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An Examination and Analysis of Effective Leadership Styles and the Skills Necessary to Successfully Lead a School District

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AN EXAMINATION AND ANALYSIS OF EFFECTIVE LEADERSHIP STYLES
AND THE SKILLS NECESSARY TO SUCCESSFULLY
LEAD A SCHOOL DISTRICT

by

Jerome S. Goosen

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
April 1987

AN EXAMINATION AND ANALYSIS OF EFFECTIVE LEADERSHIP STYLES
AND THE SKILLS NECESSARY TO SUCCESSFULLY
LEAD A SCHOOL DISTRICT

Jerome S. Goosen, Ed.S.

Western Michigan University, 1987

The analysis of leadership styles provided an indepth view of the many roles and responsibilities of the position of principal and superintendent. The opportunity to observe and interact with more than one person helped to draw comparisons. Several instruments, used nationally to assess leadership styles, were also observed for the first time.

It was determined that administration requires many skills to handle the numerous tasks and situations that arise. Each one of the field supervisors demonstrated the ability to fit his/her personality to different situations. Each was different in his/her basic styles but yet shared several common traits. Finally, it was decided that flexibility and a positive personality are two essential traits necessary to be successful as an educational leader.

ACKNOWLEDGEMENTS

Through the course of my internship and study I received help from many different sources. I would like to thank my advisor, Dr. Lawrence Schlack, whose confidence and understanding of my unique scheduling problems led to my assurance that I could do it. I would also like to thank my field supervisors, Dr. Terre Davis, Superintendent of Sparta Public Schools; Dr. Tom Hicks, Principal of Spring Lake High School; and Mr. Phil O'Connell, Superintendent of Kenowa Hills Public Schools. I am deeply indebted to each of them for their willingness to provide meaningful experiences and for working around my time conflicts. All of you are exceptional leaders in the field of education and just plain good people. Finally a special thanks to my family, Ryan, Jennifer, Jacqueline and Jessica. The hardest part of this internship and the specialist degree program (these past three years) was the time away from my children; I missed watching them grow up. Special thanks go to my wife, Lou, for her typing, support, understanding, and for the constant urging that kept me going. Lou, you probably deserve the diploma more than I.

Jerome S. Goosen

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CHAPTER I

MAJOR INTERNSHIP PROSPECTUS

- Intern: Jerome S. Goosen
- Sponsoring Organizations: Sparta Public Schools
Spring Lake Public Schools
Kenowa Hills Public Schools
- Field Supervisors: Dr. Terre Davis, Superintendent
Sparta Public Schools
Dr. Tom Hicks, Principal
Spring Lake High School
Mr. Phil O'Connell, Superintendent
Kenowa Hills Public Schools
- University Supervisor: Dr. Lawrence Schlack
- Major Focus of Experience: To examine the leadership styles, roles and responsibilities of the position of superintendent and high school principal. Primarily looking at strategies for staff evaluation and development.
- Duration: One year beginning February, 1984.

Rationale: Leadership involves a recognized leader and a group working toward agreed upon goals. Effective leadership requires a knowledge of and working ability with conceptual and human skills. These skills generally fall into three broad categories: organizational skills, management skills, and humanistic skills. In educational organizations these skills could be specified by an analysis of the superintendent's roles and behaviors as well as the

principal's responsibilities in directing the school under his/her direction. Because it was my goal to become an effective educational leader, an internship provided the opportunity to learn those skills necessary for the position I hoped to attain. I set out to observe and experience the legal, financial, material and human resource management that is integral in the successful operation of any school district. It is also my goal to observe and experience the techniques incorporated in the development and evaluation of a competent and motivated staff.

The following is a list of goals that to some extent, with varying degrees, I accomplished during my internship:

1. Learned the goals of the total school organization.
2. Gained understanding in how planning processes incorporated goals.
3. Became familiar with job descriptions of staff members.
4. Determined measures and instruments used for evaluation of staff, students, curriculum and administration.
5. Acquired the knowledge of areas and methods used to budget time.
6. Discovered what community relationships there are with the school districts.
7. Expanded my knowledge and understanding of the role of a high school principal in the organization.
8. Analyzed behaviors which facilitate positive interaction between administrators and individuals or groups, e.g., teachers, support staff, secretaries, custodial maintenance, etc.

9. Understood types of decisions a superintendent must make which affect the total organization.

10. Developed my leadership style.

11. Developed skills in using the evaluation instrument Analyzing Teaching Effectiveness (A.T.E.). (Hicks, 1983)

In order to accomplish these broad goals I needed to work closely with my field advisors as they planned board and staff meetings and other school related activities. I felt a need to spend some time learning budgetary techniques because none of my degree course work really got into the business aspect of running a district. However, I did not feel I accomplished much in this area.

In respect to developing skills for a principalship, key priority was given to staff development techniques. Day to day administering of a high school is experienced daily in my present role as Dean of Students at Coopersville High School. My major need is to develop a leadership style for evaluation and staff development.

PROJECT NATURE OF INTERNSHIP PROSPECTUS

I believe strongly that the people I have selected as my field supervisors were able to provide the experiences necessary to become an effective leader in the field of education. Some of my experiences that directly led to accomplishing goals were:

1. Read and compared Sparta Public School and Kenowa Hills Public School district goals to Coopersville Public School. Also compared the goal setting process used to determine these goals.

2. Attended meetings and discussed how the district goals were being incorporated and how they influenced decision making, especially budgetary considerations.

3. Gathered, read and discussed job descriptions of supervisory positions at each district which were the athletic director, vice-principal, assistant superintendent and superintendent.

4. Reviewed each district's evaluation procedure and forms used. Practiced using the A.T.E. model in actual classroom situations.

5. Observed the way superintendents and principals spent time on budgets, curriculum evaluations, planning, etc. Discussed at length time management.

6. Sought out the availability of community resources and how they might be incorporated into school use.

7. Observed principals' and superintendents' interactions, both verbal and non-verbal, with teachers, support staff and others.

8. Discussed with teachers and administrators what they believed the role of the high school principal is presently and what it should be, ideally.

9. Was evaluated by the test instruments to determine my leadership style. In addition, my field supervisors analyzed my strengths and weaknesses.

I tried to accomplish these experiences at each of my three chosen schools. Some of the experiences, however, proved to fit more timely with one specific school. For example, the use of Analyzing Teaching Effectiveness (A.T.E.) model of staff evaluation was used

only with the principal and staff of Spring Lake High School. This model was developed by Dr. Hicks and is presently being used only at Spring Lake. It is not approved at either Sparta or Kenowa Hills. Most of my other experiences I was able to experience comparatively with all three districts, meaning I was able to analyze differences and similarities as well as styles of leadership between each school.

My true desired outcome of this entire internship was really to help me be a better educational leader. I have trained to pick out those styles and methods of communicating and handling situations that will make me a good high school principal. I don't want to be just a high school principal, I want to be a great principal. This is really why I believe the internship is valuable because I was able to see first hand how other schools and principals operate.

CHAPTER II

LOG OF EXPERIENCES

DATE: January 3, 1985

TIME: 3 Hours

Description of experience: This time, approximately one hour each, was spent discussing the internship with each of my field supervisors. Although I had met each of them before and we knew each other generally, time was needed to become reacquainted and establish mutual trust. I knew that I was asking them to take on an additional burden and most administrators are too busy already. So with thankful tone we set about the task of looking at and discussing my goals and planned experiences. I was given copies of school newspapers, advertising brochures about the districts, fiscal budgets and employee contracts that helped give me a feel for each district's uniqueness.

Analysis: I was impressed at how excited each of my advisors was to think I would consider working with them. Tom Hicks from Spring Lake and Terre Davis from Sparta seemed confident they had plenty for me to do. Phil O'Connell from Kenowa was cordial but offered no immediate direction. A vast amount of experience lies in each of these administrators, some from the school of hard knocks. The education I'm going to obtain from these three is the day to day experience of personnel decision, finance responsibility and how to

deal with mistakes, especially communication problems. They have assured me I will get my share of experiences before I'm done. I am excited about starting this internship yet apprehensive as to the time constraints and conflicts. At this point it's all ahead full!

DATE: February 6, 1985

TIME: 10 Hours

Description of experience: I attended as the guest of Kenowa Hills Public Schools an eight hour workshop featuring Glen Tecker, a noted staff development expert. This workshop was for all building administrators in the North Kent Region Association. This is made up of five school districts located in Kent County. The Kenowa school district payed my way. The all-day seminar featured role playing, some excellent handouts and a fine presentation by Glen Tecker. The audience of administrators were always throwing out situations they had experienced dealing with staff. This brought to life the ideas Mr. Tucker was having. Glen Tecker has several similarities to Madaline Hunter I.T.I.P. (Hunter, 1976) program. No discussion centered around the Michigan tenure law or any of the legal issues surrounding the evaluation process but focused in on an analyzing tool and a helping or development tool. The workshop offered numerous suggestions on what is good instructional techniques and how an evaluation process can be analyzed and developed. The final two hours was spent that evening reading the Glen Tecker (Tecker, 1981) booklet.

Analysis: I appreciated the opportunity provided by Kenowa as I

know it cost money to have me there. I enjoyed the open candor of the administrators as they discussed their problems about staff. No one seemed to be immune to staff and evaluation problems. The information booklet was well done and should prove valuable as I seek out more information on staff development, and evaluation instruments and information. In addition I met several principals and superintendents. I am coming to realize that networking is an important part of getting a principals job.

DATE: May 6, 1985

TIME: 2 Hours

Description of experience: Kenowa Hills School board met to discuss setting up some committees. One committee was to seek and hire a new head football coach and athletic director. Another committee was established to do a feasibility study of needed facilities, i.e., band room, auditorium, field house complex (pool and gym). In addition to establishing committees, the board went over some budget changes. They needed to shift funds from some budgeted areas to other areas. They also approved the expenditure of approximately \$80,000 to completely update playgrounds at all three elementary buildings. This large expenditure caused some concern and controversy.

Analysis: This was the first board meeting I had attended at Kenowa. It seemed very tight and businesslike. I hope it wasn't because I was there. I have been assigned to work on the feasibility study committee for new facilities. At least I have a task now to

work on. The next day I started making calls, checking on what other schools had in terms of fieldhouse facilities.

DATE: May 7, 1985

TIME: 4 Hours

Description of experience: The feasibility study committee met to discuss facility needs, location and some basic design features. We discussed the different things we found other schools had, things they liked and disliked. We decided to call in an architect to go over what the committee wanted so preliminary plans might be drawn up.

Analysis: I felt like the outsider so I didn't say anything, just listened for a long time. Finally the principal asked my opinion on some topics. My extensive coaching background and knowledge of managing a swim club was helpful in answering their questions. I thought I had some good suggestions in terms of facilities and they seemed very responsive to my suggestions. This helped break the ice and I was more comfortable in my future dealings with this committee.

DATE: May 17, 1985

TIME: 3 Hours

Description of experience: Kenowa's feasibility committee met with the architect and we went over the wants and dreams of the group. We went for the gold the first round and then started around the table to get ideas on how to consolidate our suggestions. When

we reached the end of our discussion we agreed that one spokesman should address the Board of Education at their regular meeting concerning progress made by the committee.

Analysis: The whole committee process is moving very rapidly. There seems to be an urgency in their purpose. To me it's a big project with a big price tag and no one has really talked about final dollars and cents.

Four months have flown by and I hardly have served any hours. I am worried about completing my internship in one year. I liked how the superintendent was involved in this committee but yet not really. He tried to keep physically back from the round table discussion. He did interject a stance of not worrying about cost until we know what our needs are. I thought that spurred more ideas and imagination because it relieved the tension of people being afraid to make suggestions.

DATE: May 16, 1985

TIME: 9 Hours

Description of experience: I met early in the morning with Tom Hicks in the principal's office of Spring Lake High School. The plan for the day was outlined. We spent the first couple of hours reviewing the forms used in the evaluation program called Analyzing Teacher Effectiveness (A.T.E.) (Hicks, 1983). Mr. Hicks spent time touring the building and explaining the programs offered at Spring Lake. I also had the opportunity to observe Mr. Hicks as he handled his other daily tasks and situations. We then spent three class

periods observing the 8th grade, 10th grade and 12th grade English teachers. We each sat separately and recorded our observations on the various instruments. We spent time apart writing our evaluative summaries. We then met together to compare our notes and summaries. We talked about the teachers we observed and how we arrived at our conclusions.

Analysis: I was truly amazed at how close or similar our evaluations came out. Even though the teachers we observed were considerably different we were able to conclude the same results on each. To me this said two things; first, the instruments must be reliable; and second, I must be more competent at evaluations than I thought. To be effective, an instrument must be able to stand up to this kind of comparison testing. I felt that the time I have spent studying evaluation instruments as well as actually doing evaluations has paid off. I am far more confident communicating my observations now that I have gone through this experience.

DATE: May 22, 1985

TIME: 9 Hours

Description of experience: Tom Hicks came to Coopersville High School to work with me using the A.T.E. program on three of our high school teachers. Mr. Zoet, a new teacher in the science department; Mr. Busman, a veteran about to retire from English; and Mr. Fuller, a shop teacher. We followed the same format as before, plus Tom had a chance to observe me on the job dealing with my day to day

responsibilities and situations. At the end of the day we again compared and found that our observations were very similar.

Analysis: Tom shared some things he observed on my dealings with students and staff. He complimented my method, style and leadership ability. This was a valuable experience for me as well as our teachers. They got some good suggestions and I got a second opinion.

DATE: May 20, 1985

TIME: 3 1/2 Hours

Description of experience: I attended the school board meeting at Kenowa Hills Public Schools. A presentation on the budget update for the current year as well as next year's proposed budget was made. There were committee reports on the new playground equipment and the feasibility study on the high school addition. This last report was the report of the committee I served on. The high school principal, Terry Byrnes, gave out the academic excellence awards to the seniors. The community education director gave out awards to many senior citizens who had served as volunteers for various activities or school programs throughout the year.

Analysis: It was a good meeting in that I was able to get two good ideas on programs that our district could be doing. I also observed how each administrator handled himself/herself when making his/her presentation. I had some time to talk to the principals about their high school awards system and what their medalion awards

looked like. I was in the process of doing the same thing at Coopersville.

DATE: May 28, 1985

TIME: 9 Hours

Description of experience: This is my last day of working with Tom Hicks directly. We again used three teachers and completed the instruments and wrote our evaluation summaries on each. We also took time to discuss our educational philosophies, talked about our career ambitions and what Tom's experiences had taught him about the field of educational leadership. We also talked about the Madaline Hunter video tapes I was studying and the upcoming I.T.I.P. workshop.

Analysis: In the end I found Tom Hicks opening up and sharing his thoughts and opinions on education in general and more specifically administration. I appreciated his frankness. It has been a very valuable experience as well as establishing a relationship that should help in my future quest for a principalship. This concluded my time with Tom Hicks except the hours I was going to be putting in at the upcoming I.T.I.P. workshop. I ended up putting in alot more hours at Spring Lake than I intended.

DATE: May 19, May 30, June 3 and June 9, 1985

TIME: 7 Hours (3, 1 1/2, 1 and 1 1/2)

Description of experience: Each of these dates and all of this time was spent as part of the direction of Tom Hicks to review and analyze a Madaline Hunter series of video tapes and text (Hunter,

1976). Tom explains that much of his A.T.E. program was adapted from Madaline Hunter's program and also included much of Bloom's Taxonomy (Blooms, 1956). He felt these tapes would strengthen me in the area of evaluation primarily emphasizing instructional modeling. This was to be completed before I would be allowed to participate in a Madaline Hunter workshop. Tom enrolled me in the North Kent County I.T.I.P. Workshop.

Analysis: I was glad that I had studied the tapes and had the experience of working with the A.T.E. instrument prior to attending the workshop. At least I didn't feel incompetent. The tapes were somewhat old but really gave me a sound basis of what I.T.I.P. is and its grass roots movement. I appreciated Tom's foresight.

DATE: June 10 - 14, 1985

TIME: 40 Hours

Description of experience: I attended the Madaline Hunter I.T.I.P. workshop. It is a very intensive, all day workshop held for five days in a row. Our presenter was Dr. Cynthia Desrochers from California State University. The focus of the program was increasing teaching effectiveness. The whole week was broken up into lecture, discussion, large and small group activities and role playing. The final assignment was to design and teach a lesson following the I.T.I.P. and Bloom's Taxonomy models. Everything we had learned in the week had to be incorporated into our lesson. The rest of the team had to critique and evaluate you on how well you planned and

followed the instructional model, also on whether your lesson consisted of all the parts.

Analysis: Probably the best workshop I have ever attended. I learned more about lesson planning and what the components are of a good lesson plan than I ever did in all my education classes. In many cases I was already doing these things, but I never knew what they labeled them. In other cases I discovered things that I lacked, especially anticipatory set. The instructor was super and I learned much that I've taken back to the classroom to share with teachers that I am assigned to work with. If you're going to evaluate teachers, then there has to be a helping component in that evaluation process. In order to help, you have to be competent as to what is good instructional practice. I feel I have accomplished some of my goals already, especially in the area of staff development and evaluation. This workshop gave me the confidence that I could go into a classroom and accurately analyze the quality and effectiveness of the instruction taking place.

DATE: November 15 and 16, 1985

TIME: 24 Hours

Description of experience: I attended the Michigan Institute for Educational Management (M.I.E.M.) conference in Flint with Dr. Terre Davis of Sparta. This is the beginning of my hours with Sparta. This workshop consisted of a host of mini-workshops of presenters on various topics. Some of the topics were school finance, personnel relations, merit pay, history of education in the

state of Michigan, long range planning and goal setting, demographics, merit pay systems for administrators and teachers, evaluation, parent advisory committees, gaining influence, negotiations planning, public relations and millage campaigns, etc.

Analysis: Excellent workshop for an intern. I collected tons of information about each of the topics. Many of the topics related to my goals so the information was definitely helpful. I enjoyed the opportunity to meet so many practicing professionals of people broadening my network. The most interesting part of the conference was getting to know Dr. Terre Davis as a person. Riding in the car we shared philosophies and the pros and cons of educational administration. She gave me a much better sense of what type of person and leader I was working with.

DATE: December 5, 1985

TIME: 3 Hours

Description of experience: As part of the Michigan Institute for Educational Management (M.I.E.M.) we had to attend mini-workshops. This first workshop was on school finance. The presenter was Jack Oakly of Kent Intermediate School district. He explained the difference between in-formula and out-of-formula districts, and discussed the problems of tax incentives sponsored by the state and how they affect schools. He also talked about General Motors and Amway's appealing of their property tax assessments, and explained the legislative process in funding of schools each year.

We then worked out some hypothetical situations for us to practice work the formula.

Analysis: Oakly used many personal experiences and examples of local districts that I was familiar with which made the presentation very informative. I consider Jack Oakly top notch especially in his down to earth approach. I was very interested to learn about all the state programs available to business and industry for property tax relief and how it has impacted many local districts, even Coopersville, where I work.

DATE: January 7, 1986

TIME: 2 1/2 Hours

Description of experience: I met with Dr. Terre Davis of Sparta and the building committee to discuss the bond issue and the upcoming campaign. The architect presented to us the details regarding various buildings and costs. From this, we were able to establish the total cost of the project and how much millage would be needed to cover it. We spent the rest of the time planning strategies on how to promote the package. I presented strategies we used at Coopersville in our recently successful bond-millage campaign.

Analysis: This was the most difficult assignment during my entire internship. I felt the notebook I had put together in strategies for a millage campaign was well done. The fact that the committee chose not to follow my recommendations hurt me. In fact they did some things I specifically warned them not to do. In the

end they hurt themselves by choosing to do them. One example was the strategy of dealing with the farmers; it was wrong and in the end, I guess, I felt some satisfaction that I had told them so.

DATE: January 13, 1986

TIME: 3 1/2 Hours

Description of experience: This was a combined bond issue planning meeting, followed by a school board meeting. I gave some information at the bond planning meeting and at the board meeting including a report on what the new (J.A.) Applied Economics program is all about. Sparta High School is planning on adding this course to its curriculum. We already have it at Coopersville and I chaired the study committee that started it so I felt comfortable reporting to the Board on the specifics of the program.

Analysis: The bond committee is moving forward. Many good ideas and considerable energy is being put into it. I really don't know if everything can get done. In my own mind I always have questioned, does it really help that much? Even when we did our campaign at Coopersville, I wondered, does it really help to do all this campaigning?

DATE: January 16, 1986

TIME: 4 1/2 Hours

Description of experience: Another bond issue meeting occurred. We selected the slides we wanted to use and put them in order. We wrote the script as we went along. Dr. Terre Davis and I did this by

ourselves. I felt more pressure being placed on me to come up with ideas and give direction; my confidence was shaky.

Analysis: My gut reactions right now tell me if this millage fails, it's going to be my fault. They have looked to me for more input and ideas than what I thought they would take from an outsider. Some of the things we have put together, e.g., brochures, slide show and handouts, have been done well and I am proud of my input. With my self-confidence failing and with some decisions going against me, I am not sure we are heading on the right track.

DATE: January 23, 1986

TIME: 4 Hours

Description of experience: We attended our second M.I.E.M. mini-workshop. This was held in the law office of Fred Patterson, a well known lawyer who represents most of the districts around Grand Rapids. We started the session with a handout and good explanation of corrective discipline for teachers presented by Mike Pintak, principal of Caledonia High School. This was followed by a thorough discussion of the tenure law by Fred Patterson and how evaluation and procedural due process have to go hand in hand if you're going to get rid of an inadequate teacher.

Analysis: This was great. Again I am strengthened in this whole process of staff evaluation. I have definitely been provided with the experiences needed to meet my goal of understanding this process of teacher evaluation.

DATE: January 25, 1986

TIME: 8 Hours

Description of experience: I was assigned to research the tax issue of Michigan Homestead Property Tax Credit and the Farmland Preservation Tax Credit for Sparta's bond-millage committee. Both programs were to be shared at the Farm Bureau meeting with the bond campaign. I was to be able to show the farmers how, even with the increase in taxes from the bonding millage, they won't have to pay more money. I was to have charts made and information handouts prepared to comfort and sway the farm vote, to gain their support.

Analysis: I completed the assignment by meeting with two tax accountants. I also talked to our local farmer expert in Coopersville to see how our millage affected our local farmers. After completing the assignment I recommended to Sparta they not use the information as part of their promotion campaign. I felt it would raise the ire of the farmers. I told them not to talk about it unless really questioned. They didn't listen. It was the angriest millage meeting we had. I felt like a piece of dung when it was over. This was the beginning of big trouble in the Sparta schools and it is still boiling over today. We struck the match that lit the fire. I never have regretted anything in my life more than this.

DATE: January 27, 1986

TIME: 3 1/2 Hours

Description of experience: This was another one of the dog and

pony shows put on by the millage campaign committee. It was followed by a regular board meeting. The people that showed up were primarily athletic boosters and high school parents who were far more supportive and positive than many of our past audiences. The board meeting was on the budget review as well as a presentation made by students and parents of a special alternative education program. There were only fourteen students working on this alternative high school grant project. The program received some rave reviews. The board was updated by the superintendent on the status of the past year's goals. Also the high school student council president made a report on the flu epidemic.

Analysis: Goal setting is easy compared to evaluating whether or not you are accomplishing them. It was interesting to see how the board and superintendent handled the alternative education presentation and the student request to close school because of the flu. The group that attended the millage program were very supportive; however, the rumblings were already being heard throughout the district concerning the troubled farmers and the bond-millage proposal.

DATE: January 27, January 30, February 3, February 4,
February 13, 1986

TIME: 14 Hours

Description of experience: We took our dog and pony show, the bond-millage campaign, on the road. This was to be our pre-vote barage of community meetings. We hit all three teaching staffs and

various support services within the school system itself. We then went to the Rotary, Farm Bureau, Jaycee's and Lion's Club, as well as four community school and elementary buildings. A maximum effort was given by all. Some of the meetings turned hostile while others were very supportive. It proved difficult to predict the mood of the entire district.

Analysis: I felt fortunate to be called on to assist Dr. Terre Davis at these meetings and to explain various items of concern that needed clarifying. This was a good opportunity for a person not living in or employed by the district. Dr. Davis told me she felt I spoke better to the public than other administrators, plus I was experienced having gone through this same process at Coopersville a year earlier.

DATE: January 31, 1986

TIME: 6 Hours

Description of experience: I was allowed to sit in and observe the final interviews for the position of assistant superintendent for Sparta schools. Three candidates were involved in the finals. The entire Board of Education was involved. I was asked to note comments that the candidates made in response to the planned questions. I was also asked to rank them before the Board made their rankings. My rankings I shared only with the superintendent. I was not allowed to talk, or ask questions, only observe.

Analysis: I loved it. It should really help me when I start

interviewing. I was interested in the kinds of questions the Board asked, as well as the responses the candidates gave. I was pleased that my first choice turned the job down. My second choice got the job but I'm not really that impressed with his leadership skills, only his knowledge of computers.

DATE: February 10, 1986

TIME: 4 Hours

Description of experience: This was a combined bond millage meeting followed by a regular school board meeting. The millage meeting went real smoothly; it was a very supportive group. The board meeting was a little more exciting in that they read a resignation letter from the principal of the high school. I knew there was alot of infighting going on between the principal and superintendent of Sparta. They appointed the new assistant superintendent, Dennis McGruff, and posted the high school principal's job. Some staffing issues and hiring of coaches for spring sports was discussed.

Analysis: The best part of this evening was talking to some of the board members concerning my interest in the high school principalship. I loved how the superintendent handled the resignation, short and sweet, and cut off all questions and discussions.

DATE: February 19, 1986

TIME: 4 Hours

Description of experience: I was asked to research two issues. The first issue was on Sparta's attendance policy compared to Coopersville's. Second, how do other schools in the surrounding areas handle phone calling for absences. Do schools require parents to call in the absences and/or does the school call the parents if it don't hear from them? I did the research very fast and shocked the board and superintendent. It was easy because Coopersville had just instituted a new attendance policy that I developed. In fact, at our assistant principals' meetings I have been asked numerous times to discuss our policy and the issues of attendance.

Analysis: More schools really need to take a look at what they are doing with attendance. Sparta was very impressed with our program and my report. I also gave their new high school assistant principal a copy of sixteen school districts handbooks that included their attendance policies and practices. In addition I spent considerable time explaining to him the operations of our policy.

DATE: February 27, 1986

TIME: 4 Hours

Description of experience: Our last M.I.E.M. mini-workshop. The program for the day was centered around identifying leadership styles. As part of that identification process we were introduced to two instruments presently being used by industry and education to aid in the selection of management personnel. The two instruments we were introduced to were: Personal Profile System (Performax Systems International, 1977) and the Herrmann Brain Dominance Survey

(Herrmann, 1983). Each instrument was presented, explained and our results were analyzed. Leslie Wessman, a consultant for Interact Associates, did the ones on Brain Dominance. Ken Steensma of Fairfield Consulting did the Performax instrument.

Analysis: I really enjoyed this session. My results were not necessarily what I thought they should be nor were they what I thought an administrator should be. In the final analysis it was pointed out that my style was that of a counselor. As I was analyzed they helped me to understand that my real interest does lie in the area of personnel and human resources management. My problem is my preparation and experiences haven't exactly set me up for this career move.

DATE: March 10 and March 11, 1986

TIME: 40 Hours

Description of experience: Our second and final Michigan Institute for Educational Management (M.I.E.M.) workshop was held in Dearborn. Like the first one, a whole host of topics were presented from administrative contract language to goal setting for boards of education. I was most impressed with two presentors and topics. First was Dr. Harold L. Hodgkinson whose topic was "Demographics of Education, Kindergarten Through Graduate School". The other program was by Dr. Ron Brown which was titled "Gaining Influence Through Negotiation." These were both very informative and very well

presented. There were other good topics and presentors but not as significant.

Analysis: The whole M.I.E.M. institute experience was very positive. Many of my goals were addressed in both the major workshops as well as the mini ones. I thank Dr. Terre Davis for suggesting I put some of my time in through this method. What's most interesting or frightening is how do you take all this vast information I've collected over the year and put it into practice in my everyday job and future ambitions. I feel very unsure of myself.

DATE: March 18 and April 23, 1986

TIME: 4 1/2 Hours

Description of experience: I had lunch with Dr. Terre Davis of Sparta. Together we summarized my internship and experiences. We talked about the principalship position at Sparta. Some time was spent discussing my leadership style, my strengths and weaknesses. Her assessment convinced both of us that Sparta's principalship was not the place for me. Some weeks later we had lunch with Dr. Schlack for basically the same reason, evaluation of my internship.

Analysis: This was a real good experience for me, especially the introspection given my leadership style. Terre Davis, Larry Schlack, Tom Hicks and Phil O'Connell have given me valuable information as to what direction I should take. Ironically, I still have many innate fears as to whether or not I can be an effective principal; I guess everyone does. I have really enjoyed working with

each of my field advisors. I did express a guilt feeling that more time wasn't spent with Phil O'Connell, superintendent of Kenowa. I called him to apologize and explained "how time flies when your having fun!"

CHAPTER III

EVALUATION

Self

A different, more confident person emerged after having completed the internship than the person who entered it. The time I spent with each of my field advisors was very positive and informative. The internship has proven to be very valuable, both in terms of experiences gained as well as contacts made in building my network to what hopefully will be an administrative position in west Michigan. I have learned that my leadership style is one of a counseling, supporting style. While some people may look on it as a weakness, I

look at it as a strength. I am a people person and from this style, characteristic, personality, gift or whatever you wish to call it, I will build my administrative style. I know I can run a high school. I believe I have the ability to institute, change and improve instruction in any secondary school. I have the knowledge, now I need the opportunity.

Internship

Overall, the internship went very well. Because of cooperation extended by my field advisors, as well as Larry Schlack's understanding, I was allowed to accomplish most of my goals. I did not accomplish everything I set out to do, nor did I do it the way I

had planned. My time at Spring Lake ran over as well as my time at Sparta, thus short changing my Kenowa Hills experience. In the end, though, I felt I was able to see the most important facet, that is, each person had a different style and personality yet they made it work. I observed that true success is knowing or, better yet, instinctively sensing when to be assertive, when to listen, when to be a politician and when to be blunt. Flexibility and reading the situation as well as being able to compromise a decision are the real skills you need. There is no substitute for a positive personality and thus my feeling that I can be an effective educational leader.

Some of the areas that I originally had set out to gain experience in but failed to accomplish were in the area of legal and financial matters. I did spend some time at Kenowa and Sparta with budget items; however, I do not feel I grasped much except during the one M.I.E.M. workshop on school finance. I definitely would not list legal opinions involving education or school financial planning as strengths gained from this internship. In defense, I believe there are other people more interested and skilled in those areas than myself from whom I can draw information as needed.

In the beginning I listed three categories of skills that are essential to be an effective educational leader. They are organizational skills, management skills and humanistic skills. I would like to summarize how I feel my internship allowed me to experience these.

Organizational skills were necessary in my evaluations at Spring Lake as well as my board and committee presentations at Sparta. I

believe this is a strength I possess. I have always tried to be meticulous to detail. I also feel that if you are making a presentation, you should have it typed neatly and in an order that they can follow. I have practiced this for the past three years at Coopersville and have been complimented often by the board and superintendent. The number of committees I've served on also has helped.

In terms of management skills, I feel a certain amount of weakness. This category has some overlap with organizational but I will look at the other side and that is group work and advance planning. I have not developed a sense for looking into the future and developing the network necessary to plan the action that will get me there. I felt my experience in this area was accomplished in three assignments: the bond issue at Sparta, the facilities feasibility study at Kenowa, and the M.I.E.M. workshops held in Dearborn. A perfect example would be knowing the demographics and future projections and how one takes this information to manage or direct a district to change. I definitely need more experience in this area.

Finally, in the area of humanistic skills I felt I observed much. By sitting in on evaluation conferences, interviews for assistant superintendent, staff meetings, committee hearings and board meetings, I acquired some interesting perspectives. In many cases, I observed strained relations, especially at Sparta. Administrators not pulling in the same direction, a board and community split and teachers unhappy. I observed people not wanting

to work at improving a situation but bent on justifying their position. I would hope my counseling style of leadership would be able to take this kind of situation and turn it into something positive. I was not personally involved but directly involved enough to see a change necessary.

In terms of meeting my remaining goals I can say that I did gain broad experiences that helped me accomplish them. Learning the goals of the district was easy but I found the process used to determine them and evaluate them inadequate. I compared them to Coopersville and I have to say our method is best. To develop our goals a committee consisting of parents, students, teachers, support staff, school board and administrators brain storm and work to narrow down to five or six higher priority goals. The process also includes additional meetings during the course of the school year to evaluate how well we are accomplishing our goals. Kenowa school also does a good job of following through and evaluating their goals.

I found good job descriptions on all administrative positions and certain teaching positions like counselor, librarian, etc. These will help in arranging staff in the future.

In the area of time budgeting I really didn't have any direct experience. I do know that each of my advisors had very busy schedules and had to keep accurate calendars.

I believe that my primary experience had to be in the areas of evaluation and developing my leadership style. It is this area in which I felt my internship was most effective. I am convinced this will pay its dividends in all my future endeavors.

CHAPTER IV

LEADERSHIP

The Topic Explored

"The time has come for educational leaders to study the great religious leaders of history. They influenced a great number of followers with no authority. It was their charisma and dedication to their cause that gave them their influence and authority." (William Walworth, 1983, p. 10)

Inherent in the above quotation is my underlying belief that leadership is changing. The why, how and when are being addressed in nearly every school district across this state and across the nation. In concluding my internship I wish to examine the educational system as a whole and my own personal beliefs regarding leadership, and try to project what's ahead for the future of education. I will also address what types of leaders are being sought, what qualities and traits they must possess, and whether I feel I possess them. I will share key concepts in the leadership process that will effectively lead education to the forefront of social institutions.

What Is Ahead

To survive in the future, educational leaders will be required to demonstrate a leadership style very different from that of today

or ten years ago. They can no longer maintain their position as the undisputed authority in the school district.

The world of today is one of give and take as a result of collective bargaining which took great strides in the 60s and solidified itself in education in the 70s. The once dogmatic lines of responsibility and authority, between policy-maker, employer, and employee, have been shattered and they will never be reestablished as they existed in the past. "Policy development and administration are not strictly separate. Indeed, they are more like a closed loop. It is difficult to ascertain with precision where one activity ends and the other begins." (Thomas A. Shannon, 1982, p. 16)

Because elected board members are being held more accountable for their actions by the constituents they serve, along with the added pressures of state and federal regulations and dwindling resources, they have had to assume a new role--one they will not surrender. Right or wrong, employees have also assumed a new role which would be difficult for them to relinquish now that the new relationships have proven to be compatible and downright comfortable and rewarding. The input they now enjoy makes them part of the decision-making process. Concepts of quality circles in education are being developed.

What has caused this change? Why has education come of age and put on the coat of democracy? Could it be related to some of the events that have occurred over the past decade such as court rulings, federal aid, school closing, alcohol and drug problems, community

advisory committees, unions, strikes, millage defeats, and what is perceived as the decline of student morals--just to name a few?

People elected to boards of education in the 70s no longer wanted to be, nor could they afford to be, rubber-stamp board members. Even though the traditional board member continued to preach the dogma of separation of policy-making from administration, they were slowly influenced by the new breed board member. Unions also moved into the realm of administration after they had solidified their position with their members.

Some superintendents believe that board members and employees have tasted the forbidden fruit of administration and leadership and, therefore, have sinned against the school district. "Not so," say board members and employees. We all own the same tree and can pick and choose from that tree. For superintendents to be effective in the future, they will have to harvest the fruit and distribute it wisely to each in the school district and the community they serve.

Those of us in the public sector, especially educators who have experienced collective bargaining, have an opportunity to serve as examples of leadership for the private sector in the United States. We should be the first to recognize that the quality of work life, more free time and not the almighty dollar, is the wave of the future.

Labor and management are coming of age. Both parties are beginning to realize that we are all in the same boat. We must all work together or sink together. We must share the joys and sorrows of the ship of the school district as we sail into the year 2000.

How many school personnel recognize the vulnerability of our ship and the precarious course some are on? People no longer are willing to nod "yes" to those leadership roles seen in the Watergate affair; everyone wants to have answers to questions and concerns. Accountability rules the day.

Educational leaders must begin to understand one simple yet complex word--co-determination in education. Is there an unwillingness on the part of superintendents to share what they conceive to be the exclusive authority of that office?

We have not prepared our leaders for the future. Not only will the problems be different but the style of management must be innovative to the point of discarding much of what we have been taught about leadership as it is related to authority. Board members have become sophisticated and knowledgeable. Employees and unions have grown up and are now ready to assist in charting the future course of the school district. Superintendents must now be ready and able to deal with board involvement and employee assistance. Quality circles of management must be in place and functional

We must demonstrate by our actions as well as our words that we support our teachers. The quality of American education can be no greater than the quality of teaching in public schools. The partnership that must exist between the board and superintendent must also exist between the superintendent and the employees. That three-way partnership must be one of shared authority with the superintendent giving both groups effective leadership and realistic direction. Once they do this, they will be able to not only handle today's problems but will lead their school district to a bright future. (Page, 1982, pp. 37-38)

There is an old trick used by teachers when a class becomes boisterous. The more one lowers his or her voice, the quieter a class becomes in order to hear what is being said. Teddy Roosevelt said "Speak softly and carry a big stick." (Hagedorn, 1922, p. 287) The superintendent of the 90s doesn't have a big stick anymore as everyone now has a part of the stick. I say, "Talk softly and emulate the Charismatic leaders of history."

The question should not be, is this new direction best for education? Instead, the question should be, can we deal with the inevitable? We in education have always been able to rise to the occasion and adjust to change. Why should it be any different as we approach the year 2000? The automobile industry is experiencing all sorts of change, management methods as well as technical job skills. There is no reason why superintendents cannot work this new style to their advantage and to the advantage of the school district they serve. If superintendents will pattern themselves after individuals who have been outstanding motivators and dedicated to a common cause, they will go down as effective educational leaders.

In no way am I suggesting that the superintendent of tomorrow become a puppet of the board or the employees. Even today the authority (which some perceive as power) of the superintendent is greater than many educational leaders realize and there is no reason why it should not continue. But that authority must be used wisely and prudently.

Fences That Free

With our focus on leading and the role of the leader, I find

myself going back to define leadership. To me, in its simplest context, it must be, getting things done through other people. This may sound lazy or not very glorious but I witness too many leaders trying to do too much, instead of using their energies to get things done through others. There are several ways of leading. One way is leadership by coercion, we tell people what we want and punish those who don't listen. Coercion works when you're physically present but somebody has to run the shop when you're gone.

A second leadership style is ex officio management, since I am in charge you will listen. There is something in the human spirit which will not allow it to be that controlled. It will rebel. A repressive structure will not work in modern times.

Still another form of leadership is a consultative manager type. For this to work you must believe that people want the same results and are willing to make the contribution necessary to achieve a shared goal. This style of leadership is what I believe the future holds for me.

To make this style of leadership work you must generate fences that free. The only thing that counts in just about everything is that you reach the defined objective which somebody else validated. You have to have fences that determine when you have done what is required of you. "You want to establish fences so that people will know what their responsibilities are and so the entire organization is all working toward the stated goals of the district." (Flood, 1983, p. 7) Any time that you try consultative management you leave yourself open to criticisms. The biggest criticism, because you

delegate at the proper level, is that you're a weak leader, and we put considerable emphasis upon being a strong leader.

A Chinese philosopher once said of leaders: "Of the best, the people only know they exist; the next best, they love and praise; the next, they fear; and the next, they revile." (Gaer, 1962, p. 114) And when we do not command the people's faith, they may resort to recriminations. The best evaluation, when the task is done, the work completed, is that the people will remark, "we have done it ourselves."

You won't get any credit for it, if you lead well. For those whom you have led will think they've done it without your help. That's the epitome of good leadership. It's very unrewarding.

Ego vs. Accomplishment

At this point in my career I have left open several avenues. My basic aspiration is to be a principal or possibly even a superintendent. On the other hand my heart or self-doubt points me back to the classroom and football coaching either at the college or high school level. With introspection I am able to sort out at least two problems I have with the career change. One is dealing with ego. As I stated earlier, a good leader gets very little in terms of praise, because as (Flood, 1983, p. 8) says, "Leadership is getting inside a person and causing them to do something that their mothers never thought was possible. It's not what you do, but how you affect people." This lack of recognition, on a wide scale, is different than what I'm accustomed to. As a very successful football coach I

was hailed by media, other coaches, players, parents and community. My ego was fed regularly and I felt successful. As an assistant principal I find myself not receiving any plaudits, only complaints. As positive as I make the job, it doesn't seem to help the role. I do believe I have brought some new insights into my role and it has allowed more students to seek help from me. This has been gratifying. I do understand my role is to help teachers to be more effective in the classroom and to motivate students to achieve more. I feel I have made strides in both assignments.

My second introspection brings out my innate desire to a position of status where I might exercise my ability to influence and to use authority to bring about the change I feel is necessary for a more successful educational process. This desire is still strong. I have visions of grandeur that schools can be more effective. How to go about leading this change is my downfall; I don't know how. Basically, I fear the unknown; I'm afraid to risk, to fail. People and students have constantly badgered me to come back to football and the security of knowledge and success makes it enticing. At this point I don't feel ready to move up to a principal's position. I'm confident that I have the ability to lead, for I listed this as my biggest asset as a head football coach, I just feel I am not sure of the right plan that is necessary for a systematic approach.

Where To Work

When investigating career choices and matching strengths and weaknesses to these careers, I found several interesting

observations. One observation is that leadership can occur in any job; influencing someone else to help them achieve something is possible in all occupations. However, the big difference is that those fences that free, I talked about earlier, are fewer and less noticeable in high status jobs like administration. So much so that quite often you lose direction and receive very little positive stimuli for having reached the next fence. In football coaching it was very clear what and where my fences were, from winning, to college scholarships, to area recognition. I could easily see my fences and I knew when I had reached them. So it was in the classroom; knowledge of measurable objectives provides security. In administration the objectives are there, e.g., attitude, morale, attendance, discipline, etc., but the measuring device and the positive stimuli for reaching out to the fence, having gone all the way, is not so obvious.

I also noted that there are many side jobs in educational leadership like consulting work, workshop leaders, curriculum coordinators, lobbyists, etc. In this multitude of support service there is status and a role of leadership in the educational process but without the risk of an organizational failure. The responsibility and success of a principal or superintendent is heavily related to the success of a district; these other types of positions don't run that risk.

Fear Destroys

I believe our discussion of fear and the deep rooted problems it

causes was our most important discussion. Fear of losing takes a great football team and makes them mediocre. Fear causes coaches to coach not to lose when you should be coaching to win. Fear has been a big part of my life which almost kept me out of college, almost kept me from marriage. Fear told me I was too young to be a head football coach at 23 and I would fail. Fear of failing and losing my job is presently keeping me from exploring even more radical methods of dealing with discipline, substance abuse, attendance, teacher evaluation and a host of other educational issues I am really interested in. In each of these cases it wasn't until I overcame the fear of risk and failure that I was able to challenge myself and succeed. In each case my fears have been unfounded; I have been successful in every endeavor.

As I look forward to career decisions and choices, that fear of the unknown, that uncertainty exists; it causes people to back up, to revert to more comfortable surroundings. I do hope that I will not let my past successes in other areas prevent me from reaching out into that unknown and challenging myself. I really believe I could be a very good principal; however, fear can be a powerfully destructive force.

As I close I would like to say that fear is ok if we use it to force us to look inside and evaluate. I definitely want to be an effective leader, therefore, my school will operate on one basic promise. "The most viable, productive schools are those where interactions among participants are based on trust and respect." (Thomas Houlihan, 1983, p. 9) If we maintain this posture, then

"yes" education will once again move forward as one of our strongest social institutions.

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