critical value of the Bonferroni t was significant, the results were shown in a table in the text. All of the data are shown in Appendix L.

Age and Importance. It was hypothesized there was a relationship between the perception of importance and the six levels of age of CEOs. The operational hypothesis is that the difference between the mean importance for the six levels of age is not equal to zero for each competency statement. A one-way analysis of variance was used to test the null hypothesis.

The summary of the relationship between perception of importance and age is shown in Table 19. There were no differences in perception of importance between the six levels of age for all statements except statements 13 and 16. Table 19 shows the F values for statements 13 and 16 were statistically different. Both statements were significant at the .05 level. Therefore, the data reject the null hypotheses in favor of the alternative hypotheses for these two statements. The data failed to reject the null hypotheses for all other statements.

Tables 20 and 21 show the pairwise comparisons and the comparisons

that are significant at the .10 alpha level for statements 13 and 16 respectively.

As indicated by Table 20, the groups that were significantly different were the

more than 65 group and the 25-35 group. The mean response for the former

was four. The mean response for the latter was three. Table 20 also shows

there was a significant difference between the 46-55 group and the 25-35 group.

The mean for the former was 3.80 and the mean for the latter was 3.00.

Table 19

Statements With Perception of Importance Related to
Age: ANOVA

Statement	Source	df	SS	Mean square	F Values	PR > F
13. Develops strategies to make an impact	Between	4	2.789	.697	2.82	.031*
on public policy decisions.	Within	69	17.062	.277		
	Total	73	19.851			
16. Develops and implements fund	Between	4	11.431	2.85	2.50	.050*
raising strategies capital improve-	Within	68	77.883	1.14		
ments	Total	72	89.315			

* Significant at alpha = .05

Table 20

Bonferroni Test of Multiple Comparison for Age and Statement 13
at .10 Alpha Level
df=69
Critical Value of $\underline{t}$ = 2.649

Age Comparisons	Simultaneous lower confidence limits	Difference between means	Simultaneous upper confidence limits
More than 65 - 46-55	-0.515	0.192	0.899
More than 65 - 36-45	-0.383	0.321	1.025
More than 65 - 56-65	-0.344	0.417	1.177
More than 65 - 25-35	0.069	1.000	1.931**
46-55 - 36-45	-0.230	0.129	0.489
46-55 - 56-65	-0.236	0.224	0.684
46-55 - 25-35	0.100	0.808	1.515**
36-45 - 56-65	-0.360	0.095	0.549
36-45 - 25-35	-0.026	0.679	1.382
56-65 - 25-35	-0.177	0.583	1.343

** Significant at alpha = .10

Table 21

Bonferroni Test of Multiple Comparison for Age and Statement 16
at .10 Alpha Level
df=68
Critical Value of t = 2.650

Age comparisons	Simultaneous lower confidence limits	Difference between means	Simultaneous upper confidence limits
More than 65 - 46-55	-2.687	-1.160	0.367
More than 65 - 36-45	-3.087	-1.571	-0.055**
More than 65 - 56-65	-2.554	-0.917	0.721
More than 65 - 25-35	-2.756	-0.750	1.256
46-55 - 36-45	-1.192	-0.411	0.369
46-55 - 56-65	-0.753	0.243	1.239
46-55 - 25-35	-1.117	0.410	1.937
36-45 - 56-65	-0.369	0.411	1.192
35-45 - 25-35	-0.695	0.821	2.337
56-65 - 25-35	-1.471	0.167	1.804

** Significant at alpha = .10

Table 21 shows there is a significant difference between the means of the more than 65 group as compared with the 36 to 45 group. The difference between the means is a negative number suggesting that the mean of the more than 65 group was lower than the mean of the 36 to 45 group. In fact the mean for the former was 2.00 and the mean for the latter was 3.57.

Education and Importance. It was hypothesized there was a relationship between the perception of importance and four levels of education of the CEOs. The operational hypothesis is that the difference between the mean importance for the four levels of education is not equal to zero for each competency statement. A one-way analysis of variance was used to test the null hypothesis.

The summary of the relationship between perception of importance and education is shown in Table 22.

There was no difference in perception of importance between the groups representing the four levels of education for all statements except statements 3 and 14. Table 22 shows the F values for statements 3 and 14 were statistically significant for at least two groups. Therefore, the data reject the null hypotheses in favor of the alternative hypotheses for these two statements. The data failed to reject the null hypotheses for all other statements.

Tables 23 and 24 show the pairwise comparisons for statements 3 and 14 respectively. The difference between the means of the several comparisons in Table 23 and Table 24 were not found to be significant at the .10 alpha level. An examination of the column labeled "Difference between the means" provides the difference between the means when the respective means are compared. Bachelors compared to others and Doctorate compared to others showed a difference of .5.

Table 22

Statements With Perception of Importance Related to
Education: ANOVA

Statement	Source	df	SS	Mean square	F Values	PR > F
3. Recruits, selects and assigns senior personnel to appropriate positions.	Between	3	0.85	.28	2.26	.088*
	Within	72	9.09	.13		
	Total	75	9.93			
14. Serves in leadership roles outside agency to further agency programs and policies.	Between	3	0.90	.30	2.31	.083*
	Within	71	9.18	.13		
	Total	74	10.08			

* Significant at alpha = .10

Table 23

Bonferroni test of Multiple Comparison for Education and Statement 3
at .10 Alpha Level
df=72
Critical Value of t = 2.451

Age comparisons	Simultaneous lower confidence limits	Difference between means	Simultaneous upper confidence limits
Bachelors - Doctorate	-0.39899	0.00000	0.39899
Bachelors - Masters	-0.04532	0.17778	0.40087
Bachelors - Others	-0.14164	0.50000	1.14164
Doctorate - Masters	-0.20050	0.17778	0.55605
Doctorate - Others	-0.21065	0.50000	1.21065
Masters - Others	-.030675	0.32222	0.95119

Table 24

Bonferroni test of Multiple Comparison for Education and Statement 14
at .10 Alpha Level
df=71
Critical Value of t = 2.452

Education comparisons	Simultaneous lower confidence limits	Difference between means	Simultaneous upper confidence limits
Doctorate - Bachelors	-0.361	0.043	0.448
Doctorate - Masters	-0.157	0.228	0.611
Doctorate - Others	-0.220	0.500	1.220
Bachelors - Masters	-0.043	0.184	0.411
Bachelors - Others	-0.194	0.457	1.107
Masters - Others	-0.365	0.273	0.910

Health Status and Importance. It was hypothesized there was a relation-ship between the perception of importance and perception of own health status by the respective CEOs. The operational hypothesis is that the difference between the mean importance for the five levels of health status is not equal to zero for each competency statement. A one-way analysis of variance was used to test the null hypothesis.

There were no differences in perception of importance between the groups composing the five levels of health on any statement. The data fail to reject the null hypotheses for all statements.

Region and Importance. It was hypothesized there was a relationship between the perception of importance and the region in which the respective CEOs were located. The operational hypothesis is that the difference between the mean importance for the four levels of region is not equal to zero for each competency statement. A one-way analysis of variance was used to test the null hypothesis.

There were no differences in perception of importance between the groups composing the five levels of health on any statement. The data fail to reject the null hypothesis for all statements.

Demographics and Importance: Student t-test

When the independent parameter had two levels, the t-test was used to test the null hypothesis (the two means are equal) against the alternative hypothesis (the two means are not equal) with the alpha level set at .10.

The independent parameters that met this criterion were gender, first assignment, prior Urban League experience, non-Urban League Chief Executive Officer or Chief Operating Officer experience, current student status and size of affiliate. The null hypothesis was rejected if the data showed that one mean is significantly different from another. This decision was made based on the yield of the t-test statistic. When the calculated t is equal to or greater than the t distribution, the null hypothesis was rejected. An F test was used to test the

null hypothesis there was no difference in variance with the probability set at .20. A corrected probability for unequal variance was used if the null hypothesis was rejected. When the null hypothesis was rejected the data is shown in the text. All the t-test data are shown in Appendix L.

Gender and Importance. It was hypothesized there was a relationship between the perception of importance and gender. The operational hypothesis is that the difference between the mean scores of males and females is not equal to zero for each statement. A Student t-test was used to test the null hypotheses.

There was no difference in perception of importance between males and females on all statements except statements 15 and 19. Table 25 provides a summary for these statements.

The data reject the null hypothesis in favor of the alternative hypothesis for statements 15 and 19. The data fail to reject the null hypothesis for all other statements on this independent parameter.

Table 25

Statements With Perception of Importance Related to
Gender: t-Test

Statement	Gender	n	Mean	SD	t Value	df	PR>|t|
15. Maintains relations with bargaining	Female	17	2.70	1.10	1.83	71	.09
groups in the organization.	Male	56	2.12	1.27			
19. Communicates effectively to	Female	17	4.00	0.00	0.205	7	.04*
board, staff, members and outside groups	Male	58	3.93	0.26			

Note: A F test was used to test the null hypothesis there was no difference in variance with the probability set at .20. A corrected probability for unequal variance was used if the null hypothesis was rejected.

* Indicates correction for unequal.

First Assignment and Importance. It was hypothesized there was a relationship between the perception of importance and first assignment. The operational hypothesis is that the difference between the mean scores of those on first assignment and those not on first assignment is not equal to zero for each statement. A Student t-test was used to test the null hypotheses.

As seen in Table 26, the t test statistics revealed there was no difference in perception of importance between those on first assignment and those not on first assignment for all statements except statements 5 and 13. Table 26

provides a summary for these statements.

Table 26

Statements With Perceptions of Importance Related to
First Assignment: t-Test

Statement	Assignment	n	Mean	SD	t Value	df	PR >|t|
5. Develops and or implements perfor-	No	22	3.86	.351	2.217	53.7	.030*
mance appraisal system for agency.	Yes	53	3.64	.484			
13. Develops stra- tegies to make an	No	22	3.86	.351	2.28	61.7	.025*
impact upon public policy decisions.	Yes	52	3.61	.565			

Note: A F test was used to test the null hypothesis there was no difference in variance with the probability set at .20. A corrected probability for unequal variance was used if the null hypothesis was rejected.

* Indicates correction for unequal.

The data reject the null hypothesis in favor of the alternative hypothesis for statements 5 and 13. The data fail to reject the null hypothesis for all other statements on this independent parameter.

Prior Urban League Experience and Importance. It was hypothesized there was a relationship between the perception of importance and Urban

League experience prior to becoming a CEO. The operational hypothesis is that the difference between the mean scores of those with prior Urban League experience and those without prior Urban League experience is not equal to zero for each statement. A Student t-test is used to test the null hypothesis.

There was no difference in perception of importance between those with prior Urban League experience and those without prior Urban League experience for all statements except statements 5 and 21. Table 27 provides a summary for these statements.

Table 27

Statements With Perceptions of Importance Related to
Prior Urban League Experience: t-Test

Statement	Prior experience	n	Mean	SD	t Value	df	PR > |t|
5. Develops and or implements performance appraisal system for the agency.	No	29	3.58	0.50	-1.83	73	.070
	Yes	46	3.78	0.42			
21. Motivates staff and volunteers to perform objectives of agency.	No	29	4.00	0.00	2.46	44	.017*
	Yes	45	3.84	0.42			

Note: A F test was used to test the null hypothesis there was no difference in variance with the probability set at .20. A corrected probability for unequal variance was used if the null hypothesis was rejected.

* Indicates correction for unequal.

The data reject the null hypothesis in favor of the alternative hypothesis for statements 5 and 21. The data fail to reject the null hypothesis for all other statements on this independent parameter.

Non-Urban League Executive Experience and Importance. It was hypothesized there was a relationship between the perception of importance and non-Urban League executive experience. The operational hypothesis is that the difference between the mean scores of executives with non-Urban League CEO/COO experience and those without non-Urban League CEO/COO experience is not equal to zero for each competency statement. The Student t-test was used to test the null hypothesis.

The t test statistic revealed there was no difference in perception of importance between persons with non-Urban League CEO/COO experience and those without for all statements except statement 16. Table 28 provides the data from that calculation.

The data reject the null hypothesis in favor of the alternative hypothesis for statement 16. The data fail to reject the null hypothesis for all other statements on this independent parameter.

Table 28

Statements With Perceptions of Importance Related to
Non-Urban League Executive Experience: t-Test

Statement	Other executive experience	n	Mean	SD	t Value	df	PR >|t|
16. Develops and implements a fund	No	19	3.16	1.119	-1.86	27.8	.072*
raising strategy for capital improvement.	Yes	17	3.71	0.587			

Note: A F test was used to test the null hypothesis there was no difference in variance with the probability set at .20. A corrected probability for unequal variance was used if the null hypothesis was rejected.

* Indicates correction for unequal.

Student Status and Importance. It was hypothesized there was a relationship between the perception of importance and student status. The operational hypothesis is that the difference between the mean scores of those who are currently students and those who are not currently students is not equal to zero for each statement. The Student t-test was used to test the null hypothesis.

There was no difference in perception of importance between those who are currently students and those who were not students for all statements except statement 4. Table 29 provides the results of the calculation of the statistic for this statement.

The data reject the null hypothesis in favor of the alternative hypothesis for statement 4. The data fail to reject the null hypothesis for all other statements on this independent parameter.

Table 29

Statements With Perceptions of Importance Related to
Current Student Status: t-Test

Statement	Student status	n	Mean	SD	t Value	df	PR > |t|
4. Developments and or implements personnel management system for the agency.	No	63	3.69	.462	-2.14	23.4	.042*
	Yes	12	3.91	.288			

Note: A F test was used to test the null hypothesis there was no difference in variance with the probability set at .20. A corrected probability for unequal variance was used if the null hypothesis was rejected.

* Indicates correction for unequal.

Size and Importance. It was hypothesized there was a relationship between the perception of importance and size as measured by the United Way allocation. The operational hypothesis is that the difference between the mean scores of executives from large affiliates and those from small affiliates is not equal to zero for each statement. The Student t-test was used to test the null hypothesis.

There was no difference in perception of importance between executives from large and small affiliates for all statements except statements 1 and 21. Table 30 provides the results of the calculation for this statement.

The data reject the null hypothesis in favor of the alternative hypothesis for statements 1 and 21. The data fail to reject the null hypothesis for all other statements on this independent parameter.

Table 30

Statements With Perceptions of Importance Related to
Size: t-Test

Statement	Size	n	Mean	SD	t Value	df	PR > |t|
1. Develops comprehensive plan for	Large	35	3.97	0.17	1.71	48.7	.091
the growth and perpetuation of the organization	Small	35	3.85	0.36			
21. Motivates staff and volunteers	Large	35	3.97	0.17	1.74	43.3	.087
to perform objectives of agency	Small	35	3.82	0.45			

Note: A F test was used to test the null hypothesis there was no difference in variance with the probability set at .20. A corrected probability for unequal variance was used if the null hypothesis was rejected.

* Indicates correction for unequal.

The Consensus Process

As mentioned earlier, three sets of data were gathered for this research. The statements, number of respondents, the number responding three or four, and the proportion responding three or four for the second round are provided in Table 31. Table 31 also contains the z scores and P values for round two. The data in Table 31 is similar to that in Table 5, except that Table 5 represents the perception for round one, and Table 31 represents the perception for round two.

The operational hypothesis is that a proportion greater than .5 of local CEOs will assign an importance score of 3 or greater to each competency statement. All competency statements were perceived to be important in round two, except statement 15. The data in Table 31 require that the null hypothesis be rejected for all competency statements except statement 15, in favor of the alternative hypothesis.

Table 32 provides the statements sorted by mean importance scores. Table 33 provides the data from this round sorted (from low to high) by standard deviation.

A visual comparison of Tables 32 and 33 suggests there is a correlation in the rankings of the two tables. This is confirmed by a calculation of the Pearson product-moment correlation coefficient for the rankings of mean scores and standard deviation of scores. The correlation coefficient is .86. Although

this is a strong relationship, it is slightly less than the correlation coefficient for

round one.

Table 31

Round Two Importance Scores
Number, Number and Percent Indicating 3 or 4, and z Scores

Statement	n	Number respond 3 or 4	Percent respond 3 or 4	z	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	63	63	100	7.94	.00*
2. Develops organizational structures for the accomplishment of the mission of the agency.	63	63	100	7.69	.00*
3. Recruits, selects and assigns senior personnel to appropriate positions.	63	62	98	7.69	.00*
4. Develops and or implements personnel management system for the agency.	63	63	100	7.94	.00*
5. Develops and or implements performance appraisal system for the agency.	63	63	100	7.94	.00*
6. Develops agency budget.	63	63	100	7.94	.00*
7. Develops proposals for new program activities.	63	62	99	7.69	.00*
8. Develops means of identifying community needs.	63	63	100	7.94	.00*
9. Translates identified needs into agency programs.	63	63	100	7.94	.00*
10. Develops and implements plans to change agency practices to adapt to environmental changes.	63	60	95	7.18	.00*

Table 31--continued

Statement	n	Number respond 3 or 4	Percent respond 3 or 4	z	P
11. Encourages novel approaches to problem solving.	63	61	97	7.43	.00*
12. Convinces others of the value of his or her visions for the organization.	63	61	97	7.43	.00*
13. Develops strategies to make an impact upon public policies	63	63	100	7.94	.00*
14. Serves in leadership roles outside the agency to further agency programs and policies.	63	63	100	7.94	.00*
15. Maintains relations with bargaining groups in the organization.	63	20	32	-2.65	.45
16. Develops fund raising strategy for capital improvements.	63	51	81	4.91	.00*
17. Develops and implements appropriate strategies for crisis management.	63	60	95	7.18	.00*
18. Uses appropriate leadership style demanded by differing situations.	63	63	100	7.18	.00*
19. Communicates effectively to board, staff, members and outside groups.	63	63	100	7.94	.00*
20. Develops newsletters, news releases and reports for distribution to selected publics.	63	57	90	6.43	.00*
21. Motivates staff and volunteers to perform objectives of agency.	63	62	98	7.69	.00*
22. Provides technical assistance for the solution of problems.	63	61	97	7.43	.00*

* Significant at alpha = .10

Table 32

Round Two Competency Statements
Ranked According to Mean Importance

Numbered Statement	Rank	Mean	SD
6. Develops agency budget.	1	4.00	0.00
19. Communicates effectively to board, staff, members and outside groups.	2	3.97	0.18
21. Motivates staff and volunteers to perform objectives of agency.	3	3.94	0.30
1. Develops comprehensive plan for growth and perpetuation of the agency.	4.5	3.92	0.27
3. Recruits, selects and assigns senior personnel to appropriate positions.	4.5	3.92	0.33
2. Develops organizational structures for the accomplishment of the mission of the agency.	6	3.89	0.36
9. Translates identified needs into agency programs.	7.5	3.87	0.34
12. Convinces others of the value of his or her visions for the organization.	7.5	3.87	0.42
4. Develops and or implements personnel management system for the agency.	9.5	3.86	0.35
14. Serves in leadership roles outside the agency to further agency programs and policies.	9.5	3.86	0.35
5. Develops and or implements performance appraisal system for the agency.	11	3.84	0.37

Table 32--continued

Statement	Rank	Mean	SD
13. Develops strategies to make an impact upon public policies.	12.5	3.83	0.38
18. Uses appropriate leadership style demanded by differing situations.	12.5	3.83	0.38
7. Develops proposals for new program activities.	14	3.78	0.52
8. Develops means of identifying community needs.	15	3.76	0.43
22. Provides technical assistance for the solution of problems.	16	3.70	0.59
10. Develops and implements plans to change agency practices to adapt to environmental changes.	17	3.68	0.62
11. Encourages novel approaches to problem solving.	18	3.62	0.55
17. Develops and implements appropriate strategies for crisis management.	19	3.60	0.58
16. Develops and implements a fund raising strategy for capital improvements.	20	3.40	1.01
20. Develops newsletters, news releases and reports for distribution to selected publics.	21	3.37	0.66
15. Maintains relations with bargaining groups in the organization.	22	1.90	1.21

Table 33

Round Two
Statements by Standard Deviations
(Low to High)

Statement	Mean	SD
6. Develops agency budget.	4.00	0.22
19. Communicates effectively to Boards, staff, members and outside groups.	3.97	0.23
1. Develops comprehensive plan for growth and perpetuation of the agency.	3.92	0.27
21. Motivates staff and volunteers to perform objectives of agency.	3.94	0.34
3. Recruits, selects and assigns senior personnel to appropriate positions.	3.92	0.36
14. Serves in leadership roles outside the agency to further agency programs and policies.	3.86	0.37
2. Develops organizational structures for the accomplishment of the mission of the agency.	3.89	0.38
4. Develops and or implements personnel management system for the agency.	3.86	0.44

Table 33--continued

Statement	Mean	SD
12. Convinces others of the value of his or her visions for the organization.	3.87	0.45
5. Develops and or implements performance appraisal system for the agency.	3.84	0.46
9. Translates identified needs into agency programs.	3.87	0.49
8. Develops means of identifying community needs.	3.76	0.50
13. Develops strategies to make an impact upon public policies.	3.83	0.52
18. Uses appropriate leadership style demanded by differing situations.	3.83	0.55
7. Develops proposals for new program activities.	3.78	0.57
11. Encourages novel approaches to problem solving.	3.62	0.62
22. Provides technical assistance for the solution of problems.	3.70	0.62
20. Develops newsletters, news releases and reports for distribution to selected publics.	3.37	0.69
10. Develops and implements plans to change agency practices to adapt to environmental changes.	3.68	0.74

Table 33--continued

Statement	Mean	SD
17. Develops and implements appropriate strategies for crisis management.	3.60	0.78
16. Develops and implements a fund raising strategy for capital improvements.	3.40	1.11
15. Maintains relations with bargaining groups in the organization.	1.90	1.25
Mean Standard Deviation------------>		.464

Table 34 enables a visual comparison for the mean response and the standard deviation of responses for rounds one and two. It can also be observed that the mean standard deviation for round one was .544 and the mean standard deviation for round two is .464 suggesting that the consensus process is working.

Table 34

A Comparison of Round One and Round Two
by Means and Standard Deviations

Statement	Round			
	1 mean	2 mean	1 SD	2 SD
1. Develops comprehensive plan for growth and perpetuation of the agency.	3.92	3.92	0.27	0.27
2. Develops organizational structures for the accomplishment of the mission of the agency.	3.87	3.89	0.38	0.36
3. Recruits, selects and assigns senior personnel to appropriate positions.	3.88	3.92	0.36	0.33
4. Develops and or implements personnel management system for the agency.	3.74	3.86	0.44	0.35
5. Develops and or implements performance appraisal system for the agency.	3.70	3.84	0.46	0.37
6. Develops agency budget.	3.95	4.00	0.22	0.00
7. Develops proposals for new program activities.	3.69	3.78	0.57	0.52
8. Develops means of identifying community needs.	3.67	3.76	0.50	0.43
9. Translates identified needs into agency programs.	3.71	3.87	0.49	0.34
10. Develops and implements plans to change agency practices to adapt to environmental changes.	3.43	3.68	0.74	0.62
11. Encourages novel approaches to problem solving.	3.47	3.62	0.62	0.55

Table 34—continued

Statement	Round			
	1 mean	2 mean	1 SD	2 SD
12. Convinces others of the value of his or her visions for the organization.	3.83	3.87	0.45	0.42
13. Develops strategies to make an impact upon public policies.	3.69	3.83	0.52	0.38
14. Serves in leadership roles outside the agency to further agency programs and policies.	3.84	3.86	0.37	0.35
15. Maintains relations with bargaining groups in the organization.	2.26	1.90	1.25	1.21
16. Develops and implements a fund raising strategy for capital improvements.	3.20	3.40	1.11	1.01
17. Develops and implements appropriate strategies for crisis management.	3.36	3.60	0.78	0.58
18. Uses appropriate leadership style demanded by differing situations.	3.68	3.83	0.55	0.38
19. Communicates effectively to board, staff, members and outside groups.	3.95	3.97	0.23	0.18
20. Develops newsletters, news releases and reports for distribution to selected publics.	3.35	3.37	0.69	0.66
21. Motivates staff and volunteers to perform objectives of agency.	3.91	3.94	0.34	0.30
22. Provides technical assistance for the solution of problems.	3.52	3.70	0.62	0.59
Mean standard deviations ------>			0.544	0.464

The number of third round respondents, the number responding three or four, and the proportion responding three or four are provided in Table 35. Table 35 also contain the z scores and P values for round three.

Again, as in the analysis for round two, all competency statements were found to be perceived as important, except statement 15. The data in Table 35 require that the null hypothesis be rejected for all competency statements except statement 15 in favor of the alternative hypothesis.

Table 35

Round Three Importance Scores
Number, Number and Percent Indicating 3 or 4, and z Scores

Statement		n	Number respond 3 or 4	Percent respond 3 or 4	z	P
1.	Develops comprehensive plan for growth and perpetuation of the agency.	43	43	100	6.56	.00*
2.	Develops organizational structures for the accomplishment of the mission of the agency.	43	43	100	6.56	.00*
3.	Recruits, selects and assigns senior personnel to appropriate positions.	43	43	100	6.56	.00*
4.	Develops and or implements personnel management system for the agency.	43	42	98	6.25	.00*

Table 35--continued

Statement	n	Number responding 3 or 4	Percent responding 3 or 4	z	P
5. Develops and or implements performance appraisal system for the agency.	43	43	100	6.56	.00*
6. Develops agency budget.	43	43	100	6.56	.00*
7. Develops proposals for new program activities.	43	62	99	6.56	.00*
8. Develops means of identifying community needs.	43	43	100	6.56	.00*
9. Translates identified needs into agency programs.	43	43	100	6.56	.00*
10. Develops and implements plans to change agency practices to adapt to environmental changes.	43	60	95	6.56	.00*
11. Encourages novel approaches to problem solving.	43	42	98	6.25	.00*
12. Convinces others of the value of his or her visions for the organization.	43	42	98	6.25	.00*
13. Develops strategies to make an impact upon public policies	43	43	100	6.56	.00*
14. Serves in leadership roles outside the agency to further agency programs and policies.	43	42	98	6.25	.00*
15. Maintains relations with bargaining groups in the organization.	43	13	30	-2.59	.42
16. Develops fund raising strategy for capital improvements.	43	35	81	4.12	.00*
17. Develops and implements appropriate strategies for crisis management.	43	40	93	5.64	.00*

Table 35--continued

Statement	n	Number responding 3 or 4	Percent responding 3 or 4	z	P
18. Uses appropriate leadership style demanded by differing situations.	43	42	98	6.25	.00*
19. Communicates effectively to board, staff, members and outside groups.	43	43	100	6.56	.00*
20. Develops newsletters, news releases and reports for distribution to selected publics.	43	40	93	5.64	.00*
21. Motivates staff and volunteers to perform objectives of agency.	43	43	100	6.56	.00*
22. Provides technical assistance for the solution of problems.	43	42	98	6.25	.00*
23. Develops strategy for selection of board members who can aid the agency in meeting its goals.	42	42	100	6.56	.00*

* Significant at alpha = .10

Table 36 provides the competency statements ranked by mean score. Table 37 provides the competency statement number, the mean score and the standard deviation sorted by standard deviation (low to high). The Pearson product-moment correlation coefficient for the mean importance score and standard deviation for round three is .81. This correlation coefficient is slightly lower than the correlation coefficient for round two and slightly less than the correlation coefficient for round one.

Table 36

Round Three
Competency Statements
Ranked According to Mean Importance

Rank	Statement number	Mean	Statement
1	3	4.00	Recruits, selects and assigns senior personnel to appropriate positions.
1	6	4.00	Develops agency budget.
1	23	4.00	Develops strategies for the selection of Board members who can aid agency to meet its goals.
1	19	4.00	Communicates effectively to board, staff, members and outside groups.
4.5	1	3.98	Develops comprehensive plan for the growth and perpetuation of the organization.
4.5	21	3.98	Motivates staff and volunteers to perform objectives of agency.
7	2	3.95	Develops organizational structures for the accomplishment of the mission of the agency.
9	5	3.91	Develops and/or implements performance appraisal system for the agency.
9	9	3.91	Translates identified needs into agency programs.
9	13	3.91	Develops strategies to make an impact upon public policies.
11	4	3.88	Develops and/or implements personnel management system for the agency.
12.5*	10	3.86	Develops and implements plans to change agency practices to adapt to environmental changes.
12.5*	12	3.86	Convinces others of the value of his or her visions for the organization.

Table 36--continued

Rank	Statement number	Mean	Statement
14.5*	14	3.84	Serves in leadership roles outside the agency to further agency programs and policies.
14.5*	7	3.84	Develops proposals for new program activities.
16	22	3.79	Provides technical assistance for the solution of problems.
17	18	3.77	Develops and implements appropriate strategies for crisis management.
18	8	3.72	Develops means of identifying community needs.
19	11	3.70	Encourages novel approaches to problem solving.
20	17	3.60	Develops and implements appropriate strategies for crisis management.
21	20	3.58	Develops newsletters, news releases and reports for distribution to selected publics.
22	16	3.40	Develops and implements a fund raising strategy for capital improvement.
23	15	1.86	Maintains relations with bargaining groups in the organization.

Table 37

Round Three Means and
Standard Deviations Sorted by Standard Deviations
(Low to High)

Statements	Mean	SD
3. Recruits, selects and assigns senior personnel to appropriate positions.	4.00	0.00
6. Develops agency budget.	4.00	0.00
23. Develops strategy for selection of board members who can aid the agency in meeting its goals.	4.00	0.00
19. Communicates effectively to board, staff, members and outside groups.	4.00	0.00
1. Develops comprehensive plan for growth and perpetuation of the agency.	3.98	0.15
21. Motivates staff and volunteers to perform objectives of agency.	3.98	0.15
2. Develops organizational structures for the accomplishment of the mission of the agency.	3.95	0.21
5. Develops and or implements performance appraisal system for the agency.	3.91	0.29
9. Translates identified needs into agency programs.	3.91	0.29
13. Develops strategies to make an impact upon public policies.	3.91	0.29

Table 37--continued

Statements	Mean	SD
10. Develops and implements plans to change agency practices to adapt to environmental changes.	3.86	0.35
7. Develops proposals for new program activities.	3.84	0.37
4. Develops and or implements personnel management system for the agency.	3.88	0.39
12. Convinces others of the value of his or her visions for the organization.	3.86	0.41
8. Develops means of identifying community needs.	3.72	0.45
11. Encourages novel approaches to problem solving.	3.70	0.51
14. Serves in leadership roles outside the agency to further agency programs and policies.	3.84	0.53
22. Provides technical assistance for the solution of problems.	3.79	0.56
18. Uses appropriate leadership style demanded by differing situations.	3.77	0.57
20. Develops newsletters, news releases and reports for distribution to selected publics.	3.58	0.63

Table 37--continued

Statements	Mean	SD
17. Develops and implements appropriate strategies for crisis management.	3.60	0.76
16. Develops and implements a fund raising strategy for capital improvements.	3.40	1.00
15. Maintains relations with bargaining groups in the organization.	1.86	1.23

Table 38 provides a comparison of mean scores and standard deviation scores for rounds one, two and three.

As indicated by Table 38, the mean standard deviation score for round three is .415, suggesting a greater degree of agreement for round three than was found in round two.

Table 38

A Comparison of Mean Scores and
Standard Deviations for Rounds One, Two and Three

Statement	M 1	M 2	M 3	SD 1	SD 2	SD 3
1. Develops comprehensive plan for growth and perpetuation of the agency.	3.92	3.92	3.98	0.27	0.27	0.15
2. Develops organizational structures for the accomplishment of the mission of the agency.	3.87	3.89	3.95	0.38	0.36	0.21
3. Recruits, selects and assigns senior personnel to appropriate positions.	3.88	3.92	4.00	0.36	0.33	0.00
4. Develops and or implements personnel management system for the agency.	3.74	3.86	3.88	0.44	0.35	0.39
5. Develops and or implements performance appraisal system for the agency.	3.70	3.84	3.91	0.46	0.37	0.29
6. Develops agency budget.	3.95	4.00	4.00	0.22	0.00	0.00
7. Develops proposals for new program activities.	3.69	3.78	3.84	0.57	0.52	0.37
8. Develops means of identifying community needs.	3.67	3.76	3.72	0.50	0.43	0.45
9. Translates identified needs into agency programs.	3.71	3.87	3.91	0.49	0.34	0.29
10. Develops and implements plans to change agency practices to adapt to environmental changes.	3.43	3.68	3.86	0.74	0.62	0.35
11. Encourages novel approaches to problem solving.	3.47	3.62	3.70	0.62	0.55	0.51

Table 38—continued

Statement	M 1	M 2	M 3	SD 1	SD 2	SD 3
12. Convinces others of the value of his or her visions for the organization.	3.83	3.87	3.86	0.45	0.42	0.41
13. Develops strategies to make an impact upon public policies.	3.69	3.83	3.91	0.52	0.38	0.29
14. Serves in leadership roles outside the agency to further agency programs and policies.	3.84	3.86	3.84	0.37	0.35	0.53
15. Maintains relations with bargaining groups in the organization.	2.26	1.90	1.86	1.25	1.21	1.23
16. Develops and implements a fund raising strategy for capital improvements.	3.20	3.40	3.40	1.11	1.01	1.00
17. Develops and implements appropriate strategies for crisis management.	3.36	3.60	3.60	0.78	0.58	0.76
18. Uses appropriate leadership style demanded by differing situations.	3.68	3.83	3.77	0.55	0.38	0.57
19. Communicates effectively to board, staff, members and outside groups.	3.95	3.97	4.00	0.23	0.18	0.00
20. Develops newsletters, news releases and reports for distribution to selected publics.	3.35	3.37	3.58	0.69	0.66	0.63
21. Motivates staff and volunteers to perform objectives of agency.	3.91	3.94	3.98	0.34	0.30	0.15
22. Provides technical assistance for the solution of problems.	3.52	3.70	3.79	0.62	0.59	0.56

Table 38--continued

Statement	$\underline{M}$ 1	$\underline{M}$ 2	$\underline{\bar{M}}$ 3	$\underline{SD}$ 1	$\underline{SD}$ 2	$\underline{SD}$ 3
23. Develops strategy for selection of board members who can aid the agency in meeting goals.	N/A	N/A	4.00	N/A	N/A	0.00

	Round 1	Round 2	Round 3
Mean Standard Deviations	0.544	0.464	0.415

It was hypothesized there would be an increase in the amount of agreement in each successive round. The three operational hypotheses were that: (a) the median difference between round one and round two for each item is greater than zero; (b) the median difference between round two and round three for each item is greater than zero; (c) the median difference between round one and round three for each item greater than zero. A Sign test was used to test the null hypotheses.

Table 39 provides the results of the test conducted to test the final hypotheses. As indicated by Table 39, the data reject the three null hypotheses in favor of the alternative hypotheses.

The amount of agreement increased from round one to round three. As found by Weaver (1971), the greatest amount of difference occurred between rounds one and two. However, it can be observed that all differences were significant at .10 alpha level.

This chapter has been organized around the nine conceptual hypotheses. Appendix L contains analyses by statement for items not reported in this chapter.

Table 39

Round Comparisons: Sign Test

Round Comparisons	n	Differences			P
		Number positive	Number zero	Number negative	
1 & 2	22	21	1	0	.000
2 & 3	22	14	1	7	.094
1 & 3	22	20	0	2	.0001

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS AND SUMMARY

Introduction

The purpose of this chapter is to present conclusions drawn from the findings, provide some recommendations, and summarize the study.

This study was to identify the specific competencies that are needed by the Chief Executive Officer (CEO) of a local affiliate of the National Urban League for effective leadership. Second, it sought to determine what relationship, if any, existed between the perception of importance of the competencies held by the respective CEOs and the level of responsibility exercised for competencies. Third, it sought to determine what relationship, if any, existed between the perception of importance of the competencies held by the respective CEOs and selected demographic parameters. Last, the study sought to ascertain if agreement could be increased by the use of the Delphi method.

Conclusions

The following conclusions are directly related to the hypotheses presented in Chapter II. Each hypothesis is discussed in terms of the literature review and

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findings of this study. This chapter is organized consistent with the presentation of data in Chapter IV.

What Competencies are Needed for Effective Leadership?

Some 22 competency statements were identified through a literature review, the personal experience of the researcher, and a panel of experts. An additional competency was provided by one of the participants in response to an invitation to add additional competency statements in round one. It was hypothesized that the competencies needed by CEOs are as identified by the panel of experts.

The study confirmed the importance of 21 of the 22 statements in round one. All statements were considered to be important except statement 15: "Maintains relations with bargaining groups in the organization." It should be observed that most of the local affiliates do not have bargaining groups. Shils and Whittier (1968) suggested that the CEO has a dual role: chief executive officer of the board and leader of the professional staff. The involvement of the CEO in direct negotiations result in conflict of these roles. CEOs were in agreement with this position and rejected this item in all three rounds.

Level of Responsibility Accepted and Importance Perception

It was hypothesized that a relationship between level of responsibility accepted for the competencies and the perception of importance existed.

The data analysis supported this hypothesis. The relationship between level of responsibility accepted for the competencies and the perception of importance was moderately strong with a correlation coefficient of .76. Yet the data would suggest that there are a number of functions that are performed by a person or persons other than the CEO that are recognized by the CEO to be important.

Demographics and Importance: Association

It was hypothesized a relationship between perception of importance and selected demographic parameters existed. The researcher first sought to determine if there was a relationship in terms of a correlation. A Pearson product-moment correlation coefficient was calculated for years at the current affiliate, years of Urban League experience prior to becoming a CEO, total length of service to the National Urban League, other affiliate experience as CEO, the number of full-time positions at the current affiliate, the total affiliate budget, the affiliate operations budget and the United Way Allocation.

Time in Current Position and Importance

It was hypothesized that differences in the perceived importance of selected competencies by local executives of the National Urban League based on the length of time in the current position existed.

The data analysis supported this hypothesis for statements 5, 12, 16, 19 and 22. Statements 5, 16 and 22 were significant at the .05 alpha level. Statements 5, 12 and 22 were positively correlated. As the length of time in the current position increased, the perception of importance also increased. Statement five was concerned with a performance appraisal system and statement 12 was concerned with the skill of the CEO to convince others of the value of his or her vision for the agency. Statement 22 was concerned with the provision of technical assistance for the solution of problems.

Statement 16 was concerned with fund raising strategies for capital improvements. Statement 19 was concerned with effective communication. These statements were negatively correlated. As the length of service went up, the perception of importance went down.

An axiom for the leader is to separate the trivial many from the significant few. CEOs with more time in the position perceived having an accountability system as being of higher importance than CEOs with less time in the current position.

Hollander (1971) indicated that as an individual demonstrates competen-

cies, he or she is allowed to do things his or her own way. Perhaps CEOs with more time in the position were allowed to do things their own way and therefore, had positive reinforcement for the statement of a vision.

Statement 16 had a negative correlation. That is, as the time in the current position increased, the perception of the importance of fund raising for capital improvements decreased. It has been observed that in some large affiliates, the responsibility for fund raising is delegated. It should be noted that a number of CEOs argued that fund raising for capital improvements was not an appropriate function of the local Urban League.

Years of Experience Prior to Becoming a CEO

A weak negative relationship was found to exist between years of Urban League experience and perception of importance for statements 2 and 16. Statement two was concerned with the development of organizational structures for the accomplishment agency mission. Statement 16 was concerned with the development of fund raising strategy for capital improvements.

Total Length of Service

It was hypothesized that differences in the perceived importance of selected competencies by local CEOs of the National Urban League based on length of service to the National Urban League existed.

The data analysis supported this hypothesis for statements 5, 12, and 16. Statements 5 and 16 were highly significant beyond the .01 level of significance.

A weak relationship was found between total length of service to the National Urban League and the perception of importance for statements 5, 12 and 16. Statement five was concerned with the development and implementation of a performance appraisal system. Statement 12 was concerned with the ability to convince others of the value of his or her visions.

Statement 16 had a coefficient of -.378. As the years of total service went up, the perception of importance went down.

Other Affiliate Experience

The perception of importance and other affiliate experience was related for statement 5. As the amount of experience at other affiliates increased, the perception of importance of a performance appraisal system also increased.

Size

Size as measured by the number of full-time positions was related to the perception of importance for statements 5, 8, and 9. Size, as measured by total budget, was related to perception of importance for statement 9. Size as measured by affiliate operations budget and the perception of importance was related for statements 2, 5, 8, and 9. Statements 2, 5, 8, and 9 are:

2. Develops structures for the accomplishment of the agency mission.

5. Develops and or implements performance appraisal system.

8. Develops means of identifying community needs.

9. Translates needs into programs.

All the relationships between perception of importance and size were negative.

Demographic Parameters and Importance: ANOVA

Following the test of association, the researcher sought to determine if there were relationships between selected demographic parameters and perception of importance. When the parameters had more than two levels, an Analysis of Variance (ANOVA) was performed. These parameters included age, education, health and region. When the parameter had two levels a Student t-test was done. These parameters included gender, first assignment, prior Urban League experience, non-Urban League executive experience, student status and size as measured by the United Way allocation.

Importance and Age

There was a relationship between perception of importance and age for the following statements:

13. Make an impact on public policies.

16. Develop fund raising strategy for capital improvements.

The perception of importance for age group 25-35 was different from the more than 65 group and different from the 46-55 group on statement 13. The more than 65 group was different from 36-45 group for statement 16.

Education Level and Importance

It was hypothesized that there were differences in the perceived importance of the competencies based on the educational attainment of the respondent.

The data analysis confirmed this relationship for statements 3 and 14. Statement three was concerned with the recruitment, selection and assignment of senior staff. Statement 14 was concerned with serving in leader roles outside the agency to further agency programs and policies. Differences for statement three were between Bachelor degree holders and Others and between holders of the Doctorate and Others.

Statement 14 also showed differences between Bachelors and Others and for the comparison of holders of the Doctorate and Others, as did statement three.

Katz (1987) suggested that several factors shape a person's interpretation of a situation. It would appear that education alone did not make a significant difference for most statements. Perhaps, education interacts with other parameters. This is an issue for further study.

Health Status and Importance

It was hypothesized that there were differences in the perception of importance of competencies based on the CEO's perception of his or her own health.

The data analysis did not support this hypothesis for any statement. It should be noted that the health status of the CEOs was better than the Black population in general. Some 63 of the 76 respondents reported their own health perception as excellent or good. Some twelve persons reported his or her health as fair and only one respondent reported their health as being poor.

Demographic Parameters and Importance: Student t-test

Region and Importance

It was hypothesized that there were differences in the perceived importance of selected competencies by local CEOs of the respective regions of the National Urban League.

The data did not support this hypothesis. CEOs of the local affiliates of the National Urban League tend to be mobile. That is to say that a Chief Executive in the Central Region may have served in the Southern, Eastern or Western Regions. In addition to this career mobility, CEOs may have grown up in one region, attended college in another and currently work in yet another.

Gender and Importance

It was hypothesized that there were no differences in the perceived importance of selected competencies by male and female executives of the National Urban League.

The data analysis supported this hypothesis for all statements except statements 15 and 19. These findings are consistent with the contentions of Bass (1981d) who observed that although there are gender differences related to leadership, these differences tend to disappear when contrasting women and men who have already achieved leader status. All participants in this study were leaders by virtue of the position that they hold.

Females assigned a mean importance of 2.70 to statement 15 "Maintains relations with bargaining groups" while males assigned a mean importance of 2.12. Females assigned a mean importance of 4.00 to statement 19 (Communicates effectively to board, staff, members and outside groups) while males assigned a mean importance or 3.93.

First Assignment

It was hypothesized that there were differences in the perceived importance of the competencies based on whether the current assignment was the first assignment as CEO. There was no difference between those on first assignment and those not on first assignment in perception of importance for all

statements except statements 5 and 13. Statement five was concerned with the development and implementation of a performance appraisal system. Persons on first assignment assigned a mean importance of 3.64 while those not on first assignment assigned a mean importance of 3.86. Similarly, persons on first assignment perceived statement 13 as slightly less important than those not on first assignment. Statement 13 was concerned with the development of strategies to make an impact on public policies. Those on first assignment assigned a mean importance of 3.61 while those not on first assignment assigned a mean importance score of 3.86.

Prior Urban League Experience

It was hypothesized that there were differences in the perceived importance of the competencies based on the whether the CEO had experience as an Urban League staff person prior to becoming a CEO. There was no difference between those with prior Urban League staff experience and those without prior Urban League staff experience in perception of importance for all statements except statements 5 and 21. Statement five was concerned with the development and implementation of a performance appraisal system. Statement 21 was concerned with the motivation of staff and volunteers to perform agency objectives. Those with prior Urban League experience assigned higher mean importance score to statement five than those without prior Urban League

experience. The former assigned a mean importance score of 3.78 while the latter assigned a score of 3.58. Persons without prior Urban League experience assigned a mean importance score of 4.00 to statement 21 while persons with prior Urban League experience assigned a mean importance score of 3.84.

Non-Urban League Executive Experience

It was hypothesized that there were differences in the perceived importance of the competencies based on whether the CEO had non-Urban League executive experience or not. There was no difference between person with non- Urban League executive experience and those without such experience in perception of importance for all statements except statement 16. Statement 16 was concerned with the development and implementation of fund rasing strategies for capital improvements. Person with executive experience outside the Urban League assigned a mean importance score of 3.71 while persons without this experience assigned a mean importance score of 3.16.

Student Status

It was hypothesized that there were differences in the perceived importance of the competencies based on whether the CEO was currently engaged in formal studies. There was no difference in importance perception between persons who were currently students and those who were not on all statements

except statement four. Statement four was concerned the development and or implementation of a personnel management system. Persons currently enrolled as students assigned a mean importance score of 3.91 while persons who were not enrolled as students assigned a score of 3.69.

Size and Importance

It was hypothesized that there were differences in the perceived importance of selected competencies by the executives from small affiliates as compared with executives from large affiliates of the National Urban League as measured by their United Way allocation.

The data analysis (student t-test) supported this hypothesis for statements 1 and 21. The data analysis failed to support the hypothesis for all other statements. CEOs from large affiliates perceived both competencies as slightly more important than the CEOs from small affiliates. It should be noted that both groups perceived the competency to be important.

Perhaps an analysis that divided the affiliates into four groups would show a stronger relationship between size and perception of importance. An analysis that would take into consideration the interaction between size and other demographics may prove helpful.

Agreement

Three hypotheses were tested with respect to the amount of agreement for each item in the three rounds. It was hypothesized that: the median difference between round one and round two for each item is zero or less; the median difference between round two and round three for each item is zero or less; the median difference between round one and round three for each item is zero or less.

The data analysis supported the contention that the amount of agreement would increase in each successive round. There was an increase in the agreement from round one to round two. There was an increase in agreement from round two to round three, also an increase in agreement from round one to round three.

Recommendations

The evolution of leadership has brought us to the conclusion that leaders can be developed. This study was concerned with the identification of specific competencies needed for the effective leadership of a local affiliate of the National Urban League. Additional research should be done to replicate this study and to examine the differences in competencies that may be demanded by differing situations. A focus on the relationship between size of the affiliate and the competencies performed by the CEO might prove helpful.

The National Urban League could expand on the minimum qualifications needed for certification based on the results of this study and further research. Training programs of the National Urban League should reflect the competencies identified in this study. Too, the National Urban League should reexamine the practice of giving certification to an applicant for one affiliate only.

Persons who are interested in becoming a CEO of a local affiliate of the National Urban League should begin developing competencies that are suggested by this study as well as meeting the minimum qualifications required by the National Urban League. Current CEO's may also use this list of competencies to expand or improve upon their skills.

Search committees and local Boards of Directors may find this study useful in matching the specific competencies needed by the local affiliate with the respective applicants.

Summary

The purpose of this study was to determine the competencies needed by the Chief Executive Officer of a local affiliate of the National Urban League for effective leadership. In pursuit of this goal, twenty-two competencies were confirmed by a panel of experts and the respondents of this study. Secondly, this study sought to determine what relationship existed between the perception of importance and the following: level of responsibility accepted and selected

demographic parameters. Too, it sought to determine if the Delphi method could be used to reach a consensus on the importance of the competencies.

There is no evidence to suggest that the list of competencies identified was exhaustive. However, there is reason to conclude that 22 of the 23 identified competencies are needed for effective leadership of a local affiliate of the National Urban League.

APPENDICES

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Appendix A

Definition of Terms

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Definition of terms

<u>CEO</u>: Chief Executive Officer. Person who in addition to serving senior manager gives material input into the development of policy and direction of the organization. Within the context of this study refers to persons called President or Executive Director.

<u>Competence</u>: The overall state of being able to function satisfactorily in a given role or job. (Armendariz, 1984, p.10)

<u>Competency</u>: A circumscribed skill or characteristic necessary for carrying out a rather discrete portion of a job which can be operationally defined and assessed. (Armendariz, 1984, p.10)

<u>COO</u>: Chief Operating Officer. Person serving in senior manager role charged with the operations of the organization.

<u>Delphi technique</u>: A procedure for obtaining consensus among experts without face to face discussion achieved through a carefully designed program of sequential individual interrogations, conducted by questionnaire with controlled opinion feedback. (Helmer and Rescher, 1959, p. 47)

<u>Health</u>: is defined as the state of well being measured on a Lickert type scale: excellent, good, fair, poor and very poor.
When the respondent has had a major illness within the last five years his or her perception of health was used. When the respondent has not had a major illness within the last five years, is not under the care of a physician nor taking

medication, his or her health will be considered excellent. If under the care of physician or currently taking medication, it was reduced to good. If under the care of a physician and taking medication it was considered fair.

Region: A designation that divides the United States into four areas: Eastern, Southern, Central and Western. The Eastern Region is composed of affiliates north of Maryland and east of Pennsylvania, inclusive. The Central region includes Minnesota, Wisconsin, Illinois, Kansas, Missouri, Indiana, Michigan, and Ohio. The Southern region includes Virginia, Kentucky, North and South Carolina, Tennessee, Georgia, Alabama, Mississippi, Texas Florida, Arkansas, and Oklahoma. The Western Region is Oregon, Washington, California, Arizona, and Colorado.

Appendix B

Competency Statements Culled From Literature

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Form 1B

Listed below are competency statements that were culled from the literature review and from interviews with Urban League Executives. Please indicate if you think that the competency is important for the effective operation of an Urban League. In the space provided to the left of each statement, use "Y" to indicate agreement and "N" to indicate not important. Please add any additional competencies that ;you think are need for effective leadership of a local affiliate of the National Urban League.

___ Develops comprehensive plan for the creation and perpetuation of the organization.

___ Develops organizational structure for the accomplishment of the mission of the agency.

___ Recruits, selects and assigns senior personnel to appropriate positions.

___ Develops and implements a personnel management system for the agency.

___ Develops and implements a performance appraisal system for the agency.

___ Develops Agency Budget.

___ Develops and or updates system of financial controls for the agency.

___ Develops proposals for new program activities.

___ Translates identified needs into agency programs.

___ Develops strategies to make an impact upon public policy decisions.

___ Develops the public relations plan for agency.

___ Provides help to senior staff for problem solving.

___ Develops a supervisory strategy and plan for each senior staff member.

Form 1B (continued)

___ Develops recommendations for policy consideration.

___ Develops a system of controls to assure that the contractual obligations of the agency are met.

___ Articulates the policy positions of the agency.

___ Develops a system of protection of the property of the agency.

___ Develops strategies for increasing improving financial support of the agency.

___ Conducts research to identify need of clients and other selected publics of the agency.

___ Resolves or aids in the resolution of interpersonal conflict arising out of the work place.

___ Implements the policies of the board of directors.

___ Develops evaluation system to assess the quality of service delivery.

___ Interfaces with significant others to improve effectiveness of agency in community.

___ Serves in leader roles external to the agency to further agency programs and policies.

___ Maintains relations with bargaining groups in the organization.

___ Develops and implements a fund rasing strategy for capital improvements.

___ Employs appropriate leader(ship) style for effective leadership of situations.

___ Develops and implements appropriate strategies for crisis management.

___ Communicates effectively to constituent groups and external publics of the organization.

Appendix C

Key Words Used for Computer Search

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OARS search
Terminologies with logical expressions

Key (Search) words

1. competencies
2. evaluation
3. administration$
4. manage, management
5. delphi
6. consensus

Search Criteria	Results
7. 1 and 2 and 5 or 6	5 documents
8. 2 or 3, 3 or 4	64, 733 documents
9. 1 and 8 and (5 or 6)	42 documents
10. 9 not 7	40 documents

Appendix D
Panel of Experts

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Panel of Experts

James H. Buford	President, St. Louis Urban League
Herman J. Ewing	Predident, Memphis Urban League
Theodore H. Freeman	President, Hudson County Urban League
Leon Haley	President, Pittsburgh Urban League
William A.Johnson	President, Rochester Urban League
Stephanie Robinson	Director of Education, National Urban League
Billy Tidwell	Director of Research, National Urban League
Willie Mae Wilson	President, St. Paul Urban Leagu
Rosalind Woodhouse	President, Seattle Urban League

Appendix E

Letter of Approval of Exemption by
Human Subjects Institutional Review Board

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Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

TO: Walter M. Brame

FROM: Ellen Page-Robin, Chair

RE: Research Protocol

DATE: March 31, 1989

This letter will serve as confirmation that your research
protocol, "Competencies Needed by the Chief Executive Officer
of a local Affiliate of the National Urban League, Inc."
has been approved as exempt by the HSIRB.

If you have any further questions, please contact me at 387-2647.

Appendix F

Materials Contained in Round I Packet

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GRAND RAPIDS URBAN LEAGUE, Inc.
745 Eastern Avenue, S.E.
Grand Rapids, Michigan 49503
Telephone 245-2207

George K. Heartwell, Jr.
Chairperson

Walter M. Brame,
President and Chief Executive Officer

Ralph W. Garlick
1st Vice-Chairperson

Dennis Williams
2nd Vice-Chairperson

Daisy Franks
Secretary

Thurley L. Love
Treasurer

Judie Dowell
Guild President

Board of Directors
William Beattie
Rev. George Beukema
Lana Boldi
Gretchen Bouwsma
Andrew Bowman
Cheryl Grantham
Dena Bnce
Ellen Brown
Thomas Carnegie
Reva J. Cook
Michael Crawford
Joseph Crump
Dareather Greer
Sylvia Hugen
Judith Jankowski
John Johnson, Esq.
Michael Madosz
Ruby Meriweather
Harry Mika
Patrick A. Miles
Katherine Nelson
Eva Sitek
Rev. Thomas Smith
Mary C. Thomas
Doris Tuinstra
Rev. Douglas Van Doren
Sister Alice Wittenbach
Raul Ysasi
Betty Zylstra

^Date^

^F1^
^F2^
^F3^
^F4^
^F5^

Dear ^F6^:

The purpose of this letter is to invite you involvement in a study that I will be conducting as part of the requirements for a Doctorate of Education Degree in Leadership at Western Michigan University. The study will be the basis for my dissertation as in entitled "Competencies Needed by the Chief Executive Officer of a Local Affiliate of the National Urban League". The study will measure the perceptions of current Chief Executives, former CEO's and selected National Urban League staff as to the competencies needed for effective leadership of a local Urban League Affiliate. After the competencies are identified, the data will be statistically analyzed to determine if significant differences in perceptions is related to sex of the CEO, the size of the Affiliate or other selected demographics. The second phase of the study will seek to gain agreement as to the importance of the identified competencies.

I expect that participation in this study will take some eight hours of your time over a six week period. However, I believe strongly that the study will be of value to the Council of Executives of the National Urban League, the National Urban League and sitting Urban League Executives.

I have enclosed for your convenience a return envelope and post card. Please check the appropriate response and return to me today. I look forward to your positive response.

Sincerely,

Walter M. Brame

United Way

A Participating Member of the United Way
Affiliated with the National Urban League, Inc.
Contributions to the Urban League are tax deductible

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Betty Zylstra

Walter M. Brame,
President and Chief Executive Officer

^Date^

^F1^ ^F2^ ^F3^
^F4^
^F5^

Dear ^F6^

Some time ago I solicited your participation in a competency study that is being done as part of the requirements for the Doctorate in Leadership. This study seeks to identify the specific competencies that are needed for effective leadership of a locate affiliate of the National Urban League. It is based the perspectives of local Urban League Chief Executive Officer and those who have occupied the position or worked closely with the local CEO. This packet contains: (1) an explanation of the Delphi method that will be used; (2) a questionnaire; (3) a stamped envelope. Please complete the questionnaire and return it in the enclosed stamped envelope.

I am keenly aware of the demands on your time. If you would take about fifteen to twenty minutes to complete the document and return it now, you will permit me to begin the analysis of the data. At some later time you may be asked to modify some your responses on the last two pages of the questionnaire. If such is the case, the second questionnaire will be significantly shorter (two pages or less) than the current document.

I believe that this study will make a significant contribution to the National Urban League and the local affiliates. I would like you to be a part of this endeavor. Your cooperation would be greatly appreciated.

Sincerely,

Walter M. Brame

United Way

A Participating Member of the United Way
Affiliated with the National Urban League, Inc.
Contributions to the Urban League are tax deductible

The Delphi Method

The Delphi technique originated in the late 1940's as a systematic means of eliciting expert opinion. Although initially used as a forecasting tool to help predict events and make decisions where exact knowledge was unavailable, the Delphi technique was recently gained prominence in the field of education.

The members of the Delphi panel, which ranges in size from twenty to two-hundred, never meet together during the silent debate. This eliminates the possibility that the majority will be stamped by a small vocal minority or a person with standing in the group. Instead, the members of the panel are asked to respond separately to a series of questionnaires that are mailed to them.

Participants are provided feedback in the form of the most frequent (model) response to a given item. Persons whose response differs from the mode are asked to modify their response or defend the response given. This feedback is simply the means by which the participants are provided with pieces of information which may help stimulate their thinking.

The goal of the process is to reach a consensus that is based on the merits of the arguments rather than on the status of the person of the person making the argument.

Competencies Needed by the Chief Executive Officer of the Local Affiliate of the National Urban League

Survey Instrument

Instructions. Please check the appropriate response or complete the blank. Your responses will be kept confidential. Information gathered from this survey will not be reported in such a way to make individual identifications known.

I. Personal Data

I am

[ ] male
[ ] female

I am

[ ] less than 25
[ ] 25-35
[ ] 36-45
[ ] 46-55
[ ] 56-65 .
[ ] more than 65

How long have you been the CEO at your present affiliate?

If less than one year, number of months _____
If more than one year, number of years _____

Was this your first assignment as an Urban League CEO?

[ ] Yes
[ ] No

If no, how many other affiliates have you served as CEO?

Did you have Urban League experience prior to your first assignment as CEO?

[ ] Yes
[ ] No

If yes, how many years service did you have prior to your current role? _____

If no, did you have experience as the Chief Executive Officer or Chief Operating Officer of a non-profit agency?

[ ] Yes
[ ] No

What is the highest degree you currently hold?

[ ] Bachelors Degree
[ ] Masters Degree
[ ] Doctorate
[ ] Other (explain)_____

Are your currently working toward a degree?

[ ] Yes
[ ] No

Are you currently under the care of a physician?

[ ] Yes
[ ] No

Do you currently take medication prescribed by a doctor?

[ ] Yes
[ ] No

Have you had a major illness in the last five years?

[ ] Yes
[ ] No

If yes, how would you describe your current health status?

____ Excellent   ____Good   ____Fair   ____Poor   ____Very Poor

Competency Survey
Page 3 of 5 Pages

II. Affiliate Data

In which region is your affiliate located?

[ ] Eastern
[ ] Southern
[ ] Central
[ ] Western

What is the location of your affiliate?

City:_____ State _____

How many full time positions are in your affiliate?   _____

What is the total 1987
annual budget of your affiliate? $ _____

What is the 1987
operational budget of your affiliate? $ _____

What is your United Way allocation for 1987 $ _____

Page 4 of 5 Pages

Listed below are competency statements that were culled from the literature and from interviews with Urban League Chief Executives. On the scale to the left please circle the appropriate number to indicate if you perform, share in the performance, delegate or if this function is not performed in your agency. Please use the scale to the right of each statement to indicate the importance of the statement as a competency needed by the CEO for effective leadership of a local Urban League. Circle the appropriate response. Please add any additional competencies that you think are needed for effective leadership of a local Urban League.

Responsibility Scale

Importance Scale

Perform	Share	Delegate	Not Perform		No	Low	Medium	High
4	3	2	1	Develops comprehensive plan for the growth and perpetuation of the organization.	1	2	3	4
4	3	2	1	Develops organizational structures for accomplishment of the mission of the agency.	1	2	3	4
4	3	2	1	Recruits, selects and assigns senior personnel to appropriate positions.	1	2	3	4
4	3	2	1	Develops and or implements personnel management system for the agency.	1	2	3	4
4	3	2	1	Develops and or implements performance appraisal system for the agency.	1	2	3	4
4	3	2	1	Develops agency budget	1	2	3	4
4	3	2	1	Develops proposals for new program activities	1	2	3	4
4	3	2	1	Develops means of identifying community needs.	1	2	3	4
4	3	2	1	Translates identified needs into agency programs.	1	2	3	4
4	3	2	1	Develops and implements plans to change agency practices to adapt to environmental changes.	1	2	3	4
4	3	2	1	Encourages novel approaches to problem solving.	1	2	3	4

Page 5 of 5 Pages

Responsibility Scale					Importance Scale			
Perform	Share	Delegate	Not Perform		No Importance	Low Importance	Medium Importance	High Importance
4	3	2	1	Convinces others of the value of his or her visions for the organization.	1	2	3	4
4	3	2	1	Develops strategies to make an impact upon public policy decisions.	1	2	3	4
4	3	2	1	Serves in leadership roles outside the agency to further agency programs and policies.	1	2	3	4
4	3	2	1	Maintains relations with bargaining groups in the organization.	1	2	3	4
4	3	2	1	Develops and implements a fund raising strategy for capital improvement.	1	2	3	4
4	3	2	1	Develops and implements appropriate strategies for crisis management.	1	2	3	4
4	3	2	1	Uses appropriate leadership style demanded by differing situations.	1	2	3	4
4	3	2	1	Communicates effectively to board, staff, members and outside groups.	1	2	3	4
4	3	2	1	Develops newsletters, news releases and reports for distribution to selected publics.	1	2	3	4
4	3	2	1	Motivates staff and volunteers to perform objectives of the agency.	1	2	3	4
4	3	2	1	Provides technical assistance for problem solving.	1	2	3	4

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Doris Tuinstra
Rev. Douglas Van Doren
Sister Alice Wittenbach
Raul Ysasi
Betty Zylstra

Walter M. Brame.
President and Chief Executive Officer

Date ^

^ F1 ^
^ F2 ^
^ F3 ^
^ F4 ^
^ F5 ^

Re: Record ^ F7 ^

Dear ^ F6 ^:

On ^ Date ^ you were mailed a questionnaire for the competency study. Your response is needed on or before ^ Date ^ in order to be included in the analysis for this round. Please take a moment to complete the survey and return it today.

I appreciate your taking the time to participate in this study. If your response crossed with this communication in the mail, let this letter serve as an extra expression of my appreciation.

Your colleague,

Walter M. Brame

Appendix G

Respondent Coding Form: A
Checklist for Survey Returns

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Appendix G

Respondent Coding Form

Mr. Charles Mitchner   Rounds Completed
Greater Lansing Urban League   1   2   3
809 Center Street
Lansing, MI 48906
Record Number: 02

Mr. Vernon L. Barkstall   Rounds Completed
U L of Champaign County   1   2   3
17 Taylor Street
Champaign, IL 61820
Record Number: 03

Mr. Henry G. Curry   Rounds Completed
Lake County Urban League   1   2   3
122 Madison Street
Waukegan, IL 60084
Record Number: 04

Mr. Roosevelt Johnson, Jr.   Rounds Completed
Dallas Urban League   1   2   3
P.O. Box 15492
Dallas, TX 75215
Record Number: 05

Mr. Joseph S. Carrol   Rounds Completed
Nashville Urban League   1   2   3
2701 Jefferson Street
Nashville, TN 37208
Record Number: 06

Mr. Theodore H. Freeman, Jr.   Rounds Completed
Urban League of Hudson County   1   2   3
779 Bergen Ave
Jersey City, NJ 07306
Record Number: 07

Mr. Delbert L. Lancaster   Rounds Completed
Lorain County U L   1   2   3
401 Broad St
Elyria OH 44035
Record Number: 08

Dr. Francis Kornegay
President Emeritus
Detroit Urban League, Inc.
2647 Oakman Court
Detroit, MI 48238
Record Number: 09

Rounds Completed
1 2 3

Mr. T. Willard Fair
Urban League of Greater Miami
8500 N.W. 25th Ave.
Miami, FL 33147
Record Number: 10

Rounds Completed
1 2 3

Mr. Jesse J. Payne
Urban League of Broward County
3521 West Broward Blvd - Ste 10
Fort Lauderdale, FL 33312
Record Number: 11

Rounds Completed
1 2 3

Ms. Betty A. Franklin
Madison Urban League
151 East Gorham
Madison WI 53703
Record Number: 12

Rounds Completed
1 2 3

Ms. Delores J. Smith
Warren/Trumbull Urban League
290 West Market Street
Warren, OH 44481
Record Number: 13

Rounds Completed
1 2 3

Mr. Milton J. Bondurant
U L of Lancaster County
502 South Duke Street
Lancaster, PA 17602
Record Number: 14

Rounds Completed
1 2 3

Mr. Benjamin K. Richmond
Battle Creek Area Urban League
182 West Van Buren, RM 305
Battle Creek, MI 49017
Record Number: 15

Rounds Completed
1 2 3

Mr. James T. McLawhorn, Jr.
Columbia Urban League
2711 Middleburg Dr. Drawer "J"
Columbia, SC 29250
Record Number: 16

Rounds Completed
1   2   3

Mr. Howard L. Love
Urban League of Arkansas
2200 Main Street
Little Rock, AR 72202
Record Number: 17

Rounds Completed
1   2   3

Mr. Donald W. Woods
Detroit Urban League
208 Mack Avenue
Detroit, MI 48201
Record Number: 18

Rounds Completed
1   2   3

Mr. Kinneth Washington
U L of Metropolitan Harrisburg
28 North Second Street
Harrisburg, PA 17107
Record Number: 19

Rounds Completed
1   2   3

Ms. Janice S. Johnson
Morris County Urban League
27 Market Street
Morristown, NJ 07960
Record Number: 20

Rounds Completed
1   2   3

Mr. Arthur M. Walters, Exec
Lyles Mall Third Level
2600 Broadway
Louisville, KY 40211
Record Number: 21

Rounds Completed
1   2   3

Ms. Lorna K. Johnson
Urban League of Essex County
744 Broad Street Suite 307
Newark, NJ 07102
Record Number: 22

Rounds Completed
1   2   3

Leon L. Haley, Ph.D   Rounds Completed
Urban League of Pittsburgh   1 2 3
200 Ross Street
Pittsburgh, PA 15219
Record Number: 23

Mr. Hugh R. Jackson   Rounds Completed
Pontiac Area Urban League   1 2 3
50 Wayne Street, 2nd Floor
Pontiac, MI 48058
Record Number: 24

Mr. Gleason Glover   Rounds Completed
Minneapolis Urban League   1 2 3
2000 Plymouth Avenue, North
Minneapolis, MN 55411
Record Number: 25

Mr. Randolph C. Kendall, Jr.   Rounds Completed
Richmond Urban League   1 2 3
101 East Clay Street
Richmond VA 23219
Record Number: 26

Ms. Harriet R. Michel   Rounds Completed
New York Urban League   1 2 3
218 West 40th Street
New York, NY 10018
Record Number: 27

Mr. Andrew A. Adair   Rounds Completed
Service Center - Chicago   1 2 3
547 West Jackson Blvd - Suite 1105
Chicago, IL 60606
Record Number: 28

Ms. B. Jae Clanton   Rounds Completed
Urban League of Rhode Island   1 2 3
246 Prairie Avenue
Providence RI 02905
Record Number: 29

Mr. George E. Mims
Youngstown Area Urban League
2516 Market Street
Youngstown, OH 44507
Record Number: 30

Rounds Completed
1   2   3

Mr. Jerome W. Page
Chattanooga Area Urban League
701 Martin Luther King Blvd Box 1421
Chattanooga, TN 37401
Record Number: 31

Rounds Completed
1   2   3

Mr. Rodney N. Brooks
Massillon Urban League
405 Massillon Bldg.
Massillon, OH 44646
Record Number: 32

Rounds Completed
1   2   3

Mr. Myron F. Robinson
Greenville Urban League
P.O. Box 10161
Greenville, SC 29603
Record Number: 33

Rounds Completed
1   2   3

Mr. Leonard D. Benton
Service Center - Atlanta
1900 Emery Street, NW
Atlanta, GA
Record Number: 34

Rounds Completed
1   2   3

Ms. Dian J. Harrison
Austin Area Urban League
3112 Manor Road
Austin, TX 78723
Record Number: 35

Rounds Completed
1   2   3

Ms. Laura C. Keeling
Broome County Urban League
43-45 Carroll St.
Binghamton, NY 13901
Record Number: 36

Rounds Completed
1   2   3

Mr. George H. Dean   Rounds Completed
Sacramento Urban League   1   2   3
3501 Broadway
Sacramento CA 95817
Record Number: 37

Mr. Otis G. Milton   Rounds Completed
Wichita Urban League   1   2   3
1405 North Minneapolis
Wichita, KS 67214
Record Number: 38

Dr. Benjamin C. Whitten   Rounds Completed
Baltimore Urban League   1   2   3
1150 Mondawmin Concourse
Baltimore, MD 21215
Record Number: 39

Mr. John E. Saunders, III   Rounds Completed
U L of Greater Hartford   1   2   3
1229 Albany Avenue
Hartford, CT 06112
Record Number: 40

Ms. Ella S. Teal   Rounds Completed
Urban League of Union County   1   2   3
272 North Broad Street
Elizabeth, NJ 07207
Record Number: 41

Mr. Herman C. Ewing   Rounds Completed
Memphis Urban League   1   2   3
2279 Lamar Ave
Memphis, TN 38114
Record Number: 42

Mr. William A. Johnson, Jr.   Rounds Completed
Urban League of Rochester   1   2   3
177 North Clinton Ave
Rochester, NY 14604
Record Number: 43

Ms. Maggie Tryman
Urban League of Greater Jackson
3405 Medger Evers Blvd Box 11249
Jackson, MS 39213
Record Number: 44

Rounds Completed
1   2   3

Mr. Ernest S. Prince
Urban League of Westchester County
61 Mitchell Place
White Plains, NY 10601
Record Number: 45

Rounds Completed
1   2   3

Rev. Lawrence P. Lakey
Tulsa Urban League
240 East Apache Street
Tulsa, OK 74106
Record Number: 46

Rounds Completed
1   2   3

Mr. Thomas Dixon
Tacoma Urban League
2550 South Yakima Ave
Tacoma, WA 98405
Record Number: 47

Rounds Completed
1   2   3

Mr. Henry M. Thomas, III
Urban League of Springfield
756 State Street
Springfield, MA 01109
Record Number: 48

Rounds Completed
1   2   3

Mr. Lawrence H. Borom
U L of Metropolitan Denver
1525 Josephine Street
Denver CO 80206
Record Number: 49

Rounds Completed
1   2   3

Mr. James C. Graham
Birmingham Urban League
P.O. Box 11269
Birmingham, AL 35202
Record Number: 50

Rounds Completed
1   2   3

Mr. Leon E. Modeste
Urban League of Onondaga County
825 South Salina Street
Syracuse, NY 13202
Record Number: 51

Rounds Completed
1   2   3

Ms. Rossalind Y. Woodhouse, Ph.D.   Rounds Completed
Seattle Urban League   1   2   3
105-14th Ave
Seattle, WA 98122
Record Number: 52

Ms. Madine Hester-Fails   Rounds Completed
Charlotte-Mecklenburg U L   1   2   3
401 East Second St
Charlotte, NC 28202
Record Number: 53

Mr. Dewey C. Fuller   Rounds Completed
U L of Greater Cincinnati   1   2   3
2400 Reading Rd.
Cincinnati, OH 45202
Record Number: 54

Mr. Melvyn S. Brannon   Rounds Completed
Urban League of Flint   1   2   3
202 East Blvd. Dr., Suite 320
Flint, MI 48503
Record Number: 55

Mr. Willie F. Walker   Rounds Completed
Dayton Urban League   1   2   3
184 Salem Avenue
Dayton, OH 45406
Record Number: 56

Ms. Rosemary Durante-Giles   Rounds Completed
Urban League of Long Island   1   2   3
535 Broad Hollow Road
Melville, NY 11747
Record Number: 58

Mr. Joseph N. Smith   Rounds Completed
Canton Urban League, Inc.   1   2   3
1400 Sherrick Rd., S.E.
Canton, OH 44707-3533
Record Number: 59

Mr. James H. Buford
U L of Metropolitan St. Louis
3701 Grandel Square
St. Louis, MO 63108
Record Number: 60

Rounds Completed
1   2   3

Mr. Frank Campbell
Tri-County Urban League
317 S. MacArthur Hwy. Dr.
Peoria, IL 61609
Record Number: 61

Rounds Completed
1   2   3

Mr. George Dillard
Urban League of Nebraska
3022-24 North 24th Street
Omaha, NB 68110
Record Number: 62

Rounds Completed
1   2   3

Mr. James E. Miller
U L of Pikes Peak Region
324 North Nevada
Colorado Springs, CO 80903
Record Number: 63

Rounds Completed
1   2   3

Ms. Barbara W. Winters
Albany Area Urban League
95 Livingston Ave.
Albany, NY 12207
Record Number: 64

Rounds Completed
1   2   3

Mr. James O. Simmons
Pinellas County Urban League
200 31st Street, South
St Petersburg, FL 33712
Record Number: 65

Rounds Completed
1   2   3

Mr. Herbert L. Cawthorne
Urban League of Portland
10 North Russell
Portland, OR 97227
Record Number: 66

Rounds Completed
1   2   3

Mr. Percy H. Steele, Jr., Pres
Kaiser Center Mall
244-20th Street - Suite 211
Okland, CA 94612
Record Number: 67

Rounds Completed
1   2   3

Mr. Howard R. Veal
Springfield Urban League
2500 South Grand Avenue, East
Springfield, IL 62703
Record Number: 68

Rounds Completed
1 2 3

Mr. Stephen Pressley
Urban League of Greater Muskegon
469 West Weber Avenue
Muskegon, MI 49440
Record Number: 69

Rounds Completed
1 2 3

Mr. William H. Clark
Urban League of Kansas City
916 Walnut Street
Kansas City, MO 64106
Record Number: 70

Rounds Completed
1 2 3

Ms. Eleanor Stocks
Springfield Urban League
15 East Pleasant Street
Springfield, OH 45506
Record Number: 71

Rounds Completed
1 2 3

Ms. Eloise Gentry
Urban League of NW Indiana
3101 Broadway
Gary, IN 46408
Record Number: 72

Rounds Completed
1 2 3

Ms. Peggy Hicks
Aurora Area Urban League
10 South Smith Street
Aurora, IL 60505
Record Number: 73

Rounds Completed
1 2 3

Mr. Roger I. Lyons
Madison County Urban League
210 Williams Street
Alton, IL 62002
Record Number: 74

Rounds Completed
1 2 3

Ms. Judith Buthler-McPhie
Service Center - New York
500 E. 62 Street
New York, NY 10021
Record Number: 75

Rounds Completed
1 2 3

Mr. Lyndon Wade
Atlanta Urban League
Atlanta, Georgia
Record Number: 76

Rounds Completed
1   2   3

Mr. Sam H. Jones
Indianapolis Urban League
850 Meridian Street
Indianapolis, IN 46204
Record Number: 77

Rounds Completed
1   2   3

Mr. Warner E. Henson
Houston Area Urban League
5445 Almeda Suite 400
Houston, TX 77004
Record Number: 78

Rounds Completed
1   2   3

Appendix H

Materials Contained in Round II Packet

GRAND RAPIDS URBAN LEAGUE, Inc.
745 Eastern Avenue, S.E.
Grand Rapids, Michigan 49503
Telephone 245-2207

Walter M. Brame,
President and Chief Executive Officer

^Date^

^F1^
^F2^
^F3^
^F4^ ^F5^

Re: Record ^F7^

Dear ^F6^:

I sincerely appreciate your prompt response to round one of the competency survey and hope that you will continue. As per my last letter to you, this round and the next round will take only a few minutes of your time. Please take a moment to complete the enclosed survey and return it today. Your prompt response is needed in order that I can stay on schedule.

Enclosed is the second of three surveys designed to identify competencies that are needed for effective leadership of a local affiliate of the National Urban League. YOu will note that each statement has a square around one response. This square represents the most frequent response given in round one. The underlined response is the one you selected.

As you now rate each item, consider how it was scored by the largest number of you fellow CEO's. If you do not agree with the most frequent response and choose to mark a different response, please state your reason for doing so in the COMMENTS section for that particular item. If you response is the same as the most frequent response, then no comment is necessary.

For the third questionnaire, all of the comment will
be summarized in an anonymous fashion, so that you can consider this information as you again rate each competency. Again, thank you for your cooperation.

Your colleague,

Walter M. Brame

Survey Instrument   Record Number ___

The square around the number indicates the response the greatest number of CEOs chose. The underlined response is the choice you made in the first round if your choice was different from the most frequent response.

As you now rate each item by circling one response, consider how it was scored by the greatest number of CEOs. If you do not agree with the most frequent response, and chose to mark a different response, please state your reason(s) for doing so in the COMMENTS section for that item. Your rationale is solicited and appreciated. If your new response is the same as the most frequent response, then no comment is necessary.

1. Develops comprehensive plan for the growth
    and perpetuation of the organization.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

2. Develops organizational structure for
    accomplishment of the mission of the agency.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

3. Recruits, selects and assigns senior personnel
    to appropriate positions.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

4. Develops and/or implements personnel management
    system for the agency.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

5. Develops and/or implements performance appraisal
    system for the agency.   1 2 3 [4] COMMENTS

    _____

```
┌─────────────────────────────────────────┐
│ Scale Key                                 │
│ 1=No Importance  2=Low Importance         │
│ 3=Medium Importance  4=High Importance    │
└─────────────────────────────────────────┘
```

    _____

    _____

6. Develops agency budget.   1 2 3 [4] COMMENTS

   _____

   _____

   _____

7. Develops proposals for new program activities.   1 2 3 [4] COMMENTS

   _____

   _____

   _____

8. Develops means of identifying community needs.   1 2 3 [4] COMMENTS

   _____

   _____

   _____

9. Translates identified needs into agency programs.   1 2 3 [4] COMMENTS

   _____

   _____

   _____

10. Develops and implements plans to change agency
    practices to adapt to environmental changes.   1 2 3 [4] COMMENTS

   _____

   _____

   _____

11. Encourages novel approaches to problem solving.   1 2 3 [4] COMMENTS

   _____

   _____

   _____

12. Convinces others of the values of his or her
    visions for the organization.   1 2 3 [4] COMMENTS

```
Scale Key
1=No Importance   2=Low Importance
3=Medium Importance   4=High Importance
```

   _____

   _____

   _____

13. Develops strategies to make an impact upon
    public policies.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

14. Serves in leadership roles outside the agency to
    further agency programs and policies.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

15. Maintains relations with bargaining groups
    in the organization.   [1] 1 2 3 COMMENTS

    _____

    _____

    _____

16. Develops and implements a fund rasing strategy for
    capital improvement.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

17. Develops and implements appropriate strategies
    for crisis management.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

18. Uses appropriate leadership style demanded
    by differing situations.   1 2 3 [4] COMMENTS

    _____

    _____

    _____

19. Communicates effectively to board, staff,
    members and outside groups.   1 2 3 [4] COMMENTS

┌───┐
│ Scale Key   │   _____
│ 1=No Importance 2=Low Importance   │
│ 3=Medium Importance 4=High Importance   │   _____
│   │
│   │   _____
└───┘

20. Develops newsletters, news releases and reports for distribution to selected publics.

1 2 [3] 4 COMMENTS

_____

_____

_____

21. Motivates staff and volunteers to perform objectives of agency.

1 2 3 [4] COMMENTS

_____

_____

_____

22. Provides technical assistance for the solution of problems.

1 2 3 [4] COMMENTS

_____

_____

_____

Scale Key
1=No Importance   2=Low Importance
3=Medium Importance   4=High Importance
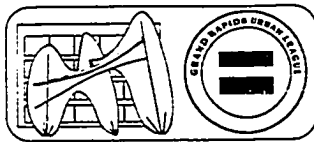
GRAND RAPIDS URBAN LEAGUE, Inc.
745 Eastern Avenue, S.E.
Grand Rapids, Michigan 49503
Telephone 245-2207

George K. Heartwell, Jr.
Chairperson

Walter M. Brame,
President and Chief Executive Officer

Ralph W. Garlick
1st Vice-Chairperson   ^ Date ^

Dennis Williams
2nd Vice-Chairperson   ^ F1 ^

Daisy Franks   ^ F2 ^
Secretary   ^ F3 ^

Thurley L. Love   ^ F4 ^
Treasurer   ^ F5 ^

Judie Dowell
Guild President   Re: Record ^F7^

Board of Directors
William Beattie   Dear ^F6^:
Rev. George Beukema
Lana Boldi
Gretchen Bouwsma   On ^Date^ you were mailed the second questionnaire for the competency
Andrew Bowman   study. Your response is needed on or before ^Date^ in order to be
Cheryl Grantham   included in the analysis for this round. Please take a moment to complete
Dena Brice
Ellen Brown   the survey and return it today.
Thomas Carnegie
Reva J. Cook
Michael Crawford   Again, I appreciate your taking the time to participate in this study. If
Joseph Crump   your response crossed with this communication in the mail, let this letter
Dareather Greer
Sylvia Hugen   serve as an extra expression of my appreciation.
Judith Jankowski
John Johnson, Esq.
Michael Matlosz   Your colleague,
Ruby Meriweather
Harry Mika
Patrick A. Miles
Katherine Nelson   Walter M. Brame
Eva Sitek
Rev. Thomas Smith
Mary C. Thomas
Doris Tuinstra
Rev. Douglas Van Doren
Sister Alice Wittenbach
Raul Ysasi
Betty Zylstra

United Way

A Participating Member of the United Way
Affiliated with the National Urban League, Inc.
Contributions to the Urban League are tax deductible

Appendix I

Materials Contained in Round III Packet

GRAND RAPIDS URBAN LEAGUE, Inc.
745 Eastern Avenue, S.E.
Grand Rapids, Michigan 49503
Telephone 245-2207

George K. Heartwell, Jr.
Chairperson

Walter M. Brame.
President and Chief Executive Officer

Ralph W. Garlick
1st Vice-Chairperson

Dennis Williams
2nd Vice-Chairperson

Daisy Franks
Secretary

Thurley L. Love
Treasurer

Judie Dowell
Guild President

Board of Directors
William Beattie
Rev. George Beukema
Lana Boldi
Gretchen Bouwsma
Andrew Bowman
Cheryl Grantham
Dena Brice
Ellen Brown
Thomas Carnegie
Reva J. Cook
Michael Crawford
Joseph Crump
Dareather Greer
Sylvia Hugen
Judith Jankowski
John Johnson, Esq.
Michael Matlosz
Ruby Meriweather
Harry Mika
Patrick A. Miles
Katherine Nelson
Eva Sitek
Rev. Thomas Smith
Mary C. Thomas
Doris Tuinstra
Rev. Douglas Van Doren
Sister Alice Wittenbach
Raul Ysasi
Betty Zylstra

^Date^

^F1^
^F2^
^F3^
^F4^
^F5^

Re: Record ^F7^

Dear ^F6^:

Again, I sincerely appreciate your prompt response to round two of the competency survey and hope that you will continue to participate. Please take comfort in the fact that this is the LAST survey. Please take a moment to complete the enclosed survey and return it today. Your prompt response is needed in order that I can stay on schedule.

Enclosed is the last of three surveys designed to identify competencies that are needed for effective leadership of a local affiliate of the National Urban League. You will note that each statement has a square around one response. This square represents the most frequently response given in round two. The underlined response is the one you selected. Comments from round two are summarized. As you now rate each item, consider how it was scored by the largest number of your fellow CEO's and consider the comments.

Your colleague,

Walter M. Brame

Round Three

Survey Instrument   Record Number ____

The square around the number indicates the response the greatest number of CEOs chose. The underlined response is the choice you made in the second round if your choice was different from the most frequent response. As you consider each competency, notice the response most frequently chosen for each item during round two. Consider the anonymous summary of reasons given in the COMMENTS section by those who wanted to argue their point. Indicate your final response for each competency by circling one number, even though it may be the same as your response for the second round.

---

1. Develops comprehensive plan for the growth and perpetuation of the organization.   1 2 3 4

   Comment: Board's responsibility ultimately.

2. Develops organizational structure for accomplishment of the mission of the agency.   1 2 3 4

   Comment: None.

3. Recruits, selects and assigns senior personnel to appropriate positions.   1 2 3 4

   Comment: Appraisal systems are often specified by external funding sources. Delegated responsibility.

4. Develops and/or implements personnel management system for the agency.   1 2 3 4

   Comment: Delegated responsibility. Developed centralized system.

5. Develops and/or implements performance appraisal system for the agency.   1 2 3 4

   Comment: Delegated to personnel office. Conducted through performance appraisal committee.

6. Develops agency budget.   1 2 3 4

   Comment: None

Scale Key
1 = No Importance   2 = Low Importance
3 = Medium Importance   4 = High Importance

7. Develops proposals for new program activities. 1 2 3 $\boxed{4}$

> **Comment:** Planner's primary task. Delegate task to senior personnel.Development of program is done through contracts, not proposal.

8. Develops means of identifying community needs.

1 2 3 $\boxed{4}$

> **Comment:** Not always necessary. Community has a needs assessment process in place-we have input. Delegate technical function to senior personnel. Needs stay rather consistent. Fund availability/restrictions determines local affiliate priorities.

9. Translates identified needs into agency programs. 1 2 3 $\boxed{4}$

> **Comment:** Shared with program committee and staff.

10. Develops and implements plans to change agency practices to adapt to environmental changes.

1 2 3 $\boxed{4}$

> **Comments:** Changes way of doing business as conditions change. Fund availability/restrictions often forces changes in focus. A sound management system automatically adjusts its practices to meet the necessary environmental changes at the time.

11. Encourages novel approaches to problem solving. 1 2 3 $\boxed{4}$

> **Comments:** Novel approaches are not always necessary. My starting point would be to explore routine options first. Although this is encouraged. I don't see it as highest priority. New isn't always better. Important, but primarily responsibility of first line supervisors.

12. Convinces others of the values of his or her visions for the organization.

1 2 3 $\boxed{4}$

> **Comments:** If visions are effectively demonstrated, convincing is not necessary. What you do is often more important than what you say. Your deeds are much more convincing. Successful implementation is more important. My visions are important in concert with other board members. Must inform, educate others, not lobby.

Scale Key

1 = No Importance	2 = Low Importance
3 = Medium Importance	4 = High Importance

13. Develops strategies to make an impact upon public policies.   1 2 3 [4]

Comments: I chose to involve appropriate staff and board members. Given available resources, this would be optimum. Many CEOs must depend on input of subordinates to develop public policy decisions/statements. Development of these strategies will follow strengthening of agency support. With 16 different cities involved, we have not developed this area to its fullest potential.

14. Serves in leadership roles outside the agency to further agency   1 2 3 [4]
    programs and policies.

Comments: Directors share this responsibility. I have other interests outside the agency. I involve staff in leadership roles to develop new leadership. My brief tenure has required more attention to internal matters. Shared with many employees and volunteers.

15. Maintains relations with bargaining groups in the organization.   [1] 2 3 4

Comments: If bargaining groups exist, some relationship must exist. If bargaining units are present, the competency is present. Since we are a small organization, this is not important. Poor relations with the bargaining unit can consume you with meetings, hearings, etc. Need for balanced management. Depends on how strong bargaining group is. Have no bargaining groups - but if we did, relations would be very important. Each unit of the agency whether unionized or not, requires the "touch" of the CEO. We do not seek new bargaining groups but maintain relationships with present ones. It is important for CEO in a small community.

16. Develops and implements a fund rasing strategy for capital   1 2 3 [4]
    improvement.

Comments: Capital fund raising is done by the United Foundation, not the Urban League. Need to know power broker. Delegated to staff. Does not occur frequently, although ultimately CEOs responsibility. Development of Board leadership is important in this area. Very important but can be delegated if the "right" staff is in place. Part of a larger community responsibility. Not on agency agenda. It is not the responsibility of the affiliate to raise money for capital improvements.

Scale Key
1 = No Importance   2 = Low Importance
3 = Medium Importance   4 = High Importance

17. Develops and implements appropriate strategies for crisis management.   1 2 3 [4]

   Comments: Crisis management should be avoided. I do not support crisis management
   but support MBO. Effective management anticipates and avoids crisis situations.
   Delegated responsibility. Use senior staff. If you have basic policies and procedures in
   place, they will form a basis for crisis management strategies. Try not to operate in a
   crisis mode, however, I understand the importance of crisis management planning. Most
   crises handled at the department level.

18. Uses appropriate leadership style demanded by differing situations.   1 2 3 [4]

   Comments: Leadership styles are not that easy to adjust. Leadership style is largely
   a reflection of the leader's personality. I believe that being comfortable with yourself
   is the key. Consistent leadership style works better for me.

19. Communicates effectively to board, staff, members and outside groups.   1 2 3 [4]

   Comments: NONE

20. Develops newsletters, news releases and reports for distribution to   1 2 3 [4]
    selected publics.

   Comments: Delegate to senior staff or to employee with position responsibility;
   executive review and approval before distribution. Some of us have staff to do this. I
   don't have such a person. Many CEOs make the mistake of under estimating the
   importance of newsletters, etc. Personal attention is required. Our agency is small and
   this becomes of major importance to insure accurate information is disseminated.
   Important for public and private support. Staff is small, therefore most of these
   responsibilities rest with CEO.

21. Motivates staff and volunteers to perform objectives of agency.   1 2 3 [4]

   Comments: NONE

22. Provides technical assistance for the solution of problems.

   Comments: More concerned with problem prevention. Must have the ability to identify   1 2 3 [4]
   appropriate resources for problem solving. Main responsibility of senior staff. Technical
   assistance is important but not a high priority.

23. Develops strategy for selection of Board members who can aid the
    agency in meeting goals.
                                                                          1 2 3 [4]
   Comments: NONE

   Scale Key
   1 = No Importance   **2 = Low Importance**
   3 = Medium Importance   **4 = High Importance**

GRAND RAPIDS URBAN LEAGUE, Inc.
745 Eastern Avenue, S.E.
Grand Rapids, Michigan 49503
Telephone 245-2207

^Date^

^F1^
^F2^
^F3^
^F4^
^F5^

Re: Record ^F7^

Dear ^F6^:

Early in the month you were mailed the third questionnaire for the competency study. Your response is needed on or before the 30th in order to be included in the analysis for this final round. Please take a moment to complete the survey and return it today.

Again, I appreciate you taking the time to participate in this study. If your response crosses with this communication in the mail, let this letter serve as an extra expression of my appreciation.

Your Colleague,

Walter M. Brame

GRAND RAPIDS URBAN LEAGUE, Inc.

745 Eastern Avenue, S.E.
Grand Rapids, Michigan 49503
Telephone 245-2207

^Date^

^F1^
^F2^
^F3^
^F4^
^F5^

Re: Record ^F7^

Dear ^F6^:

This letter is to express my appreciation to you for your participation in my study on competencies needed by the Chief Executive Officer of a local affiliate of the National Urban League. Although the data analysis is not complete at this time, the preliminary results look promising.

I hope to be able to provide you with a summary of the results as soon as it is available. Again, I thank you for your participation.

Your colleague,

Walter M. Brame

Appendix J

Code Book

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Competencies Needed by the Chief Executive Officer
of a Local Affiliate of the National Urban League

This data set concerns Chief Executive Officers of local affiliates of the National Urban League, Inc.

Variable Number	Variable label	Variable Description
C1	Record Number	1 to 78
D1	Sex	Sex 1 = male 2 = female
D2	Age	Age category 1 = less than 25 2 = 25 - 35 3 = 36 - 45 4 = 46 - 55 5 = 56 - 65 6 = more than 65
D3	Years as CEO at current affiliate	Years on Job 1 = If < 1 year, No. of months 2 = If 1 year of more, years at affiliate
D4	First assignment as Urban League CEO	First Assignment 1 = Yes 2 = No
D5	if no Other affiliates served as CEO	Other affiliates number
D6	Urban League experience prior to CEO	Prior UL experience 1 = Yes 2 = No
D7	Years service to Urban League prior to CEO	Number years service
D8	Experience as CEO in non-profit agency	Other executive experience 1 = Yes 2 = No

Variable Number	Variable label	Variable Description
D9	Highest degree held	Degree 1 = Bachelors degree 2 = Masters degree 3 = Doctorate degree 4 = Other
D10	Currently working toward degree	Seeking Degree 1 = Yes 2 = No
D11	Under care of physician	Doctor's care 1 = Yes 2 = No
D12	Currently taking prescribed medicine	Taking medicine 1 = Yes 2 = No
D13	Major illness in the last five years	Illness 1 = Yes 2 = No
D14	Current health status	Health status 1 = Excellent 2 = Good 3 = Fair 4 = Poor 5 = Very poor
D15	Region affiliate is located	Region 1 = Eastern 2 = Southern 3 = Central 4 = Western
D16	Full time positions in affiliate	Positions
D17	Total 1987 annual budget of affiliate in thousands	Dollars
D18	1987 Operational budget in thousands	Dollars

Variable Number	Variable label	Variable Description
D19	United Way allocation for 1987 in thousands	Dollars
D20	Length of service	Years (Sum D3, D7)
I 1-22	Competance importance scale	Importance 1 = No importance 2 = Low importance 3 = Medium importance 4 = High importance
R 1-22	Responsibility acceptance scale	Responsibility 1 = Not done 2 = Delegated 3 = Shared 4 = Performed

Appendix K

Computer Programs for Data Analysis

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Appendix K

Computer Programs for Data Analysis

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FILES FOR THE PROJECT

BRAME1.DTA	RAW DATA FOR DEMOGRAPHICS
BRAME2.DTA	RAW DATA FOR RESPONSIBILITY
BRAME3.DTA	RAW DATA FORM IMPORTANCE
BRAME1.SPS	RED DEMOGRAPHIC DATA AND SAVE IN BRAME1.SAV
BRAME2.SPS	READ RESPONSIBILITY DATA AND SAVE IN BRAME2.SAV
BRAME3.SPS	READ IMPORTANCE DATA AND SAVE IN BRAME3.SAV
BRAME4.SPS	MERGE THE THREE DATA ---AND SAVE IN BRAME4.SAV
BRAME5.SPS	CROSSTABS OF PERSONAL INFO BY IMPORTANCE
BRAME6.SPS	CROSSTABS OF BACKGROUND INFO BY IMPORTANCE
BRAME7.SPS	CROSSTABS OF RESPONSIBILITY BY IMPORTANCE
BRAME8.SPS	CORRELATIONS OF DEMOGRAPHIC VAR. VS IMPORTANCE OF COMPET.
BRAME9.SPS	CROSSTABS OF DEMOGRAPHICS VAR. BY IMPORTANCE OF COMPETENCY
BRAME10.SPS	PLOTS OF DEMOGRAPHIC VARIABLES BY IMPORTANCE
BRAME11.SPS	WRITE OUT DATA TO BRAME4.DATA TO SEND TO IBM
BRAME4.DATA	SEE BRAME11.SPS
BRAME1.SAS	READ IN RAW DATA FROM BRAME4.DATA INTO SASDATA.BRAME4
BRAME2.SAS	RANK MEANS AND STDS OF THE 22 IMPORTANCE VARIABLES
BRAME3.SAS	T-TESTS, PAGE 40 OF PROPOSAL
BRAME4.SAS	ANOVAS, PAGE 38-40 OF PROPOSAL
BRAME5.SAS	MEANS AND STDS FOR VARIABLES USED IN ANOVAS (BRAME4 SAS)
BRAME5.DTA	MEANS AND STDS-ROUNDS 1-3, & RESPONSIBLE % PERFORM-ROUND 1
BRAME12.SPS	PEARSON CORRELATIONS OF DATA IN BRAME5.DTA

```
COMMENT          ****  BRAME1.SPS  ****
                 ****************************************************************
                 *   THIS PROGRAM READS THE DEMOGRAPHIC DATA ABOUT THE      *
                 *   CHIEF EXECUTIVE OFFICERS IN THE NATIONAL URBAN LEAGUE, *
                 *   CALCULATES TOTAL YEARS EXPERIENCE WITH THE LEAGUE AND  *
                 *   SAVES THE DATA IN A FILE CALLED BRAME1.SAV             *
                 ****************************************************************

FILE HANDLE      IN/NAME='BRAME1.DTA'
FILE HANDLE      OUT/NAME='BRAME1.SAV'

DATA LIST        FILE=IN RECORDS=1 LIST/
                 C1 D1 TO D19
MISSING VALUES   ALL(-1)
VAR LABELS
                 C1 'RECORD NUMBER'/
                 D1 'SEX OF CEO' /
                 D2 'AGE OF CEO'/
                 D3 'YEARS AS CEO AT PRESENT AFFILIATE'/
                 D4 'FIRST ASSIGNMENT AS URBAN LEAGUE CEO'/
                 D5 'OTHER AFFILIATES SERVED AS CEO'/
                 D6 'URBAN LEAGUE EXPERIENCE PRIOR TO CEO'/
                 D7 'YEARS SERVICE URBAN LEAGUE PRIOR TO CEO'/
                 D8 'EXPERIENCE AS CEO IN A NON-PROFIT AGENCY'/
                 D9 'HIGHEST DEGREE HELD'/
                 D10 'CURRENTLY WORKING TOWARD DEGREE'/
                 D11 'UNDER CARE OF PHYSICIAN'/
                 D12 'CURRENTLY TAKING PRESCRIBED MEDICATION'/
                 D13 'MAJOR ILLNESS IN THE LAST FIVE YEARS'/
                 D14 'CURRENT HEALTH STATUS'/
                 D15 'REGION AFFILIATE IS LOCATED'/
                 D16 'FULL TIME POSITIONS IN AFFILIATE'/
                 D17 'TOTAL 1987 ANNUAL BUDGET OF AFFILIATE'/
                 D18 '1987 OPERATIONAL BUDGET OF AFFILIATE'/
                 D19 'UNITED WAY ALLOCATION FOR 1987'/
VALUE LABELS
                 D1 1 'MALE' 2 'FEMALE'/
                 D2 1 'LESS THAN 25' 2 '25-35' 3 '36-45' 4 '46-55'
                    5 '56-65' 6 'MORE THAN 65'/
                 D9 1 'BACHELORS DEGREE' 2 'MASTERS DEGREE'
                    3 'DOCTORATE' 4 'OTHER'/
                 D4 D6 D8 D10 TO D13 1 'YES' 2 'NO'/
                 D14 1 'EXCELLENT' 2 'GOOD' 3 'FAIR' 4 'POOR' 5 'VERY POOR'/
                 D15 1 'EASTERN' 2 'SOUTHERN' 3 'CENTRAL' 4 'WESTERN'/
COMPUTE          D20=SUM(D3,D7)
VAR LABELS
                 D20 'LENGTH OF SERVICE'/
TITLE            'BRAME1.SPS : DEMOGRAPHIC INFORMATION'
LIST             VARIABLES=C1 D1/
SAVE             OUTFILE=OUT
```

```
FILE HANDLE IN/NAME='BRAME2.DTA'
FILE HANDLE OUT/NAME='BRAME2.SAV'

DATA LIST FILE =IN RECORDS=1 LIST/
          F1 R1 TO R22
MISSING VALUES ALL (-1)

VAR LABELS
          F1 'RECORD NUMBER'/
VALUE LABELS
          R1 TO R22 1 'NOT PERFORMED' 2 'DELEGATE'
                    3 'SHARE' 4 'PERFORM'/
TITLE            'BRAME2.SPS : RESPONSIBILITY OF COMPETENCIES'
LIST        VARIABLES=F1 R1/
SAVE        OUTFILE=OUT
```

```
FILE HANDLE IN/NAME='BRAME3.DTA'
FILE HANDLE OUT/NAME='BRAME3.SAV'

DATA LIST FILE =IN RECORDS=1 LIST/
          G1 I1 TO I22
MISSING VALUES ALL (-1)

VAR LABELS
          G1 'RECORD NUMBER'/
VALUE LABELS
          R1 TO R22 1 'NO IMPORTANCE' 2 'LOW IMPORTANCE'
                    3 'MEDIUM IMPORTANCE' 4 'HIGH IMPORTANCE'/
TITLE            'BRAME3.SPS : IMPORTANCE OF COMPETENCIES'
LIST        VARIABLES=G1 I1/
SAVE        OUTFILE=OUT
```

```
Brame4.SPS
FILE HANDLE FILE1/NAME='BRAME1.SAV'
FILE HANDLE FILE2/NAME='BRAME2.SAV'
FILE HANDLE FILE3/NAME='BRAME3.SAV'
FILE HANDLE FILE4/NAME='BRAME4.SAV'

MATCH FILES    FILE=FILE1/FILE=FILE2/FILE=FILE3
LIST VARIABLES=C1 F1 G1/
SAVE OUTFILE=FILE4
```

```
COMMENT          ***BRAME5.SPS***
                 ***************************************************************
                 * THIS PROGRAM PRINTS OUT CROSS-TABLES OF THE PERSONAL *
                 * INFORMATION BY IMPORTANCE OF THE COMPETENCIES        *
                 ***************************************************************
TITLE           'BRAME5.SPS  :  PERSONAL INFORMATION AND IMPORTANCE'

FILE HANDLE IN/NAME='BRAME4.SAV'
GET FILE=IN

VALUE LABELS
          I1 TO I22 0 'NO IMPORTANCE' 1 'LOW IMPORTANCE'
                     2 'MEDIUM IMPORTANCE' 3 'HIGH IMPORTANCE'/

SUBTITLE     ' SEX AND IMPORTANCE OF COMPETENCIES'
CROSSTABS TABLES= D1  BY I1 TO I11
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES= D1  BY I12 TO I22
OPTIONS 3 4 5
STATISTICS 1 6 7

SUBTITLE     'AGE AND IMPORTANCE OF COMPETENCIES'
CROSSTABS TABLES= I1 TO I11 BY D2
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES= I12 TO I22 BY D2
OPTIONS 3 4 5
STATISTICS 1 6 7

SUBTITLE     'UNDER A PHYSICIANS CARE AND IMPORTANCE OF COMPETENCIES'
CROSSTABS TABLES= D11 BY I1 TO I11
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES= D11 BY I12 TO I22
OPTIONS 3 4 5
STATISTICS 1 6 7

SUBTITLE     'MEDICATION AND IMPORTANCE OF COMPETENCIES'
CROSSTABS TABLES=D12 BY I1 TO I11
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=D12 BY I12 TO I22
OPTIONS 3 4 5
STATISTICS 1 6 7

SUBTITLE     'MAJOR ILLNESS AND IMPORTANCE OF COMPETENCIES'
CROSSTABS TABLES=D13 BY I1 TO I11
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=D13 BY I12 TO I22
OPTIONS 3 4 5
STATISTICS 1 6 7

SUBTITLE     'HEALTH STATUS AND IMPORTANCE OF COMPETENCIES'
CROSSTABS TABLES=D14 BY I1 TO I11
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=D14 BY I12 TO I22
OPTIONS 3 4 5
STATISTICS 1 6 7

OUTFILE=IN
```

```
COMMENT      ***BRAME7.SPS***
             *****************************************************************
             * THIS PROGRAM PRINTS OUT CROSS-TABLES OF THE RESPONSIBILITIES *
             * BY IMPORTANCE OF THE COMPETENCIES                            *
             *****************************************************************

TITLE     'BRAME7.SPS  :  RESPONSIBILITY AND IMPORTANCE OF COMPETENCIES'

FILE HANDLE IN/NAME='BRAME4.SAV'
GET FILE=IN

CROSSTABS TABLES= R1 BY I1
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R2 BY I2
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R3 BY I3
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R4 BY I4
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R5 BY I5
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R6 BY I6
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R7 BY I7
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R8 BY I8
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R9 BY I9
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R10 BY I10
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R11 BY I11
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES= R12 BY I12
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R13 BY I13
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R14 BY I14
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R15 BY I15
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R16 BY I16
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R17 BY I17
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R18 BY I18
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R19 BY I19
```

```
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R20 BY I20
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R21 BY I21
OPTIONS 3 4 5
STATISTICS 1 6 7
CROSSTABS TABLES=R22 BY I22
OPTIONS 3 4 5
STATISTICS 1 6 7
```

```
1     COMMENT   **************BRAME8.SPS*******************
2               ******************************************
3               *THIS PROGRAM CALCULATES SPEARMAN'S      *
4               *CORRELATION COEFFICIENT FOR RELATIONSHIP
5               *INTERVAL DEMOGRAPHIC INFORMATION   *
6               *AND IMPORTANCE OF COMPETENCIES           *
7               ******************************************
8
9
10    TITLE     'BRAME8.SPS  :  DEMOGRAPHIC INFORMATION AND
11               IMPORTANCE'
12    FILE HANDLE IN/NAME='BRAME'4.SAV
13    GET FILE=IN
14

FILE DISK$CSS:[MILLER]BRAME4.SAV;
      CREATED 15-APR-89 11:16:46 - 67 variables

15    SUBTITLE  'YEARS AS CEO AT PRESENT AFFILIATE AND
16    IMPORTANCE'
17    NONPAR CORR D3 WITH I1 TO I22L/PRINT=TWOTAIL

There are 1,559,520 bytes of memory available.
```

```
COMMENT
                ***BRAME9.SPS***
                *******************************************************
                *  THIS PROGRAM PRODUCES PLOTS AND CROSS-TABLES FOR    *
                *  SOME OF THE DEMOGRAPHIC INFORMATION BY IMPORTANCE    *
                *  OF THE COMPETENCIES                                  *
                *******************************************************

TITLE     'BRAME9.SPS  :  DEMOGRAPHIC INFORMATION AND IMPORTANCE '

FILE HANDLE IN/NAME='BRAME4.SAV'
GET FILE=IN

RECODE D5 (3=2)/
VALUE LABELS
        D5    0 'NONE' 1 'ONE' 2 'MORE THAN ONE'/

SUBTITLE  'NUMBER OF AFFILIATES AND IMPORTANCE'
CROSSTABS TABLES=D5 BY I1 TO I22
OPTIONS 3 4 5
STATISTICS 1 6 7



COMMENT
                ***BRAME10.SPS***
                *******************************************************
                *  THIS PROGRAM PRODUCES PLOTS  FOR                    *
                *  SOME OF THE DEMOGRAPHIC INFORMATION BY IMPORTANCE    *
                *  OF THE COMPETENCIES                                  *
                *******************************************************

TITLE     'BRAME10.SPS  :  DEMOGRAPHIC INFORMATION AND IMPORTANCE '

FILE HANDLE IN/NAME='BRAME4.SAV'
GET FILE=IN

SUBTITLE  'OPERATIONAL BUDGET AND IMPORTANCE OF COMPETENCY#2'
SCATTERGRAM I2 WITH D18

SUBTITLE  'OPERATIONAL BUDGET AND IMPORTANCE OF COMPETENCY#19'
SCATTERGRAM I19 WITH D18

SUBTITLE  'FULL TIME POSITIONS AND IMPORTANCE'
SCATTERGRAM I1 TO I22 WITH D16

SUBTITLE  'UNITED WAY ALLOCATION AND IMPORTANCE'
SCATTERGRAM I1 TO I22 WITH D19

SUBTITLE  'LENGTH OF SERVICE AND IMPORTANCE'
SCATTERGRAM I1 TO I22 WITH D20
```

```
**BRAME1 SAS **
**************************************************************
* Read data from BRAME4 DATA to SAS file SASDATA.BRAME4
**************************************************************         ;

TITLE     'BRAME1 SAS:  Create SASDATA.BRAME4 FROM BRAME4.DATA';
CMS FILEDEF IN DISK  BRAME4 DATA ;

DATA SASDATA.BRAME4;
   INFILE IN; .. .
   INPUT (RECNO D1 D2) (2.) D3 5.2 (D4 D5 D6) (2.)
        D7 4.1 (D8-D15) (2.) D16 38-40 (D17-D19)(8.3) D20 65-69 2
        (I1-I22 R1-R22) (2.) ;
   ARRAY ALLVAR D1--R22;
   DO OVER ALLVAR;
     IF ALLVAR < 0 THEN ALLVAR = .;
   END;
   IF D8 = 0 THEN D8 = .;
   LABEL
                   D1='SEX OF CEO'
                   D2='AGE OF CEO'
                   D3='YEARS AS CEO AT PRESENT AFFILIATE'
                   D4='FIRST ASSIGNMENT AS URBAN LEAGUE CEO'
                   D5='OTHER AFFILIATES SERVED AS CEO'
                   D6='URBAN LEAGUE EXPERIENCE PRIOR TO CEO'
                   D7='YEARS SERVICE URBAN LEAGUE PRIOR TO CEO'
                   D8='EXPERIENCE AS CEO IN A NON-PROFIT AGENCY'
                   D9='HIGHEST DEGREE HELD'
                   D10='CURRENTLY WORKING TOWARD DEGREE'
                   D11='UNDER CARE OF PHYSICIAN'
                   D12='CURRENTLY TAKING PRESCRIBED MEDICATION'
                   D13='MAJOR ILLNESS IN THE LAST FIVE YEARS'
                   D14='CURRENT HEALTH STATUS'
                   D15='REGION AFFILIATE IS LOCATED'
                   D16='FULL TIME POSITIONS IN AFFILIATE'
                   D17='TOTAL 1987 ANNUAL BUDGET OF AFFILIATE IN THOUSANDS'
                   D18='1987 OPERATIONAL BUDGET OF AFFILIATE IN THOUSANDS'
                   D19='UNITED WAY ALLOCATION FOR 1987 IN THOUSANDS'
                   D20='LENGTH OF SERVICE'
   ;
PROC FORMAT;
   VALUE      SX 1='MALE' 2='FEMALE';
   VALUE      AGE 1='LESS THAN 25' 2='25-35' 3='36-45' 4='46-55'
                 5='56-65' 6='MORE THAN 65';
   VALUE      DEG 1='BACHELORS DEGREE' 2='MASTERS DEGREE'
                 3='DOCTORATE' 4='OTHER';
              *YN - D4 D6 D8 D10 TO D13;
   VALUE      YN 1='YES' 2='NO';
   VALUE      SCALE 1='EXCELLENT' 2='GOOD' 3='FAIR' 4='POOR' 5='VERY POOR'
                 ;

PROC PRINT;
   VAR RECNO D1-D2 D16-D20 I1 R22;
```

```
   CLASS D15;
   VAR I1-I22;
   OUTPUT OUT=WEYNOT MEAN=MEAN_1-MEAN_22 STD=STD_1-STD_22 N=N_1-N_22;
PROC PRINT;
   FORMAT D15 REGION.;
   ID D15;
   VAR N_1 MEAN_1 STD_1 N_3 MEAN_3 STD_3    N_4 MEAN_4 STD_4
       N_5 MEAN_5 STD_5 N_6 MEAN_6 STD_6    N_7 MEAN_7 STD_7
       N_8 MEAN_8 STD_8 N_9 MEAN_9 STD_9    N_10 MEAN_10 STD_10
       N_11 MEAN_11 STD_11  N_12 MEAN_12 STD_12  N_13 MEAN_13 STD_13
       N_14 MEAN_14 STD_14  N_15 MEAN_15 STD_15  N_16 MEAN_16 STD_16
       N_17 MEAN_17 STD_17  N_18 MEAN_18 STD_18  N_19 MEAN_19 STD_19
       N_20 MEAN_20 STD_20  N_21 MEAN_21 STD_21  N_22 MEAN_22 STD_22;
   TITLE3 'Region';



** BRAME2 SAS **
*--------------------------------------------------------------------*
* Calculate means and standard deviations of importance variables
* and print them from highest to lowest mean, and highest to lowest
* standard dev.
*-------------------------------------------------------------------;

PROC MEANS NOPRINT DATA=SASDATA.BRAME4;
   VAR I1-I22;
   OUTPUT OUT=TEEM MEAN=MI1-MI22 STD=SI1-SI22 N=N1-N22;

DATA MEANS;
   SET TEEM;
   ARRAY EACH MI1-MI22;
   ARRAY NUMB N1-N22;
   DO OVER EACH;
      MEAN=EACH;
      N=NUMB;
      ITEM=_I_;
      OUTPUT;
   END;
   PROC SORT; BY DESCENDING MEAN;
   PROC PRINT;
      VAR N MEAN;
      ID ITEM;
      TITLE 'BRAME2 SAS:  Means of Importance Items in Descending Order';

DATA STDS;
   SET TEEM;
   ARRAY EACH SI1-SI22;
   ARRAY NUMB N1-N22;
   DO OVER EACH;
      STD=EACH;
      N=NUMB;
      ITEM=_I_;
      OUTPUT;
   END;
   PROC SORT; BY STD;
   PROC PRINT;
      VAR N STD;
      ID ITEM;
   TITLE 'BRAME2 SAS:  Stand. Dev. of Importance Items in ASCEND. Order';
```

```
**BRAME3 SAS **
*----------------------------------------------------------------*
* T-tests  (page 39 of proposal,      .
*----------------------------------------------------------------*      ;

TITLE     'BRAME3 SAS:  T-tests ';
PROC FORMAT;
    VALUE      SX 1='MALE' 2='FEMALE';
    VALUE      AGE 1='LESS THAN 25' 2='25-35' 3='36-45' 4='46-55'
                  5='56-65' 6='MORE THAN 65';
    VALUE      DEG 1='BACHELORS DEGREE' 2='MASTERS DEGREE'
                  3='DOCTORATE' 4='OTHER';
               *YN - D4 D6 D8 D10 TO D13;
    VALUE      YN 1='YES' 2='NO';
    VALUE      SCALE 1='EXCELLENT' 2='GOOD' 3='FAIR' 4='POOR' 5='VERY POOR'
               ;

PROC TTEST DATA=SASDATA.BRAME4;
    FORMAT D1 SX.;
    CLASS D1;
    VAR I1-I22;
    TITLE2 'Gender';

PROC TTEST DATA=SASDATA.BRAME4;
    FORMAT D4 YN.;
    CLASS D4;
    VAR I1-I22;
    TITLE2 'First Assignment';

PROC TTEST DATA=SASDATA.BRAME4;
    FORMAT D6 YN.;
    CLASS D6;
    VAR I1-I22;
    TITLE2 'Prior Urban League Experience';

    DATA FORD8;
      SET SASDATA.BRAME4;
      IF D8=0 THEN D8=.;
      ELSE IF D8=3 THEN D8=2;
      KEEP D8 I1-I22;

PROC TTEST DATA=FORD8;
    FORMAT D8 YN.;
    CLASS D8;
    VAR I1-I22;
    TITLE2 'Non-Urban League CEO/CEO Experience';

PROC TTEST DATA=SASDATA.BRAME4;
    FORMAT D10 YN.;
    CLASS D10;
    VAR I1-I22;
    TITLE2 'Current Student Status';

DATA SIZE;
    SET SASDATA.BRAME4;
    *Divide the data inot 2 classes -- ABOVE the median United Way
    allocation and BELOW the median.  The median is 169.842 thousand
    dollars;
    IF  . < D19 < 169.842 THEN SIZE='SMALLER';
    ELSE IF D19 > 169.842 THEN SIZE='BIG';
    KEEP I1-I22 SIZE;

PROC TTEST ;
    CLASS SIZE;
    VAR I1-I22;
    TITLE2 'Size as Determined by United Way Allocation';
```

```
**BRAME4 SAS **
*------------------------------------------------------------------*
* ANOVAs    pages 39-40 of proposal,
*--------------------------------------------------------------*      ;
***************! ! !   W  A  R  N  I  N  G ! ! !  *******************
* PLOTS OF STANDARD DEVIATIONS VS MEANS FOR THE IMPORTANCE VARIABLES
* BY AGE (D2), EDUCATION (D9), HEALTH STATUS (D14) & REGION (D15)
* INDICATE NONINDEPENDENCE OF THE MEAN AND STANDARD DEVIATION
* WHICH IS A VIOLATION OF THE ASSUMPTIONS MADE WHEN USING
* ANALYSIS OF VARIANCE.
**********************************************************************;


TITLE    'BRAME4 SAS:  ANOVA';
PROC FORMAT;
   VALUE       SX 1='MALE' 2='FEMALE';
   VALUE       AGE 1='LESS THAN 25' 2='25-35' 3='36-45' 4='46-55'
                   5='56-65' 6='MORE THAN 65';
   VALUE       DEG 1='BACHELORS DEGREE' 2='MASTERS DEGREE'
                   3='DOCTORATE' 4='OTHER';
               *YN - D4 D6 D8 D10 TO D13;
   VALUE       YN 1='YES' 2='NO';
   VALUE SCALE 1='EXCELLENT' 2='GOOD' 3='FAIR' 4='POOR' 5='VERY POOR';
   VALUE REGION 1='EASTERN' 2='SOUTHERN' 3='CENTRAL' 4='WESTERN';


PROC ANOVA DATA=SASDATA.BRAME4;
   FORMAT D2 AGE.;
   CLASS D2;
   MODEL I1-I22 = D2;
   MEANS D2/BON ALPHA=.1;
   TITLE2 'Age';

PROC ANOVA DATA=SASDATA.BRAME4;
   FORMAT D9 DEG.;
   CLASS D9;
   MODEL I1-I22 = D9;
   MEANS D9/BON ALPHA=.1;
   TITLE2 'Education';

PROC ANOVA DATA=SASDATA.BRAME4;
   FORMAT D14 SCALE.;
   CLASS D14;
   MODEL I1-I22 = D14;
   MEANS D14/BON ALPHA=.1;
   TITLE2 'Current Health Status';

PROC ANOVA DATA=SASDATA.BRAME4;
   FORMAT D15 REGION.;
   CLASS D15;
   MODEL I1-I22 = D15;
   MEANS D15/BON ALPHA=.1;
   TITLE2 'Region';
```

```
**BRAME5 SAS **
*-----------------------------------------------------------*
* Means & stds for variables used in the ANOVAs
*-----------------------------------------------------------*    ;
TITLE    'BRAME5 SAS:  Descriptive Statistics by Variables Used';
TITLE2  'in the Analyses of Variance';
PROC FORMAT;
   VALUE      SX 1='MALE'  2='FEMALE';
   VALUE      AGE 1='LESS THAN 25'  2='25-35'  3='36-45'  4='46-55'
                5='56-65'  6='MORE THAN 65';
   VALUE      DEG 1='BACHELORS DEGREE'  2='MASTERS DEGREE'
                3='DOCTORATE'  4='OTHER';
              *YN - D4 D6 D8 D10 TO D13;
   VALUE      YN 1='YES'  2='NO';
   VALUE SCALE 1='EXCELLENT'  2='GOOD'  3='FAIR'  4='POOR'  5='VERY POOR';
   VALUE REGION 1='EASTERN'  2='SOUTHERN'  3='CENTRAL'  4='WESTERN';

PROC SUMMARY DATA=SASDATA.BRAME4;
   CLASS D2;
   VAR I1-I22;
   OUTPUT OUT=WEYNOT MEAN=MEAN_1-MEAN_22 STD=STD_1-STD_22 N=N_1-N_22;
PROC PRINT;
   FORMAT D2 AGE.;
   ID D2;
   VAR N_1 MEAN_1 STD_1  N_3 MEAN_3 STD_3   N_4 MEAN_4 STD_4
       N_5 MEAN_5 STD_5  N_6 MEAN_6 STD_6   N_7 MEAN_7 STD_7
       N_8 MEAN_8 STD_8  N_9 MEAN_9 STD_9   N_10 MEAN_10 STD_10
       N_11 MEAN_11 STD_11  N_12 MEAN_12 STD_12  N_13 MEAN_13 STD_13
       N_14 MEAN_14 STD_14  N_15 MEAN_15 STD_15  N_16 MEAN_16 STD_16
       N_17 MEAN_17 STD_17  N_18 MEAN_18 STD_18  N_19 MEAN_19 STD_19
       N_20 MEAN_20 STD_20  N_21 MEAN_21 STD_21  N_22 MEAN_22 STD_22;
   TITLE3 'Age';

PROC SUMMARY DATA=SASDATA.BRAME4;
   CLASS D9;
   VAR I1-I22;
   OUTPUT OUT=WEYNOT MEAN=MEAN_1-MEAN_22 STD=STD_1-STD_22 N=N_1-N_22;
PROC PRINT;
   FORMAT D9 DEG.;
   ID D9;
   VAR N_1 MEAN_1 STD_1  N_3 MEAN_3 STD_3   N_4 MEAN_4 STD_4
       N_5 MEAN_5 STD_5  N_6 MEAN_6 STD_6   N_7 MEAN_7 STD_7
       N_8 MEAN_8 STD_8  N_9 MEAN_9 STD_9   N_10 MEAN_10 STD_10
       N_11 MEAN_11 STD_11  N_12 MEAN_12 STD_12  N_13 MEAN_13 STD_13
       N_14 MEAN_14 STD_14  N_15 MEAN_15 STD_15  N_16 MEAN_16 STD_16
       N_17 MEAN_17 STD_17  N_18 MEAN_18 STD_18  N_19 MEAN_19 STD_19
       N_20 MEAN_20 STD_20  N_21 MEAN_21 STD_21  N_22 MEAN_22 STD_22;
   TITLE3 'Education';

PROC SUMMARY DATA=SASDATA.BRAME4;
   CLASS D14;
   VAR I1-I22;
   OUTPUT OUT=WEYNOT MEAN=MEAN_1-MEAN_22 STD=STD_1-STD_22 N=N_1-N_22;
PROC PRINT;
   FORMAT D14 SCALE.;
   ID D14;
   VAR N_1 MEAN_1 STD_1  N_3 MEAN_3 STD_3   N_4 MEAN_4 STD_4
       N_5 MEAN_5 STD_5  N_6 MEAN_6 STD_6   N_7 MEAN_7 STD_7
       N_8 MEAN_8 STD_8  N_9 MEAN_9 STD_9   N_10 MEAN_10 STD_10
       N_11 MEAN_11 STD_11  N_12 MEAN_12 STD_12  N_13 MEAN_13 STD_13
       N_14 MEAN_14 STD_14  N_15 MEAN_15 STD_15  N_16 MEAN_16 STD_16
       N_17 MEAN_17 STD_17  N_18 MEAN_18 STD_18  N_19 MEAN_19 STD_19
       N_20 MEAN_20 STD_20  N_21 MEAN_21 STD_21  N_22 MEAN_22 STD_22;
   TITLE3 'Current Health Status';

PROC SUMMARY DATA=SASDATA.BRAME4;
```

```
9-Mar-89    SPSS-X RELEASE 3.1 FOR VAX/VMS
                                        Page   1
15:32:51    WESTERN MICHIGAN UNIVERSITY    on KANGA::         VMS V5.0

VAX 8600 series          WESTERN MICHIGAN UNIVERSITY      License Number 19322
This software is functional through September 30, 1989.

    1   0   **************** BRAME12.SPS ********************
    2   0   ****************************************************
    3   0   ******* THIS PROGRAM PREPARES SPEARMAN *****
    4   0   ******* RHO CORRELATION FOR VARIABLES   *****
    5   0   ******* IN BRAMES.DTA.                  *****
    6   0   *** modified 3/9/89 to include Pearson correlations
    7   0   *** and to update the program for version 3.0
    8   0   ****************************************************
    9   0
   10   0
   11   0   FILE HANDLE IN/NAME='BRAMES.DTA'
   12   0
   13   0   DATA LIST FILE=IN/A 1-3(2) B 4-6(2) C 7-11(2) D 12-15(2) E 16-18(2) F 1
9-21(2)
   14   0                       G 22-24(2) H 25-27(2)
   15   0

This command will read 1 records from DISKSCSS:[MILLER]BRAMES.DTA;

Variable   Rec   Start    End        Format

A           1      1       3         F3.2
B           1      4       6         F3.2
C           1      7      11         F5.2
D           1     12      15         F4.2
E           1     16      18         F3.2
F           1     19      21         F3.2
G           1     22      24         F3.2
H           1     25      27         F3.2

   16   0   NONPAR CORR A WITH B C D
   17   0            /print=twotail

There are 1,571,104 bytes of memory available.
 ***** WORKSPACE ALLOWS FOR   42092 CASES FOR NONPARAMETRIC CORRELATION PROBLEM
*****
```

Appendix L

Data Analysis

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Table L-1

Correlation of Perception of Importance and
United Way Allocation: Pearson Product-Moment Correlation Coefficient

Statement	n	r	P
1. Develops comprehensive plan for growth and perpetuation of the agency.	70	.199	.115
2. Develops organizational structures for the accomplishment of the mission of the agency.	69	-.148	.224
3. Recruits, selects and assigns senior personnel to appropriate positions.	70	.091	.453
4. Develops and or implements personnel management system for the agency.	70	-.044	.718
5. Develops and or implements performance appraisal system for the agency.	70	-.052	.668
6. Develops agency budget.	70	.139	.252
7. Develops proposals for new program activities.	68	-.001	.994
8. Develops means of identifying community needs.	70	-.090	.457
9. Translates identified needs into agency programs.	69	-060	.622

Table L-1--continued

Statement	n	r	P
10. Develops and implements plans to change agency practices to adapt to environmental changes.	70	-.111	.361
11. Encourages novel approaches to problem solving.	70	-.010	.931
12. Convinces others of the value of his or her visions for the organization.	70	-.051	.674
13. Develops strategies to make an impact upon public policies.	70	.108	.374
14. Serves in leadership roles outside the agency to further agency programs and policies.	70	-.049	.688
15. Maintains relations with bargaining groups in the organization.	68	-.041	.742
16. Develops and implements a fund raising strategy for capital improvements.	69	-.167	.170
17. Develops and implements appropriate strategies for crisis management.	70	.081	.502
18. Uses appropriate leadership style demanded by differing situations.	70	.013	.916

Table L-1--continued

Statement	n	r	P
19. Communicates effectively to board, staff, members and outside groups.	70	-.114	.349
20. Develops newsletters, news releases and reports for distribution to selected publics.	70	.009	.940
21. Motivates staff and volunteers to perform objectives of agency.	70	.142	.240
22. Provides technical assistance for the solution of problems.	70	.042	.727

Table L-2

Means, Standard Deviation and Probability
Gender

Item Number		N	Mean	Standard Deviation	Prob > |T|
1	Female	18	3.94	.236	.65
	Male	58	3.91	.283	.67
2	Female	17	3.88	.332	.83
	Male	58	3.86	.395	.84
3	Female	18	3.83	.383	.54
	Male	58	3.89	.359	.52
4	Female	18	3.83	.383	.25
	Male	58	3.70	.459	.29
5	Female	18	3.61	.501	.40
	Male	58	3.72	.450	.36
6	Female	18	3.88	.323	.34
	Male	58	3.96	.184	.20
7	Female	18	3.81	.403	.22
	Male	58	3.65	.608	.33
8	Female	18	3.72	.460	.60
	Male	58	3.65	.514	.62
9	Female	18	3.72	.460	.87
	Male	58	3.70	.498	.87
10	Female	18	3.33	.970	.59
	Male	58	3.46	.654	.50
11	Female	17	3.58	.507	.30
	Male	58	3.43	.651	.36
12	Female	17	3.70	.587	.31
	Male	58	3.86	.395	.21
13	Female	17	3.52	.624	.21
	Male	58	3.74	.479	.13
14	Female	17	3.88	.332	.57
	Male	58	3.83	.381	.59
15	Female	17	2.70	1.10	.07*
	Male	56	2.12	1.26	.09*
16	Female	17	3.52	.874	.11
	Male	57	3.10	1.16	.16
17	Female	17	3.12	.992	.23
	Male	58	3.43	.703	.15

Table L-2—continued

Item Number		N	Mean	Standard Deviation	Prob > |T|
18	Female	17	3.70	.469	.80
	Male	58	3.67	.573	.82
19	Female	17	4.00	0.000	.04*
	Male	58	3.93	.256	.27
20	Female	17	3.41	.618	.63
	Male	58	3.32	.710	.66
21	Female	17	3.88	.332	.73
	Male	58	3.91	.339	.73
22	Female	17	3.35	.786	.30
	Male	58	3.56	.565	.21

* Significant at alpha = .10

Table L-3

Means, Standard Deviation and Probability
First Assignment

Item Number		N	Mean	Standard Deviation	Prob > |T|
1	No	22	3.95	.213	.42
	Yes	53	3.90	.295	.48
2	No	22	3.86	.351	.98
	Yes	52	3.86	.397	.98
3	No	22	3.95	.213	.15
	Yes	53	3.85	.411	.26
4	No	22	3.64	.492	.26
	Yes	53	3.77	.422	.22
5	No	22	3.86	.351	.03*
	Yes	53	3.64	.484	.05*
6	No	22	3.95	.213	.84
	Yes	53	3.94	.233	.85
7	No	22	3.68	.568	.87
	Yes	53	3.70	.576	.87
8	No	22	3.64	.492	.51
	Yes	53	3.72	.455	.50

Table L-3—continued

Item Number		N	Mean	Standard Deviation	Prob >|T|
9	No	21	3.76	.436	.69
	Yes	53	3.72	.454	.70
10	No	22	3.41	.734	.82
	Yes	53	3.45	.748	.82
11	No	22	3.36	.727	.38
	Yes	52	3.52	.577	.33
12	No	22	3.86	.467	.75
	Yes	52	3.83	.430	.74
13	No	22	3.86	.351	.02*
	Yes	52	3.62	.565	.06*
14	No	22	3.86	.351	.69
	Yes	52	3.83	.382	.70
15	No	21	1.90	1.26	.16
	Yes	51	2.37	1.21	.15
16	No	21	3.19	1.12	.83
	Yes	52	3.25	1.08	.83
17	No	22	3.54	.800	.18
	Yes	52	3.27	.770	.17
18	No	22	3.68	.716	.95
	Yes	52	3.69	.466	.94
19	No	22	3.95	.213	.83
	Yes	52	3.94	.235	.83
20	No	22	3.41	.666	.79
	Yes	52	3.36	.627	.79
21	No	22	3.86	.467	.58
	Yes	52	3.92	.269	.49
22	No	22	3.59	.503	.52
	Yes	52	3.50	.671	.57

* Significant at alpha = .10

Table L-4

Means, Standard Deviation and Probability
Prior Urban League Experience

Item Number		N	Mean	Standard Deviation	Prob > |T|
1	No	29	3.93	.258	.78
	Yes	46	3.91	.285	.78
2	No	28	3.93	.262	.21
	Yes	46	3.83	.437	.26
3	No	29	3.90	.310	.74
	Yes	46	3.87	.400	.76
4	No	29	3.79	.412	.35
	Yes	46	3.69	.465	.36
5	No	29	3.59	.501	.08*
	Yes	46	3.78	.417	.07*
6	No	29	3.93	.258	.65
	Yes	46	3.96	.206	.64
7	No	27	3.70	.465	.95
	Yes	46	3.6S	.628	.95
8	No	29	3.65	.484	.58
	Yes	46	3.72	.455	.57
9	No	29	3.72	.455	.93
	Yes	45	3.73	.447	.93
10	No	29	3.38	.862	.60
	Yes	46	3.48	.658	.58
11	No	29	3.38	.728	.33
	Yes	45	3.53	.548	.30
12	No	29	3.90	.409	.35
	Yes	45	3.80	.457	.40
13	No	29	3.72	.455	.63
	Yes	45	3.66	.564	.65
14	No	29	3.83	.384	.85
	Yes	45	3.84	.366	.72
15	No	29	2.07	1.22	.35
	Yes	43	2.34	1.25	.35
16	No	29	3.45	.869	.14
	Yes	44	3.09	1.20	.17
17	No	29	3.45	.783	.40
	Yes	45	3.29	.787	.40

Table L-4—continued

Item Number		N	Mean	Standard Deviation	Prob >|T|
18	No	29	3.62	.677	.43
	Yes	45	3.73	.447	.39
19	No	29	3.96	.186	.53
	Yes	45	3.93	.252	.55
20	No	29	3.48	.508	.22
	Yes	45	3.31	.701	.26
21	No	29	4.00	0.00	.02*
	Yes	45	3.84	.424	.05*
22	No	29	3.57	.682	.53
	Yes	45	3.49	.589	.52

* Significant at alpha = .10

Table L-5

Means, Standard Deviation and Probability
Non-Urban League Executive Experience

Item Number		N	Mean	Standard Deviation	Prob >|T|
1	No	19	3.89	.315	.90
	Yes	17	3.88	.332	.90
2	No	19	3.89	.315	.59
	Yes	16	3.81	.543	.58
3	No	19	3.79	.535	.27
	Yes	17	3.94	.242	.29
4	No	19	3.84	.375	.88
	Yes	17	3.82	.393	.88
5	No	19	3.79	.419	.11
	Yes	17	3.53	.514	.11
6	No	19	3.95	.229	.94
	Yes	17	3.94	.243	.94
7	No	19	3.74	.733	.74
	Yes	15	3.67	.488	.75
8	No	19	3.79	.419	.36
	Yes	17	3.65	.493	.36

Table L-5--continued

Item Number		N	Mean	Standard Deviation	Prob >|T|
9	No	19	3.74	.452	.84
	Yes	17	3.71	.470	.84
10	No	19	3.47	.841	.67
	Yes	17	3.35	.862	.67
11	No	19	3.47	.612	.48
	Yes	17	3.29	.849	.47
12	No	19	3.89	.459	.93
	Yes	17	3.88	.332	.93
13	No	19	3.68	.478	.60
	Yes	17	3.76	.437	.60
14	No	19	3.74	.452	.28
	Yes	17	3.88	.332	.28
15	No	19	2.26	1.33	.95
	Yes	17	2.24	1.20	.95
16	No	19	3.16	1.12	.07*
	Yes	17	3.71	.588	.08*
17	No	19	3.37	.831	.68
	Yes	17	3.47	.624	.68
18	No	19	3.74	.452	.89
	Yes	17	3.71	.772	.88
19	No	19	3.95	.229	.94
	Yes	17	3.94	.243	.94
20	No	19	3.58	.607	.16
	Yes	17	3.29	.588	.16
21	No	19	4.00	0.00	NA
	Yes	17	4.00	0.00	NA
22	No	19	3.63	.831	.85
	Yes	17	3.59	.507	.85

*Significant at alpha = .10

Table L-6

Means, Standard Deviation and Probability
Current Student Status

Item Number		N	Mean	Standard Deviation	Prob >|T|
1	No	63	3.94	.246	.39
	Yes	12	3.83	.389	.23
2	No	62	3.87	.383	.76
	Yes	12	3.83	.389	.76
3	No	63	3.87	.381	.65
	Yes	12	3.92	.289	.71
4	No	63	3.70	.463	.042*
	Yes	12	3.92	.289	.12
5	No	63	3.68	.469	.64
	Yes	12	3.75	.452	.65
6	No	63	3.95	.215	.69
	Yes	12	3.92	.289	.62
7	No	61	3.65	.602	.20
	Yes	12	3.83	.389	.33
8	No	63	3.65	.513	.50
	Yes	12	3.75	.452	.53
9	No	62	3.69	.499	.70
	Yes	12	3.75	.452	.72
10	No	63	3.48	.692	.29
	Yes	12	3.17	.937	.18
11	No	62	3.47	.620	.88
	Yes	12	3.50	.674	.87
12	No	62	3.87	.383	.17
	Yes	12	3.58	.668	.04
13	No	62	3.71	.492	.54
	Yes	12	3.58	.668	.44
14	No	62	3.83	.370	.96
	Yes	12	3.83	.389	.96
15	No	60	2.28	1.27	.92
	Yes	12	2.25	1.13	.93
16	No	61	3.19	1.10	.93
	Yes	12	3.16	1.19	.93
17	No	62	3.37	.794	.62
	Yes	12	3.25	.753	.62

Table 4-6—continued

Item Number		N	Mean	Standard Deviation	Prob >|T|
18	No	62	3.69	.560	.51
	Yes	12	3.58	.514	.53
19	No	62	3.95	.216	.69
	Yes	12	3.91	.288	.62
20	No	62	3.29	.710	.11
	Yes	12	3.58	.514	.17
21	No	62	3.90	.348	.88
	Yes	12	3.91	.288	.90
22	No	62	3.58	.559	.12
	Yes	12	3.16	.834	.03

*Significant at alpha = .10

Table L-7

Means, Standard Deviation and Probability
Size as Detetmined by United Way Allocation

Item Number		N	Mean	Standard Deviation	Prob >|T|
1	Large	35	3.97	.169	.09*
	Smaller	35	3.85	.355	.09*
2	Large	34	3.79	.478	.21
	Smaller	35	3.91	.284	.21
3	Large	35	3.91	.284	.73
	Smaller	35	3.89	.403	.73
4	Large	35	3.68	.471	.42
	Smaller	35	3.77	.426	.42
5	Large	35	3.75	.443	.44
	Smaller	35	3.65	.481	.44
6	Large	35	3.97	.169	.31
	Smaller	35	3.91	.284	.31
7	Large	35	3.61	.551	.41
	Smaller	35	3.73	.618	.41
8	Large	35	3.69	.471	1.00
	Smaller	35	3.69	.471	1.00

Table 4-7--continued

Item Number		N	Mean	Standard Deviation	Prob > |T|
9	Large	35	3.76	.430	.47
	Smaller	35	3.69	.471	.47
10	Large	35	3.34	.683	.17
	Smaller	35	3.57	.698	.17
11	Large	35	3.43	.698	.71
	Smaller	35	3.49	.562	.71
12	Large	35	3.83	.453	1.00
	Smaller	35	3.83	.453	1.00
13	Large	35	3.77	.490	.17
	Smaller	35	3.60	.553	.17
14	Large	35	3.80	.405	.33
	Smaller	35	3.88	.322	.33
15	Large	34	2.29	1.24	.70
	Small	34	2.17	1.24	.70
16	Large	34	3.11	1.20	.23
	Small	35	3.42	.916	.23
17	Large	35	3.51	.562	.11
	Smaller	35	3.23	.877	.11
18	Large	35	3.69	.631	.83
	Smaller	35	3.66	.5481	.83
19	Large	35	3.91	.284	.31
	Smaller	35	3.97	.169	.31
20	Large	35	3.28	.621	.35
	Smaller	35	3.42	.654	.35
21	Large	35	3.97	.169	.09*
	Smaller	35	3.82	.452	.08*
22	Large	35	3.57	.557	.45
	Smaller	35	3.46	.700	.45

*Significant at alpha = .10

Table L-8

BRAKE5 SAS: Descriptive Statistics by Variables Used in the Analyses of Variance

Age

D2	N_1	MEAN_1	STD_1	N_3	MEAN_3	STD_3	N_4	MEAN_4	STD_4	N_5	MEAN_5	STD_5	N_6	MEAN_6	STD_6	N_7	MEAN_7
	75	3.92000	0.273120	75	3.88000	0.36613	75	3.73333	0.445195	75	3.69333	0.464215	75	3.94667	0.226610	73	3.60493
25-35	4	4.00000	0.000000	4	4.00000	0.00000	4	3.75000	0.500000	4	3.75000	0.500000	4	3.75000	0.500000	4	3.75000
36-45	29	3.93103	0.257881	29	3.89655	0.30993	29	3.75862	0.435494	29	3.50621	0.501230	29	3.93103	0.257881	28	3.75000
46-55	26	3.96154	0.196116	26	3.92308	0.27175	26	3.65385	0.485165	26	3.73077	0.452344	26	4.00000	0.000000	25	3.72000
56-65	12	3.83333	0.389249	12	3.83333	0.30925	12	3.91667	0.288675	12	3.75000	0.452267	12	3.91667	0.288675	12	3.66667
MORE THAN 65	4	3.75000	0.500000	4	3.50000	1.00000	4	3.50000	0.577350	4	4.00000	0.000000	4	4.00000	0.000000	4	3.00000

D2	STD_7	N_8	MEAN_8	STD_8	N_9	MEAN_9	STD_9	N_10	MEAN_10	STD_10	N_11	MEAN_11	STD_11	N_12	MEAN_12	STD_12
	0.57436	75	3.66667	0.502247	74	3.70270	0.489051	75	3.42667	0.738394	74	3.45946	0.623494	74	3.02432	0.448990
25-35	0.50000	4	3.75000	0.500000	4	3.75000	0.500000	4	3.25000	0.500000	4	3.75000	0.500000	4	3.50000	0.577350
36-45	0.51019	29	3.65517	0.403725	29	3.68966	0.470824	29	3.34403	0.813979	28	3.39286	0.497347	28	3.70571	0.560112
46-55	0.45826	26	3.57692	0.577794	25	3.72000	0.541603	26	3.50000	0.707107	26	3.53846	0.706018	26	3.00462	0.325813
56-65	0.49237	12	3.83333	0.389249	12	3.66667	0.492366	12	3.41667	0.792961	12	3.33333	0.778499	12	3.03333	0.389249
MORE THAN 65	1.41421	4	3.75000	0.500000	4	3.75000	0.500000	4	3.75000	0.500000	4	3.50000	0.577350	4	4.00000	0.000000

D2	N_13	MEAN_13	STD_13	N_14	MEAN_14	STD_14	N_15	MEAN_15	STD_15	N_16	MEAN_16	STD_16	N_17	MEAN_17	STD_17
	74	3.60919	0.521475	74	3.83784	0.371116	72	2.23611	1.23096	73	3.19178	1.11377	74	3.36486	0.706432
25-35	4	3.00000	0.016497	4	4.00000	0.000000	4	2.75000	1.25031	4	2.75000	1.25031	4	3.25000	0.500000
36-45	29	3.67057	0.475595	28	3.85714	0.356340	27	2.40140	1.22067	28	3.57143	0.92009	28	3.39286	0.075142
46-55	26	3.80769	0.401910	26	3.76923	0.429669	25	1.80000	1.00012	26	3.16000	1.06771	26	3.46154	0.646806
56-65	12	3.50333	0.668550	12	3.63333	0.389249	12	2.33333	1.37069	12	2.91667	1.24011	12	3.00333	0.996205
MORE THAN 65	4	4.00000	0.000000	4	4.00000	0.000000	4	2.50000	1.73205	4	2.00000	1.41421	4	3.50000	0.577350

D2	MEAN_18	STD_18	N_19	MEAN_19	STD_19	N_20	MEAN_20	STD_20	N_21	MEAN_21	STD_21	N_22	MEAN_22	STD_22
	3.67568	0.551663	74	3.94595	0.227668	74	3.33784	0.607999	74	3.90541	0.337960	74	3.51351	0.62468
25-35	3.50000	0.577350	4	4.00000	0.000000	4	3.25000	0.500000	4	4.00000	0.000000	4	3.25000	0.50000
36-45	3.67857	0.475595	28	4.00000	0.000000	28	3.39206	0.620890	28	3.09286	0.314970	28	3.42857	0.69007
46-55	3.61538	0.697247	26	3.92308	0.271746	26	3.34615	0.797110	26	3.00462	0.431455	26	3.57692	0.57779
56-65	3.75000	0.452267	12	3.83333	0.389249	12	3.25000	0.621502	12	3.91667	0.200675	12	3.66667	0.49237
MORE THAN 65	4.00000	0.000000	4	4.00000	0.000000	4	3.25000	0.957427	4	4.00000	0.000000	4	3.50000	1.00000

Table L-9

BRAME5 SAS: Descriptive Statistics by Variables Used
in the Analyses of Variance
Education

D9	N_1	MEAN_1	STD_1	N_3	MEAN_3	STD_3	N_4	MEAN_4	STD_4	N_5	MEAN_5	STD_5	N_6	MEAN_6	STD_6	N_7
BACHELORS DEGREE	76	3.92105	0.271448	76	3.88158	0.363945	76	3.73684	0.443273	76	3.69737	0.462450	76	3.91737	0.224761	74
MASTERS DEGREE	23	3.95652	0.208514	23	4.00000	0.000000	23	3.02609	0.387553	23	3.78261	0.421741	23	3.91304	0.208104	22
DOCTORATE	45	3.88889	0.317821	45	3.82222	0.441531	45	3.60089	0.460179	45	3.64444	0.484090	45	3.95556	0.208409	44
OTHER	6	4.00000	0.000000	6	4.00000	0.000000	6	3.83333	0.408248	6	3.66667	0.516398	6	4.00000	0.000000	6
	2	4.00000	0.000000	2	3.50000	0.707107	2	3.50000	0.707107	2	4.00000	0.000000	2	4.00000	0.000000	2

D9	MEAN_7	STD_7	N_8	MEAN_8	STD_8	N_9	MEAN_9	STD_9	N_10	MEAN_10	STD_10	N_11	MEAN_11	STD_11	N_12	MEAN_12
BACHELORS DEGREE	3.68919	0.571604	76	3.67105	0.500351	75	3.70667	0.406947	76	3.43421	0.736397	75	3.46667	0.622405	75	3.02667
MASTERS DEGREE	3.72727	0.550402	23	3.69565	0.470472	23	3.02609	0.387553	23	3.26007	0.751009	23	3.34703	0.775107	23	3.06957
DOCTORATE	3.63636	0.613450	45	3.66667	0.476731	44	3.63636	0.406607	45	3.51111	0.757455	44	3.52273	0.549361	44	3.79545
OTHER	3.03333	0.408248	6	3.50000	0.836660	6	3.66667	0.016497	6	3.66667	0.516398	6	3.66667	0.516398	6	3.03333
	4.00000	0.000000	2	4.00000	0.000000	2	4.00000	0.000000	2	4.00000	0.000000	2	4.00000	0.000000	2	4.00000

D9	STD_12	N_13	MEAN_13	STD_13	N_14	MEAN_14	STD_14	N_15	MEAN_15	STD_15	N_16	MEAN_16	STD_16	N_17	MEAN_17	STD_17
BACHELORS DEGREE	0.446407	76	3.69333	0.519102	75	3.84000	0.369075	73	2.26027	1.24752	74	3.20270	1.11010	75	3.36000	0.78224
MASTERS DEGREE	0.344350	23	3.73913	0.440970	23	3.95652	0.208514	22	2.10102	1.22032	23	3.43470	0.99206	23	3.30435	0.07567
DOCTORATE	0.509425	45	3.63636	0.574291	44	3.77273	0.423915	43	2.20930	1.22507	43	3.06977	1.16202	44	3.38636	0.68932
OTHER	0.408248	6	4.00000	0.000000	6	4.00000	0.000000	6	2.50000	1.64317	6	3.00000	1.26491	6	1.66667	0.51640
	0.000000	2	3.50000	0.707107	2	3.50000	0.707107	2	3.50000	0.707711	2	4.00000	0.000000	2	2.50000	2.12132

D9	N_18	MEAN_18	STD_18	N_19	MEAN_19	STD_19	N_20	MEAN_20	STD_20	N_21	MEAN_21	STD_21	N_22	MEAN_22	STD_22
BACHELORS DEGREE	75	3.60000	0.549201	75	3.94667	0.226210	75	3.34667	0.607603	75	3.90667	0.335846	75	3.52000	0.622903
MASTERS DEGREE	23	3.60070	0.722315	23	3.95652	0.208514	23	3.39130	0.58303	23	4.00000	0.000000	23	3.65217	0.406905
DOCTORATE	44	3.70455	0.461522	44	3.93102	0.254972	44	3.31818	0.67420	44	3.84091	0.420257	44	3.40909	0.692759
OTHER	6	3.66667	0.516398	6	4.00000	0.000000	6	3.50000	1.22474	6	4.00000	0.000000	6	3.83333	0.408240
	2	4.00000	0.000000	2	4.00000	0.000000	2	3.00000	0.000000	2	4.00000	0.000000	2	3.50000	0.707107

Table L-10

BRAHE5 SAS: Descriptive Statistics by Variables Used
in the Analyses of Variance
Current Health Status

D14	N_1	HEAN_1	STD_1	N_3	HEAN_3	STD_3	N_4	HEAN_4	STD_4	N_5	HEAN_5	STD_5	N_6	HEAN_6	STD_6	N_7	MEAN_7
	74	3.60919	0.244781													74	3.60919
EXCELLENT	76	3.97059	0.171499	34	3.91176	0.287902	34	3.67647	0.474850	34	3.50024	0.499554	34	3.91176	0.207902	34	3.64706
GOOD	29	3.86207	0.350931	29	3.82759	0.467201	29	3.75862	0.435494	29	3.79310	0.412251	29	3.96552	0.185695	27	3.66667
FAIR	13	3.92308	0.277350	13	3.92308	0.277350	13	3.84615	0.375534	13	3.76923	0.430529	13	4.00000	0.000000	13	3.84615

D14	STD_7	N_8	HEAN_8	STD_8	N_9	HEAN_9	STD_9	N_10	HEAN_10	STD_10	N_11	HEAN_11	STD_11	N_12	HEAN_12	STD_12
EXCELLENT	0.571604	76	3.67105	0.500351	75	3.70667	0.406947	76	3.43421	0.736397	75	3.46667	0.622405	75	3.82667	0.446407
GOOD	0.543967	34	3.67647	0.534080	34	3.73529	0.511019	34	3.41176	0.656790	33	3.40405	0.507519	33	3.07079	0.331434
FAIR	0.679366	29	3.62069	0.493804	20	3.67857	0.475595	29	3.40276	0.737791	29	3.40276	0.737791	29	3.02759	0.460201
	0.375534	13	3.76923	0.430529	13	3.69231	0.480304	13	3.30462	0.960769	13	3.30462	0.650444	13	3.69231	0.630425

D14	N_13	HEAN_13	STD_13	N_14	HEAN_14	STD_14	N_15	HEAN_15	STD_15	N_16	HEAN_16	STD_16	N_17	HEAN_17	STD_17	N_18
EXCELLENT	75	3.69333	0.519182	75	3.84000	0.369075	73	2.26027	1.24752	74	3.20270	1.11010	75	3.36000	0.782235	75
GOOD	33	3.66667	0.540062	33	3.90909	0.291937	33	2.18182	1.23629	33	3.27273	1.06067	33	3.33333	0.016497	33
FAIR	29	3.75062	0.510964	29	3.82759	0.384426	20	2.10714	1.22744	29	3.13793	1.12517	29	3.44020	0.736120	29
	13	3.61538	0.506370	13	3.69231	0.480304	12	2.03333	1.26730	12	3.16667	1.26730	13	3.23077	0.032050	13

D14	HEAN_18	STD_18	N_19	HEAN_19	STD_19	N_20	HEAN_20	STD_20	N_21	HEAN_21	STD_21	N_22	HEAN_22	STD_22
EXCELLENT	3.68000	0.549201	75	3.94667	0.226210	75	3.34667	0.607599	75	3.90667	0.335046	75	3.52000	0.622903
GOOD	3.63636	0.408504	33	3.96970	0.174070	33	3.30303	0.720219	33	3.90909	0.304353	33	3.48485	0.565752
FAIR	3.62069	0.676052	29	3.93103	0.257001	29	3.37931	0.621052	29	3.09655	0.309034	29	3.51724	0.574499
	3.92308	0.277350	13	3.92308	0.277350	13	3.38462	0.767940	13	3.92308	0.277350	13	3.61538	0.069710

Table L-11

BRAHE5 SAS: Descriptive Statistics by Variables Used
in the Analyses of Variance

Region

D15	N_1	MEAN_1	STD_1	N_3	MEAN_3	STD_3	N_4	MEAN_4	STD_4	N_5	MEAN_5	STD_5	N_6	MEAN_6	STD_6	N_7	MEAN_7
.	76	3.92105	0.271448	76	3.88158	0.363945	76	3.73684	0.443273	76	3.69737	0.462450	76	3.94737	0.224781	74	3.68919
EASTERN	20	3.95000	0.223607	20	3.85000	0.366348	20	3.70000	0.470162	20	3.60000	0.502625	20	3.95000	0.223607	19	3.73684
SOUTHERN	19	3.94737	0.229416	19	3.94737	0.229416	19	3.73684	0.452414	19	3.63158	0.495595	19	3.94737	0.229416	19	3.68421
CENTRAL	30	3.86667	0.345746	30	3.83333	0.461133	30	3.73333	0.449776	30	3.76667	0.430183	30	3.93333	0.253708	29	3.62069
WESTERN	7	4.00000	0.000000	7	4.00000	0.000000	7	3.85714	0.377964	7	3.85714	0.377964	7	4.00000	0.000000	7	3.85714

D15	STD_7	N_8	MEAN_8	STD_8	N_9	MEAN_9	STD_9	N_10	MEAN_10	STD_10	N_11	MEAN_11	STD_11	N_12	MEAN_12	STD_12
.	0.571604	76	3.67105	0.500351	75	3.70667	0.486947	76	3.43421	0.73640	75	3.46667	0.622405	75	3.82667	0.446407
EASTERN	0.452414	20	3.75000	0.444262	20	3.65000	0.489360	20	3.50000	0.51299	20	3.35000	0.489360	20	3.85000	0.366348
SOUTHERN	0.582393	19	3.63158	0.495595	19	3.73684	0.452414	19	3.36842	1.01163	18	3.50000	0.618347	18	3.77778	0.548319
CENTRAL	0.676052	30	3.63333	0.556053	29	3.72414	0.527565	30	3.33333	0.71116	30	3.43333	0.727932	30	3.80000	0.484234
WESTERN	0.377964	7	3.71429	0.487950	7	3.71429	0.487950	7	3.85714	0.37796	7	3.85714	0.377964	7	4.00000	0.000000

D15	N_13	MEAN_13	STD_13	N_14	MEAN_14	STD_14	N_15	MEAN_15	STD_15	N_16	MEAN_16	STD_16	N_17	MEAN_17	STD_17	N_18
.	75	3.69333	0.519182	75	3.84000	0.369075	73	2.26027	1.24752	74	3.20270	1.11010	75	3.36000	0.782235	75
EASTERN	20	3.50000	0.688247	20	3.85000	0.366348	19	2.57895	1.16900	20	3.30000	1.17429	20	3.36000	0.782235	20
SOUTHERN	18	3.88889	0.323301	18	3.88889	0.323381	18	1.83333	1.20049	18	3.44444	0.05559	18	3.44444	0.855585	18
CENTRAL	30	3.66667	0.479463	30	3.03333	0.379049	30	2.33333	1.29544	30	3.00000	1.20344	30	3.36667	0.808717	30
WESTERN	7	3.85714	0.377964	7	3.71429	0.487950	6	2.16667	1.32916	6	3.16667	1.16905	7	3.57143	0.534522	7

D15	MEAN_18	STD_18	N_19	MEAN_19	STD_19	N_20	MEAN_20	STD_20	N_21	MEAN_21	STD_21	N_22	MEAN_22	STD_22
.	3.68000	0.549201	75	3.94667	0.226210	75	3.34667	0.687599	75	3.90667	0.335846	75	3.52000	0.622903
EASTERN	3.60000	0.502625	20	4.00000	0.000000	20	3.35000	0.507143	20	3.85000	0.366348	20	3.50000	0.512989
SOUTHERN	3.83333	0.383482	18	3.88889	0.323301	18	3.50000	0.707107	18	4.00000	0.000000	18	3.50000	0.512989
CENTRAL	3.63333	0.668675	30	3.93333	0.253708	30	3.26667	0.739680	30	3.93333	0.253708	30	3.53333	0.571346
WESTERN	3.71429	0.487950	7	4.00000	0.000000	7	3.28571	0.755929	7	3.71429	0.755929	7	3.85714	0.377964

Table L-12

Level of Significance for ANOVA
Age

Item Number	PR > F
1	.45
2	.60
3	.25
4	.40
5	.46
6	.29
7	.18
8	.67
9	.99
10	.82
11	.72
12	.50
13	.03*
14	.65
15	.28
16	.05*
17	.71
18	.68
19	.26
20	.97
21	.94
22	.70

*Significant at alpha = .10

Table L-13

Level of Significance for ANOVA
Education

Item Number	PR > F
1	.64
2	.96
3	.08*
4	.51
5	.53
6	.80
7	.70
8	.66
9	.38
10	.38
11	.40
12	.87
13	.38
14	.08*
15	.51
16	.42
17	.32
18	.77
19	.88
20	.81
21	.85
22	.27

*Significant at alpha = .10

Table L-14

Level of Significance for ANOVA
Health

Item Number	PR > F
1	.28
2	.63
3	.60
4	.48
5	.17
6	.42
7	.55
8	.67
9	.89
10	.90
11	.87
12	.44
13	.66
14	.19
15	.21
16	.88
17	.68
18	.21
19	.73
20	.89
21	.97
22	.81

Table L-15

Level of Significance for ANOVA
Region

Item Number	PR > F
1	.53
2	.58
3	.57
4	.88
5	.43
6	.92
7	.77
8	.84
9	.94
10	.37
11	.31
12	.70
13	.11
14	.77
15	.32
16	.57
17	.67
18	.57
19	.43
20	.72
21	.22
22	.41

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