A Descriptive Study of the Leadership Styles of Michigan Juvenile Court Administrators Utilizing the Application of the Managerial Grid Theory

Zigmund S. Kryszak Jr.
Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/dissertations

Part of the Public Administration Commons

Recommended Citation
https://scholarworks.wmich.edu/dissertations/2632
A DESCRIPTIVE STUDY OF THE LEADERSHIP STYLES OF MICHIGAN JUVENILE COURT ADMINISTRATORS UTILIZING THE APPLICATION OF THE MANAGERIAL GRID THEORY

by

Zigmund S. Kryszak, Jr.

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 August 1980

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
ACKNOWLEDGMENTS

I am deeply indebted to the faculty of Western Michigan University who made it possible for this doctoral program to be offered at Selfridge Air Base in Mt. Clemens, Michigan. Special thanks go to the instructors of the Educational Leadership Department who traveled to Mt. Clemens to offer the students quality instruction and guidance. Without their efforts, this degree could not have been attempted nor completed.

A special feeling of appreciation is extended to Dr. Uldis Smidchens, Dr. Richard Munsterman, and Judge Lawrence P. Zatkoff for their contribution and support while serving on the dissertation committee. A special thanks is offered to Dr. Smidchens for his continual encouragement and leadership. Dr. Smidchens is, without doubt, an educator, committed to the profession of teaching and guiding students. His constant encouragement often served as a catalyst to finish the dissertation requirement.

I thank my parents, Zigmund and Dorothy Kryszak, Sr., for their continued emotional support and faith in me during the pursuit of my educational goals.

Words cannot describe the feeling and emotion that I extend to my daughter, Michele, and my wife, Diana, for their love and support during the past three years.

Michele and Diana, I hope that I can be as supportive of you, in your endeavors, as you were of me. Without the two of you, there would not be a "Doctor Daddy" in our family. I hope that all three

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
of us will grow as individuals as a result of our family effort. Without your support and love, this degree would have never been attained.

Zigmund S. Kryszak, Jr.
INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.

2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in “sectioning” the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.

University Microfilms International
300 N. ZEEB ROAD, ANN ARBOR, MI 48106
18 BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
KRYSZAK, ZIGMUND STANLEY, JR.

A DESCRIPTIVE STUDY OF THE LEADERSHIP STYLES OF MICHIGAN JUVENILE COURT ADMINISTRATORS UTILIZING THE APPLICATION OF THE MANAGERIAL GRID THEORY

Western Michigan University

University Microfilms International

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
# TABLE OF CONTENTS

**ACKNOWLEDGMENTS** ..................................................... ii
**LIST OF TABLES** ..................................................... ix
**LIST OF FIGURES** ..................................................... xi

**CHAPTER**

I  INTRODUCTION .............................................. 1  
   Statement of the Problem .............................. 2  
   Need and Significance of Study ....................... 3  
   Organization of the Study ............................ 3  

II  REVIEW OF THE SELECTED LITERATURE ....................... 5  
   Humanistic Theories ......................................... 6  
   McGregor--Theory X and Theory Y ..................... 6  
   Argyris--The Organization and the Individual ...... 9  
   Likert's Theory ....................................... 9  
   Blake and Mouton's "Managerial Grid Theory" ...... 11  
   Statement of the Hypotheses ............................ 16  
   Hypothesis 1--Predominant Leadership Style ........ 17  
   Hypothesis 2--Political Appointment of Administrators .. 18  
   Hypothesis 3--Educational Level of the Leaders ... 18  
   Hypothesis 4--Age of Leader ............................ 19  
   Hypothesis 5--Years on the Job Versus Leadership Style .. 20  
   Hypothesis 6--Court Location and Leadership Style ... 21
### Table of Contents—Continued

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis 7—Group Size of Followers</td>
<td>21</td>
</tr>
<tr>
<td>Hypothesis 8—Educational Major of the Administrator</td>
<td>22</td>
</tr>
<tr>
<td>Hypothesis 9—Self-Confidence of the Administrator</td>
<td>22</td>
</tr>
<tr>
<td>Hypothesis 10—Major Problems Facing Michigan Juvenile Court Administrators</td>
<td>23</td>
</tr>
<tr>
<td>Summary</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III</th>
<th>DESIGN AND METHODOLOGY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of the Study</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Instrumentation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Design and Procedure</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV</th>
<th>RESULTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Characteristics of the Population</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Administrative Title</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Number of Years in Present Position</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Educational Level</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Major Area of Educational Study</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Enrollment in Present Training Program</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Political Appointment of Administrator</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Number of Employees Supervised</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Age of Administrator</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Court Location</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Assessment of Self-Confidence</td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>
Table of Contents—Continued

Age, Seniority, and Career Plans ............... 66
Political Status ................................... 67
Self-Confidence and Self-Evaluation of Leadership Style .......... 67
Size of Staff ...................................... 68
Major Problem Facing Administrators .......... 68
Leadership Style Conclusions ................... 69
Conclusions Regarding the Hypotheses .......... 69
Predominant Leadership Style ..................... 70
Politically Appointed Administrators .......... 70
Educational Level ................................ 71
Age of Leader and Years of Experience .......... 71
Court Location and Leader Style ................ 72
Group Size and Leader Style ....................... 73
Educational Major of Administrators .......... 73
Self-Confidence of Administrators ............. 73
Major Problem Facing Administrators .......... 74
Recommendations for Future Research .......... 76
Summary ........................................... 77
APPENDICES ......................................... 79
A Endorsement Letter .............................. 80
B Cover Letter ..................................... 82
C Personal Data Questionnaire (PDQ) ............ 84
D Follow-Up Letters ............................... 88

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Table of Contents--Continued

APPENDICES

E  Key Punched Data Coding System ............... 91

BIBLIOGRAPHY ....................................................... 96

viii

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
LIST OF TABLES

1. Administrative Job Title .................................... 34
2. Number of Years in Present Position ....................... 36
3. Educational Level of Administrators ....................... 37
4. Major Area of Educational Study ........................... 38
5. Present Enrollment in Training Program .................... 39
6. Politically Appointed Administrators ....................... 40
7. Number of Employees Supervised .............................. 41
8. Age of Administrator ......................................... 42
9. Court Location ................................................ 43
10. Assessment of Self-Confidence ............................. 44
11. Self-Assessment of Current Administrative Style .......... 45
12. Major Problem Facing Administrator ......................... 46
13. Career Plans for the Next 5 Years .......................... 47
14. Primary Leadership Style ................................. 49
15. Back-Up Leadership Style (2nd Choice) .................... 50
16. Politically Appointed Administrators ....................... 53
17. Educational Levels of Administrators With 9/9 Styles .... 54
18. Age of Leader With Primary Style of 5/5 .................. 55
19. Years in Present Position .................................. 56
20. Court Location and Leadership Style ....................... 57
21. Group Size of Followers ..................................... 58
22. Educational Major of Administrators ....................... 59
List of Tables—Continued

23. Self-Confidence of Administrators ......................... 60
24. Major Problem of Administrators ............................ 61
LIST OF FIGURES

1. Comparison of Theory X and Theory Y Management Approaches ..................................................... 8
2. Likert's Paradigm ............................................... 10
3. The Managerial Grid ............................................ 12
CHAPTER I

INTRODUCTION

The juvenile justice system in the state of Michigan is currently undergoing careful scrutiny and possible code revision. Many legislative eyes are being cast upon the current leaders of the juvenile justice system in Michigan. The leaders are being forced to expose their beliefs and philosophies at an ever alarming rate. Many of their principles and beliefs are being questioned and attacked because of the alleged failures of the system. Due to the fact that many juvenile court administrators are politically appointed by probate judges, the administrators, as well as the judges, are subject to direct criticism. Often times the issue of political appointment and the antiquated system overshadow the actual leadership ability and philosophical makeup of these administrators. Therefore, a current need exists to analyze the quality of leadership styles demonstrated by the juvenile court administrators in Michigan today.

Can the leadership styles of the appointed officials be as effective as those exhibited by the current leaders/executives in private business, industry, and government? Researching the leadership styles exhibited by the appointed officials would benefit the legislature and the state of Michigan by analyzing the types of administrators which they now have in leadership positions in the juvenile justice system. This analysis can also aid in the planning of in-service training programs for juvenile court administrators, as well as offer
the administrators themselves an objective opinion concerning their personal leadership styles. Perhaps this analysis will even shed light on the available leadership resources existing within the juvenile justice system today. Without a doubt, today's leaders will have an impact on the proposed changes within the Michigan Juvenile Justice System. The results of this study could have a practical and significant effect when the current system is reviewed and restructured.

Statement of the Problem

In order to gain insight into the problem of understanding the current leaders in the juvenile justice system, this study was designed to serve three major purposes.

The first purpose was to gain insight into the general makeup of the juvenile court administrators as a group. Information will be provided that can describe the personal characteristics of the administrators as a whole. The second purpose was to establish a leadership style for the juvenile court administrators and then compare their style with leaders in various levels of private enterprise and government service. The third purpose was to test for the existence of relationships between certain independent variables and type of leadership styles. The following independent variables were of interest: age of the leader, political status of the leader, educational level of the leader, years of experience, areas of educational training, region of court jurisdiction, and the size of the court staff. These independent variables were studied to determine if a relationship
exists between them and the type of leadership style exhibited by the court administrator.

The problem, as described, was determined to be researchable through adaptation of the Managerial Grid Theory as proposed by Blake and Mouton (1960, 1964). Testing devices were employed which are compatible to the Managerial Grid Theory.

Need and Significance of Study

No scientifically researched data has been found which describes the leadership style of juvenile court administrators in Michigan. In fact, the only data that could be found were mailing lists which identified the court administrator in each county. Biographical data were incomplete at best. Job qualifications, years of experience, educational background, etc., were unknown. Obviously, a need existed to study these individuals, not only to collect general background data, but also to gain insight into their leadership ability. Therefore, this study is significant because it not only tests leadership theory, but it also presents data that can be used to understand who the administrators are, and what qualities they possess. Without this basic data, this researcher wonders how anybody could plan to assist these individuals in such areas as training, professional growth, and leadership effectiveness.

Organization of the Study

Chapter I presents an introduction to the study, the statement of the problem, the need and significance of the study, and the
organization of the study.

Chapter II presents a review of the literature and presentation of the research hypotheses. Rationale is offered concerning the choice of the Managerial Grid Theory as the primary theoretical foundation of the study.

Chapter III presents the methods and procedures used to conduct the study. The discussion includes the subjects chosen for the study, the types of instruments used for data collection, the research design chosen for the study, and the exact procedures of data collection.

Chapter IV presents the analysis of data and the testing of the research hypotheses.

Chapter V presents the conclusions about the three purposes of the study and attempts to offer recommendations for future research.
CHAPTER II

REVIEW OF THE SELECTED LITERATURE

The purpose of this chapter is to review selected literature relative to the concept of leadership. The review of literature is divided into two sections. The first section attempts to explain why the Managerial Grid Theory was selected as the basis for this study, and the second section presents 10 hypotheses and how they relate to Blake and Mouton's "Managerial Grid Theory."

The concept of leadership is an extremely complex and sophisticated phenomenon to describe. A survey of the literature indicates that there are probably as many definitions of leadership as there are theorists. Few theorists agree on what the concept of leadership means. In September 1976, Time Magazine invited 135 participants to a conference to discuss the concept of leadership. The conference resulted in no agreement as to what leadership is. Therefore, the following review of literature will attempt to offer an overview of the various types of leadership theory, as well as a thorough discussion of Blake and Mouton's "Managerial Grid Theory" which is the basis for the leadership style analysis in this study.

Stogdill (1974) has suggested that theories of leadership fall into the following categories: (a) Great Man Theories, (b) Personal-Situational Theories, (c) Interaction-Expectation Theories, (d) Exchange Theories, and (e) Humanistic Theories. If an attempt was made to discuss the merit of these theories, many volumes could be
written. Therefore, the humanistic theories of leadership have been chosen as the basis for the study of leadership styles in this research project. This research supports the position, as put forth by Stogdill (1974) that the humanistic theories are most concerned with the development of effective and cohesive organizations. Further, Stogdill (1974) indicates that since human beings by nature are a motivated organism and the organizations by nature are structured and controlled, it is then the task of the leader to modify the organization in order to provide freedom for the individual to realize his own needs as well as contribute toward the attainment of organizational goals.

Humanistic Theories

Humanistic theories as described above and as stated by Stogdill (1974) are primarily concerned with the development of effective and cohesive organizations. The theorists best known for their writings in the field of humanistic leadership are: McGregor (1960, 1966), Argyris (1957, 1962, 1964), Likert (1961, 1967), and Blake and Mouton (1960, 1964, 1965).

McGregor--Theory X and Theory Y

Douglas McGregor (1960) postulated two types of organizational leadership--Theory X and Theory Y. Theory X addresses managerial behavior in terms of beliefs regarding the working man. Some of McGregor's beliefs are as follows:
1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of this dislike of work, most humans must be coerced, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human prefers to be directed, wishes to avoid responsibility, and wants security above everything else.

Basically, McGregor (1960) postulates that people are passive and resistant to organizational needs. However, if the "carrot and stick" theory of motivation is used, these same people can be motivated to meet the needs of the organization.

Theory Y, on the other hand, offers some sharply divergent implications for managerial strategy. They are as follows:

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and threats of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns not only to accept but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Theory Y is based on the premise that people already possess motivation and desire for responsibility. It is the leader's responsibility to arrange organizational conditions which would extract these characteristics from within the followers.

In summary, Theory X and Theory Y are not managerial strategies. They are underlying beliefs about the nature of man that influences leaders or managers to adopt one leadership style or another. Figure 1 illustrates the assumed differences between Theory X and Theory Y.

<table>
<thead>
<tr>
<th>Theory X</th>
<th>Theory Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distrust</td>
<td>1. Trust</td>
</tr>
<tr>
<td>2. Closed, guarded communication</td>
<td>2. Open communication</td>
</tr>
<tr>
<td>3. Influence efforts based on coercive and reward power</td>
<td>3. Influence efforts based on expert and referent power</td>
</tr>
<tr>
<td>4. Problems denied</td>
<td>4. Problems confronted</td>
</tr>
<tr>
<td>5. Decision making and problem solving at top</td>
<td>5. Decision making and problem solving close to information sources and by those who carry out decisions</td>
</tr>
<tr>
<td>7. Win-lose notion of conflict management</td>
<td>7. No-lose approaches to conflict</td>
</tr>
<tr>
<td>8. Low risk, &quot;survival&quot; orientation of workers, conformity stressed</td>
<td>8. Risk-taking, innovative orientation, conformity not stressed</td>
</tr>
</tbody>
</table>

Figure 1
Comparison of Theory X and Theory Y Management Approaches

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Argyris—The Organization and the Individual

Chris Argyris (1964) argues that organizations make demands on human beings which are incongruent with their needs. Argyris states that the basic principles and requirements of organizational structure is for the employee to be passive, submissive, and dependent. The incongruency occurs because man's basic need is to satisfy his life goal. His life goal can be, and often is, self-actualization as postulated by Abraham Maslow (1954).

Argyris (1957, 1964) further states that a natural relationship can exist between leader and follower if the individual's goals can be met when the organization takes into consideration the needs of the individual. The individual will be motivated to work only in an organization if he can achieve personal goal satisfaction. Thus, a major task of any leader is to fulfill the needs of his followers.

Likert's Theory

Rensis Likert (1967) also contributed to the humanistic theory by combining scientific management with human relations management. Likert's theory dealt with the concern for productivity and the concern for worker morale. Likert's theory is best described by the presentation of his paradigm. (See Figure 2.)

Likert's paradigm illustrates that Area C is a scientific management approach which leads to a high concern for productivity and a low concern for morale. Area B represents the human relations approach, high concern for morale and low concern for production. This

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
results in only keeping people happy and excludes task accomplishment.

Therefore, Likert suggests an integrated approach which occurs in Area D. This area reflects a high concern for both morale and productivity. Thus, both the employee and the employer attain their desired goals.

\[
\begin{array}{c|c|c|c}
\text{High} & B & D \\
\hline
\text{Low} & A & C \\
\end{array}
\]

**Figure 2**

Likert's Paradigm

Stogdill (1964) sums up Likert's theory most appropriately by suggesting that the leader builds group cohesiveness and motivation for productivity by providing freedom for responsible decision making and exercise of initiative.
Blake and Mouton's "Managerial Grid Theory"

Blake and Mouton (1960, 1964, 1965) extended Likert's theory into a conceptual model referred to as the Managerial Grid. The Managerial Grid Theory differs from Likert's theory because the theorists believe that the concern for people can be independent from the concern for production. They believe that it is possible for a manager to have one concern without the other.

The types of relationships between concerns are interpreted by Blake and Mouton as being indicants of the type of managerial behavior a given manager will employ. For this reason, the possible relationships between concerns for production and concerns for people—and the assumptions underlying these relationships—afford a more systematic criterion for conceptualizing various types of management. It is for this one major reason that this researcher has chosen the Managerial Grid Theory as the basis for the research in this study of leadership style.

The Managerial Grid (Figure 3) is a squared framework of 81 squares on which Blake and Mouton plot five major leadership styles: 1/1, 1/9, 9/1, 5/5, and 9/9. They plot and measure these leadership styles in terms of concern for production (horizontal axis) and concern for people (vertical axis). On the horizontal axis, 1 represents the lowest concern for production and 9 represents the highest concern for production. On the vertical axis, 1 represents the lowest concern for people and 9 represents the highest concern for people.
High 9
Thoughtful attention to needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo.

9/9 Management
Work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect.

5/5 Management
Adequate organization performance is possible through the balancing necessary to get out work with maintaining morale of people at a satisfactory level.

9/1 Management
Efficiency in operations from arranging conditions of work in such a way that human elements interfere to a minimum degree.

1/1 Management
Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

1/9 Management
Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

Concern for People

Concern for Production

Figure 3
In identifying an individual's leadership style, the first digit given represents concern for production and the second digit represents concern for people. The production-oriented supervisor—shown as 9/1 (the Autocrat)—has the highest concern for production. The people-oriented supervisor—shown as 1/9 (Country Club)—has the highest concern for people and the lowest concern for production. The lower left-hand section of the Grid—the 1/1 (the Deserter)—represents a supervisor with little concern for production or people. The top right section—9/9 (the Executive)—represents a supervisor with the highest concern for production and people. The center of the Grid—5/5 (the Compromiser)—represents a supervisor with a moderate concern for production. He struggles to keep a balance by not "rocking the boat."

It becomes obvious that three of the five approaches to management stem from incongruency between people and production. The 9/1 manager (Autocrat) relies on authority and cares little for individual needs. This position reflects McGregor's Theory X position. The 1/9 position, on the other hand, views production as incidental. The 1/9 manager tries to maintain an atmosphere of happiness and "let's all have fun." This is depicted in Likert's Area B. The 1/1 manager (the Deserter) chooses to ignore both the concern for people and the concern for production. The 1/1 manager can be accused of "buck passing" and probably waiting out the situation for some personal pay-off. The 1/1, 1/9, and the 9/1 styles all operate according to the principles postulated in McGregor's Theory X.
The 5/5 or middle-of-the-road managerial style fails to solve any real problems, but only mutes them as the manager manipulates one concern against the other, according to Blake and Mouton (1960).

In fact, Blake and Mouton (1960) strongly suggest that the 5/5 is often a hard worker, who possesses charisma, but often adopts the principles of the 9/1 manager and relies only on his own judgment. The 5/5 manager conforms to many of the Theory Y principles of McGregor.

The 9/9 manager views his task as one of leadership. He views his leadership style as one of a successful team coach. He stresses both productivity and concern for the growth of people. He works toward Maslow's (1954) sense of self-actualization. Likert's Area D manager is similar to the 9/9 leader. A climate of open trust must exist if a 9/9 leader is to emerge. Obviously, this climate is difficult to achieve and the other is ideal in nature. Nonetheless, the 9/9 style exhibits the ideal position in which to operate. Blake and Mouton (1960) strongly suggest that all organizations should strive toward the establishment of a 9/9 atmosphere and leadership position.

According to Blake and Mouton (1960, 1964), the Managerial Grid appears to be a valid tool for evaluating leadership style. It has been applied in widely different organizational settings in the United States, Canada, Europe, and Asia and in various organizational structures including unionized manufacturing facilities, sales groups, and research and development units, as well as in military, governmental, professional, and technical work units.
The Grid also seems to provide descriptions of managerial alternatives which are universally applicable to managerial dilemmas in the United States, in countries of Europe which are somewhat similar to the United States, and in Asian cultures which are quite diverse. The scheme seems to be relatively culture-free and, therefore, of general relevance for understanding types of leadership behavior.

In reference to its validity and reliability, Blake and Mouton (1960, 1964) refer to the 15 man-years to date of work involved in the use of testing of the Grid's effectiveness.

The Managerial Grid Theory, in summary, suggests that the ideal leadership style is 9/9. Ideal, because of the fact that it is extremely difficult to establish a climate of trust between follower and leader in order to exercise a 9/9 style. However, such a style is not impossible to reach if the leader can exhibit a concern for the sensitivity of his followers, as well as a desire to fulfill the goals of the organization.

It must be remembered that while the 9/9 style is ideal, that other styles—including 1/1—may, at times, be useful, and can even be desirable in a particular work situation. If the leader is prepared to utilize varied styles in diverse environments he will be extremely effective as a leader.

The purpose of the preceding review of literature has been to offer the reader some understanding of the humanistic side of leadership and to explain rationale behind the selection of the Managerial Grid as the theoretical basis for the study. The position that this researcher has established is that Blake and Mouton's "Managerial
"Grid Theory" seems to include basic principles from all the presented theories and that it is perhaps the most comprehensive of all theories presented. Further, the theory is supported by measuring instruments that appear to be both valid and reliable. The Managerial Grid Theory has been utilized in government, industry, and business to evaluate and improve existing leadership styles.

Statement of the Hypotheses

It is believed, by this researcher, that the preceding review of the literature has established a theoretical foundation for this study. However, several key questions must be answered in order to evaluate the relationship that may or may not exist between the Managerial Grid Theory and the current situation of the juvenile court administrators in Michigan. Ten hypotheses have been constructed which will test the Managerial Grid Theory as it applies to leadership styles in the Michigan juvenile courts. The development of the hypotheses was based on the review of the literature and this researcher's 10 years of experiences as an employee and administrator of the Michigan Juvenile Justice System. During the decade of service the researcher's perceptions were that the system, as structured during that period, did not value education in terms of preparation for employment or for continued professional development. As reported in the 1980 Court Employee Compensation Survey, of the 83 Michigan counties, only 14 offer compensation for educational expenses. While reimbursement is not the sole basis for determination of support of education, in this era of widely-ranging fringe benefits, the absence
of educational support is conspicuous.

Because of the apparent lack of concern for selecting qualified personnel and for the maintenance of a qualified professional staff, this researcher developed three hypotheses which would apply Blake and Mouton's Managerial Grid Theory to the perceived inappropriate leadership styles and specified measurable data to test the variables to yield a documented data base. The three hypotheses developed on this premise relate to education, political appointment to the position, and geographical location. In summary, this researcher has attempted to establish a relationship between Blake and Mouton's Managerial Grid Theory and the structure and climate under which the Michigan juvenile court administrators lead their staffs.

Hypothesis 1—Predominant Leadership Style

Blake and Mouton (1960, 1964) suggest that the Managerial Grid Theory applies to business, government, and industry. They have established a grid which measures all leadership styles which fall into the 9/9, 5/5, 9/1, 1/9, and 1/1 categories. Also, T-scores have been established in the Style of Management Inventory which compares the test group's scores to those of leaders in other types of leadership environments. Therefore, the juvenile court administrators in Michigan, as well as those of any other political unit, should provide comparable analysis on the Grid. And, the analysis should then provide relative data to leaders in business, government, and industry. A predominant style should result, as it does, when measuring styles of comparable leaders.
On this basis, it is hypothesized that a predominant leadership style does exist among Michigan juvenile court administrators.

**Hypothesis 2—Political Appointment of Administrators**

As detailed, many Michigan juvenile court administrators are politically appointed to their positions by Michigan juvenile court probate judges. The appointed administrator serves at the pleasure of the appointing judge. This situation often leads to the appointment of an individual who is involved and biased within the court structure. The politically-appointed administrator is often people-oriented and assumes the "Country Club" approach to management. The appointee's position is often public relations in nature in order to continually provide support for the presiding judge. The situation lends itself to a low concern for productivity and a high concern for making and keeping people happy.

Therefore, it is hypothesized that politically appointed administrators tend to be people-oriented (1/9) rather than productivity-oriented (9/1). Blake and Mouton suggest that leaders who try to meet the needs of their followers, by maintaining a sense of freedom, adopt a "Country Club" style of management.

**Hypothesis 3—Educational Level of the Leaders**

The literature reviewed strongly supports the theory that the higher the educational level of the leader, the more he becomes involved with a dual concern--for both his followers and productivity. Gopala and Hafeez (1964) clearly state that high educational
attainment is associated with favorable attitudes toward employees and production and a lower level of educational attainment is associated with favorable attitudes toward production only. Also, Friedlander (1963) indicates that less educated leaders tend to derive satisfaction from the social and technical aspects of work rather than the self-actualizing aspects of work.

Therefore, the review of the literature supports the hypothesis that administrators who possess advanced educational degrees will be placed into the "Executive" (9/9) category more often than those administrators who do not possess advanced educational degrees.

The 9/9 leader, as suggested by Blake and Mouton (1960), has a high concern for both people and productivity. Production under this style of leadership results from the integration of task requirements and human needs.

Hypothesis 4—Age of Leader

Stogdill (1974) indicates that age, as it relates to leadership style, can and yet may not be significant to the establishment of a particular leadership style. Many theorists disagree as to the importance of age in the study of leadership. There seems to be some evidence that senior court administrators tend to become more complacent as they grow older. They seem to resist change more frequently than their younger peers, who, incidentally, are becoming more prevalent in the administrative ranks. The opposition to the proposed Michigan Juvenile Code revision is staunchly supported by the older administrators who appear to refuse to accept the fact that as society and
its needs change, there may also be a need for a change in the system. Committees fighting the revision are composed of aged court administrators who represent the historical school of thought.

Therefore, this researcher hypothesizes that administrators over the age of 40 fall into the "Compromiser" (5/5) position more often than leaders under the age of 40. Blake and Mouton (1960, 1964) suggest that the 5/5 (Compromiser) position is often assumed by a leader who has a moderate concern for both people and productivity, but who is more concerned with trying to "just get by" and not "rock the boat." The 5/5 leader compromises the needs of the organization and the needs of the people working for him.

Hypothesis 5—Years on the Job Versus Leadership Style

Blake and Mouton (1960, 1964) strongly suggest that the "Compromiser" position (5/5) is most often occupied by leaders who have been on the job for lengthy periods of time. These individuals tend to adopt the "give a little, take a little" point of view. This type of individual is waiting out a pay-off which is usually retirement or promotion into a less strenuous position.

Therefore, this researcher hypothesizes that the longer an administrator has been in his position, the more likely he is to fall in the "Compromiser" (5/5) category. As indicated in Hypothesis 4, the 5/5 leader often compromises the needs of the organization and the needs of his followers.
Hypothesis 6—Court Location and Leadership Style

The Bay City line has been designated as the dividing line for the juvenile courts in the state of Michigan. Complaints have been voiced that the courts located north of the Bay City line have not received funds or training opportunities equivalent to those provided courts located south of the Bay City line. If this is true, then there should be a pronounced difference in leadership style scores among the administrators based on geographical location.

Therefore, it is hypothesized that those administrators who are located in juvenile courts north of the Bay City line will have less desirable leadership style scores (9/1, 1/9, 1/1) than those administrators who are located in juvenile courts south of the Bay City line.

Blake and Mouton (1960, 1964) suggested that in-service training and scholarly pursuit aid a leader in moving toward an equivalent concern for both people and productivity.

Hypothesis 7—Group Size of Followers

Hemphill's (1950) research indicated that larger groups make greater administrative demands than smaller groups. Because of the increase in demands, and the requisite time involved, less time is available for consideration of the individual.

Likert's research (1961) involving size of groups and the leader's interest in the members of the groups, also showed that sometimes larger groups of members engage in more activities, but leaders exhibit less interest in the individual members' roles and ideas.
This researcher's experiences as an administrator also lead to the assumption that the larger the number of staff members, the less time there is to be people-oriented. Getting the job done becomes the major focus which leaves little time for the satisfaction of the group members. Therefore, it is hypothesized that those administrators who lead larger staffs will be more productivity-oriented than those administrators who supervise smaller staffs.

Hypothesis 8—Educational Major of the Administrator

Behavioral science exposure has a tendency to make administrators more aware of the individuals and their subjective needs as opposed to business and management education which stresses objectives. Since the juvenile court involves the management of people, as well as the management and casework of delinquent youth, it should follow that most administrators would be behavioral science majors. And it follows that the predominance of this particular educational focus should establish a leadership style that is people-oriented.

Therefore, it is hypothesized that administrators who are educated in the behavioral sciences will have more concern for people than those administrators who have been educated in the areas of business and management.

Hypothesis 9—Self-Confidence of the Administrator

An administrator who is confident of his leadership ability will generally be more aggressive and knowledgeable about his performance than administrators who are uncertain about their skills and abilities.
This position is supported by the research of Cox (1926) which found that leaders are usually characterized by unusually high degrees of self-confidence and esteem.

Boles and Davenport (1975) suggest that a leader's success is directly related to his self-concept. They also stated that the leader's feelings and attitudes about himself generally guide and direct that individual's behavior. Therefore, it is hypothesized that administrators who believe that they are effective will more often fall in the "Executive" (9/9) category than those administrators who feel that they are not effective.

Hypothesis 10—Major Problems Facing Michigan Juvenile Court Administrators

At the time of the study, Michigan's juvenile court administrators were faced with a plethora of problems ranging from the management of people, to the management of money, to the prospect of a major revision of the legal framework within which they function. While money and people will remain major areas of concern, this researcher is concerned about the probable changes which will result from the implementation of the juvenile code revision. As an administrator, this researcher expected his peers to also be concerned with the possible range and effect of the impending revision and the resultant impact on the system, its administrators, their staffs, and the citizens of Michigan. Therefore, it is hypothesized that the major problem of a juvenile court administrator, at the time of the preparation of this document, was the ramifications of the impending
juvenile code revision.

Summary

In summary, the preceding review of literature has been divided into two major sections. The first section establishes support for the choice of Blake and Mouton's Managerial Grid Theory as the primary theory supporting this study of leadership styles. The second section offers 10 hypotheses which are based on Blake and Mouton's Managerial Grid Theory as well as this researcher's experiences in the Michigan Juvenile Justice System.
CHAPTER III

DESIGN AND METHODOLOGY

This chapter is a presentation of the research design and methodology used in this study. Contained within is a discussion of the population that was studied, a description of the instruments selected for data gathering, an overview of the research design, and a discussion of the procedures used in the study.

Population of the Study

The target population in this study was all of the juvenile court administrators for the 83 counties in the state of Michigan. Juvenile court administrators are individuals who act as the chief executive officer of the court. Oftentimes they are referred to as chief referee, director of children's services, chief probation officer, or in some instances, probate judge. In order to identify the appropriate individual in each county, a list of administrators was obtained from the Office of the Supreme Court in Lansing, Michigan, and congealed with another list from the Michigan Association of Juvenile Court Administrators.

Instrumentation

Two instruments were used for data collection. The first instrument was self-designed and entitled "Personal Data Questionnaire" (PDQ). The second instrument is copyrighted by Teleometrics
International of Woodland, Texas, and is entitled the Style of Management Inventory (SMI).

The Personal Data Questionnaire was self-designed for the purpose of collecting personal data from the subjects in the study. The construction of the actual questionnaire resulted from the discussion of the instrument in the Dissertation Seminar class and also from a pilot mailing of the questionnaire to a selected sample of subjects (10) in the study population. The pilot study confirmed the appropriateness of the original design of the questionnaire. The Personal Data Questionnaire is located in Appendix C of this study.

The PDQ was designed to provide data to test the relationship between certain variables and the constructed hypotheses. A summary of the PDQ design follows.

Item 2, years in present position, relates to Hypothesis 5 which was constructed to test a relationship between the length of tenure and the preferred leadership style. Item 3, educational attainment, provides data for the testing of Hypothesis 3, the educational level of the leaders, as education relates to leadership style. Item 4, major area of study, provides data for Hypothesis 8, which tests the relationship between the educational major of the administrator and the preferred leadership style. Item 6, and Hypothesis 6, both deal with the political appointment of the administrator to his present position. Item 7, the size of the group of followers, provides the data base for the testing of Hypothesis 7 and both focus on the relationship between the style of leadership and the size of the group of followers. Item 8 identifies the ages of the leaders which Hypothesis
4 uses to test the relationship of age to leadership style. Item 9 identifies the geographical location of the administrator which Hypothesis 6 uses to test the relationship between geographical location and the resultant leadership style. Item 10, the self-assessment of effectiveness as an administrator, relates to Hypothesis 9 which tests the relationship between the self-assessment and the preferred leadership style. Item 12 provides data for Hypothesis 10 and both deal with the question of the major problems facing the administrators at the time of the study.

Items 1, 5, 11, and 13 were designed to identify personal characteristics of the administrators.

The Style of Management Inventory (SMI) is based on the Managerial Grid Theory of Blake and Mouton (1960) of Scientific Methods, Inc. The purpose of the SMI was to obtain a leadership style score for the subjects in the study population. The items in the SMI had been designed to reflect style scores under each of the five categories as stated in the Managerial Grid Theory. This instrument is unique because it not only measures the subject's preferred leadership style but it also measures back-up styles and the strength of usage of the preferred style score.

The back-up style score is the style of leadership behavior adopted once the preferred style has been abandoned. According to Blake and Mouton (1960), leaders frequently abandon their most preferred techniques during periods of stress, and it may be that the preferred back-up style will reveal more significant information than the first choice or the preferred leadership style. Although all

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
styles are used by all individuals at one time or another, the Grid reflects the predominant and most frequently used leadership style.

In addition to the above measurable data which have been incorporated in this study, the SMI also allows for the measurement of leadership component scores which fall into four general categories: (a) philosophy of management, (b) planning and goal setting, (c) implementation, and (d) evaluation practices. Each of these components yields five sub-scores which can be plotted on a graph to measure the frequency of use and the desirability of use. The graph contains a predesigned ideal usage area which separates the strengths or weaknesses of the usage. This data will not be discussed in this study; however, it is available for future analysis.

The SMI also includes a scoring mechanism based on the usage of this instrument with 1,316 managers from business, industry, and government. According to the staff at Teleometrics International, approximately 24% of the sample is from the top and upper management levels, 30% are from middle management, and 12% represent lower management. The remaining 34% fall into unidentifiable categories. As a result of the previous usage of this instrument, a standard deviation of 10 has been established for the general leadership style score. Also, a table is included which converts raw scores to T-scores for purposes of scoring and comparing groups of leaders. The SMI scoring mechanism was used to formulate the styles of the leaders in order to test the stated hypotheses.

According to Hall, Harvey, and Williams (1964), the Style of Management Inventory is based on the Managerial Grid concept which
was developed by Blake and Mouton of Scientific Methods, Inc. Telemetrics International, which is a research firm endorsed by Scientific Methods, Inc., and the creator of the SMI, has indicated to this researcher that because of the extensive usage of the SMI with varied groups of managers and leaders, the SMI is both valid and reliable. The established standard deviation and T-score transformations reflect the relative standing of the individual when compared to other test respondents. The T-score transformation process places controls on the respondents which lead to the reliability and validity of the instrument. The above is the only data made available to the researcher regarding the validity and reliability of the SMI.

The SMI was also part of the pilot study. Ten subjects from the defined population were randomly selected to complete the SMI. All respondents appeared to have no difficulty with completing the instrument as instructed. Therefore, no changes were made concerning the use or construction of the instrument. And since scoring of the pilot group was completed with no problems, this researcher decided to utilize the SMI in the study.

Design and Procedure

This study was designed to answer research questions concerning the leadership styles demonstrated by Michigan juvenile court administrators. This researcher has relied upon self-reported personal data and leadership style data to test the earlier specified hypotheses.

The initial step in implementing this study was the request for endorsement of the project by Einar Bohlin, Court Administrator for
the State Court Administrators' Office, Lansing, Michigan. Mr. Bohlin's letter of endorsement was included in the questionnaire packets mailed to each of the court administrators. (See Appendix A.)

Following endorsement of the study, the SMI was purchased from Teleometrics International for use in the study. Because of copyright procedures the instrument had to be purchased since Teleometrics International refused to grant permission for reproduction to this researcher.

A cover letter included in the packets requested the cooperation and participation of the court administrators. The cover letter was signed by this researcher and the Honorable Lawrence P. Zatkoff, Macomb County Judge of Probate. (See Appendix B.)

A random sample consisting of 10 administrators was selected for the pilot study. The sample of administrators received two letters, two questionnaires, and a self-addressed stamped envelope. Within 2 weeks all 10 questionnaires were returned and scored. Analysis of the pilot study resulted in no changes in the testing instrument or mailing procedures. Upon academic approval, questionnaires were mailed to all participants in the project. Within 3 weeks, 64 of the 83 questionnaires were returned. A follow-up letter was mailed which resulted in the return of 12 more questionnaires. Due to the fact that seven questionnaires remained unanswered, telephone requests were made to the remaining members of the sample population. Four additional questionnaires were returned within a 2-week period. In total, 80 of the 83 questionnaires were returned.
It should be noted that during the response period, the researcher attended three conferences at which time an individual request was made to the administrators present to encourage their participation and the participation of their peers.

During the specified response period and the 2-week extension, 80 questionnaires were received. At that point, scoring of personal data and plotting of leadership style scores was begun.

Directions were followed, as presented, in the SMI scoring manual. Raw scores were converted to T-scores which resulted in the actual leadership style scores. The style scores were rank-ordered from the most often used style to the least often used style. Possible leadership style scores were: 9/9, 5/5, 9/1, 1/9, and 1/1. A profile summary graph was plotted for all participants. A total of 79 scores were key-punched for each participant. Key-punching, computer programming, and analysis were performed, by purchase of services contract, from Western Michigan University.

Where appropriate, data had been analyzed using the Fischer's Exact Probability Test. The test is a nonparametric technique used when 2X2 contingency tables were constructed for analysis in this study. Hypotheses 2, 3, 4, 5, 6, 7, 8, and 9 were analyzed using the Fischer's Exact Probability Test.

Hypotheses 1 and 10 were analyzed through use of a frequency distribution. The percentage of respondents in each category was compared in order to note variations in frequency of administrators in the tested categories.
Additional comments relating to the collapse of data for purposes of analysis is included in Chapter IV (Results) following the discussion of each hypothesis.

Summary

This chapter presented a description of the population, type of instruments utilized in the study, and discussion of the research design and procedures used to collect data. The next chapter will address the results of the specified data collection procedures.
CHAPTER IV

RESULTS

This chapter reports the findings of the study. It must be remembered that the three purposes of the study were: (a) to gain insight into the general makeup of the Michigan juvenile court administrators as a group, (b) to establish a leadership style for the administrators as a group, and (c) to test the relationship between identified variables and the administrators' leadership styles. The first section of the chapter will report general biographical data, the second section will indicate a most frequently selected style, and the third section will report the results of the testing of the 10 previously offered hypotheses.

General Characteristics of the Population

The population consisted of 83 Michigan juvenile court administrators. Eighty administrators responded to the request for information. Personal data were gathered via the Personal Data Questionnaire (see Appendix C). The following data will be presented: administrator's title, years in present position, highest educational level, major area of study, present participation in a training or developmental program, number of administrators who consider themselves politically-appointed, number of employees supervised, age, location of the court, self-evaluation as an administrator, self-evaluation of the administrator's style, desire to remain on the
current job, and the identification of the most critical problem facing the administrator at the time of the study.

**Administrative Title**

As indicated earlier in the study, many juvenile court administrators are classified under various titles. Table 1 indicates that seven major titles were reported by the respondents. Since the list of administrators was prepared from those submitted by the Office of the Supreme Court and the Michigan Association of Court Administrators, it is postulated that the appropriate individuals were contacted in each county. These results strongly suggest that there is a need for uniformity in job title and responsibility among the various counties.

<table>
<thead>
<tr>
<th>Reported Job Title</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Court Administrator</td>
<td>48</td>
<td>60.00</td>
</tr>
<tr>
<td>Director of Children's Services</td>
<td>10</td>
<td>12.50</td>
</tr>
<tr>
<td>Youth Home Superintendent</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Chief Probation Officer</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Supervisor</td>
<td>4</td>
<td>5.00</td>
</tr>
<tr>
<td>Judge of Probate</td>
<td>6</td>
<td>7.50</td>
</tr>
<tr>
<td>County Juvenile Officer</td>
<td>10</td>
<td>12.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The existence of the range of titles tends to cause discrepancies among the counties and the judges when one attempts to establish a generalized composite of the administrators. Each of these seven titles conveys different expectations from the individual in the particular position. Obviously, the administrators have many roles and assume diverse job responsibilities.

The data also suggest that six probate judges do not have administrators in their courts. They, themselves, must assume the role of administrator as well as that of judge. This situation exists in the smaller counties in Michigan. In summary, there is diversity in responsibilities and titles among the Michigan juvenile court administrators.

**Number of Years in Present Position**

The data in Table 2 indicate that 12.5% of the administrators have been in their present positions for less than 1 year. When combined with the data that 7.5% of the administrators have been in their positions from 1 to 2 years, the data strongly suggest a high attrition rate among the administrators. In fact, 42.5% of the administrators have been in their present positions 4 years or less.
Table 2

Number of Years in Present Position

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>10</td>
<td>12.50</td>
</tr>
<tr>
<td>1-2 years</td>
<td>6</td>
<td>7.50</td>
</tr>
<tr>
<td>3-4 years</td>
<td>18</td>
<td>22.50</td>
</tr>
<tr>
<td>5-6 years</td>
<td>15</td>
<td>18.75</td>
</tr>
<tr>
<td>7-8 years</td>
<td>7</td>
<td>6.75</td>
</tr>
<tr>
<td>9-10 years</td>
<td>9</td>
<td>11.25</td>
</tr>
<tr>
<td>11 or more years</td>
<td>15</td>
<td>18.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Mean = 4.12 years

Educational Level

The data reported in Table 3 indicate that 57.5% of the administrators terminated their education with a bachelor's degree. Only 15.2% possess a master's degree and 8.7% possess law degrees. None of the administrators possess a doctoral degree. The most appalling fact is that 14, or 17.5%, of the administrators hold only a high school diploma. The data strongly suggest that education is not a major concern of the appointing judge when making a selection of the administrators. The data also suggest that the administrators themselves do not put an emphasis on educational achievement.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Table 3
Educational Level of Administrators

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>14</td>
<td>17.50</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>46</td>
<td>57.50</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>13</td>
<td>16.25</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Law Degree</td>
<td>7</td>
<td>8.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Additionally, only 21.25% of the administrators were enrolled in a training program at the time of the study (Table 5). The low educational level and the low participation in training and development programs is an indication of the minimal importance placed on education by both the appointing judge and the administrators themselves.

Since the only educational requirement for the juvenile court administrator position, as recommended by the Supreme Court Administrator's Office, is a bachelor's degree, there is no incentive to seek a master's degree in preparation for the administrator's position.

Additionally, the geographical location of many administrators relative to the location of educational institutions offering graduate programs in the behavioral sciences, precludes educational training at the same time as gainful employment. This obstacle could be at least partially overcome by participation in ongoing training programs.
Major Area of Educational Study

It should be noted that $n = 78$ in Table 4. Two high school graduates did not report a major area of study. However, 12 high school graduates did report that they did major in a particular area of study. Further research of the data has placed these 12 responses into the areas of sociology, psychology, and social work. These responses indicated that the high school graduates either arbitrarily chose an area of study which relates to their work or that they have pursued a bachelor's degree and have not yet attained it.

Table 4

<table>
<thead>
<tr>
<th>Major</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>21</td>
<td>26.9</td>
</tr>
<tr>
<td>Sociology</td>
<td>13</td>
<td>16.7</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>6.4</td>
</tr>
<tr>
<td>Management/Admin.</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>Education</td>
<td>7</td>
<td>9.0</td>
</tr>
<tr>
<td>Law</td>
<td>8</td>
<td>10.3</td>
</tr>
<tr>
<td>Social Work</td>
<td>14</td>
<td>17.9</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>Political Science</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Missing Data = 2
The data also indicate that 79.6% of the administrators majored in the behavioral sciences. Psychology, sociology, and social work majors totaled 48 responses. The non-behavioral science majors were clustered in law and business.

Enrollment in Present Training Program

Enrollment in present training programs was obviously a low priority for most administrators. Only 17 (21.2%) of the administrators were currently involved in any form of training. Table 5 reports the responses to this particular question.

Table 5

<table>
<thead>
<tr>
<th>Response</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>21.25</td>
</tr>
<tr>
<td>No</td>
<td>63</td>
<td>78.75</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

These data are interesting due to the fact that the Office of the Supreme Court has continually offered training programs for administrators during the last year. Obviously, the data indicate that 78.75% of the administrators are not pursuing professional growth through training and educational programs.
Political Appointment of Administrator

Table 6 indicates that 53.75% of the administrators consider themselves not to be politically appointed, while 46.25% of the administrators indicated that they were politically appointed. These data are startling because court decisions have clearly indicated that all juvenile court personnel serve at the pleasure of the presiding judge. Legal proceedings in Bay County (Judges of the 74th Judicial District v Bay County, 385 Mich 710: 1971) have clearly established the presiding judge as the official employer of the court staff.

Table 6
Politically Appointed Administrators

<table>
<thead>
<tr>
<th>Response</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>46.25</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
<td>53.75</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Number of Employees Supervised

Table 7 presents a breakdown of the number of employees supervised by the court administrators. Surprisingly, 50% of the administrators supervise five or fewer employees. This situation exists in small counties, predominantly north of Bay City. The other major response indicates that 25% of the administrators supervise 51 or more...
employees. The data suggest that this study has successfully reached administrators throughout the state of Michigan. The size of the counties varies to such a degree that one can begin to grasp the understanding of the wide range of responses received and tabulated in the Personal Data Questionnaire in this study. These data support the findings contained in the 1977 Michigan Comprehensive Plan for Juvenile Justice Service. The plan indicates that 74% of the delinquent youth in Michigan are located in the 11 counties with a population of over 150,000.

Table 7
Number of Employees Supervised

<table>
<thead>
<tr>
<th>Number of Employees Supervised</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5</td>
<td>40</td>
<td>50.00</td>
</tr>
<tr>
<td>6 to 10</td>
<td>11</td>
<td>13.75</td>
</tr>
<tr>
<td>11 to 20</td>
<td>6</td>
<td>7.50</td>
</tr>
<tr>
<td>21 to 30</td>
<td>2</td>
<td>2.50</td>
</tr>
<tr>
<td>31 to 50</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>51 or more</td>
<td>20</td>
<td>25.00</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Relative to the number of employees supervised, the data strongly suggest that training and developmental seminars should be stratified for at least three levels of population as faced by the administrators. The first stratification would include administrators who

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
supervise 5 or fewer persons (50% of the administrators), the second group would include administrators who supervise 6 to 50 persons (25% of the administrators), and the third group would include administrators who supervise 51 or more people.

**Age of Administrator**

The range of ages has been reported in Table 8. The ages range from 23 years to 65 years. The most frequent age reported was 31-32 years. Ten administrators (12.8%) fall into this grouping. The average age of the group was 43.5 years. The median age was 42.0 years. The standard deviation was 11.6 years.

**Table 8**

<table>
<thead>
<tr>
<th>Age</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-30</td>
<td>8</td>
<td>10.2</td>
</tr>
<tr>
<td>31-38</td>
<td>23</td>
<td>29.5</td>
</tr>
<tr>
<td>39-46</td>
<td>17</td>
<td>21.8</td>
</tr>
<tr>
<td>47-54</td>
<td>12</td>
<td>15.5</td>
</tr>
<tr>
<td>55-60</td>
<td>7</td>
<td>8.9</td>
</tr>
<tr>
<td>61-66</td>
<td>11</td>
<td>14.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mean = 43.5 years

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Court Location

The location of the juvenile court was considered to be important in this study because of the many complaints by administrators that the counties north of Bay City received less funding for court budgets and training programs than the courts south of Bay City. Table 9 illustrates the geographical location of the courts according to three major boundaries. The data clearly indicated that the study population includes the appropriate percentage of administrators from each geographical segment. As illustrated, 46.25% of the administrators are located south of Bay City, while 53.75% are located north of Bay City. The Bay City line has been established to equally divide the state into two major geographical locations.

<table>
<thead>
<tr>
<th>Location</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>North of Bay City (lower peninsula)</td>
<td>26</td>
<td>32.50</td>
</tr>
<tr>
<td>Upper Peninsula</td>
<td>17</td>
<td>21.25</td>
</tr>
<tr>
<td>South of Bay City</td>
<td>37</td>
<td>46.25</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Assessment of Self-Confidence

As stated earlier in the review of the literature, self-confidence is usually a trait of an effective leader. The purpose of the data in
Table 10 was to determine how many court administrators considered themselves to be effective leaders. The results were staggering; 88.75% of the leaders indicated that they considered themselves successful. Unfortunately, the net result of this study clearly refutes much of this positive self-assessment. Only 8 of the 80 respondents reported that they "did not know" if they were successful. Only one respondent said that he was not successful.

<table>
<thead>
<tr>
<th>Are you an effective administrator?</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71</td>
<td>88.75</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Don't Know</td>
<td>8</td>
<td>10.00</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Self-Assessment of Administrative Style**

The PDQ asked the administrators a question which would allow the individual to indicate his preferred style of leadership. Table 11 reports that 73.42% of the administrators believed that they were both people-oriented and productivity-oriented. Only 1.58% of the leaders indicated that they were only productivity-oriented and 25% indicated that they were solely people-oriented. The fact that only two administrators felt that they were only productivity-oriented
supports the premise in this study that most politically-appointed leaders are concerned with people and are not very concerned with productivity.

Table 11
Self-Assessment of Current Administrative Style

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>People-Oriented (1/9)</td>
<td>20</td>
<td>25.00</td>
</tr>
<tr>
<td>Productivity-Oriented (9/1)</td>
<td>2</td>
<td>1.58</td>
</tr>
<tr>
<td>Both (9/9 or 5/5)</td>
<td>58</td>
<td>73.42</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Major Concern Facing Administrators

Twelve problems were listed by the administrators in response to the PDQ. The problem listed most frequently was the lack of adequate funds (23.6%). Lack of rehabilitative services ranked second and staff morale and the system itself tied for third place in the ranking of the most critical problem. The remaining responses included a range of issues. The juvenile code revision was a low priority issue (3%) contrary to one of the original hypotheses in this study. The issue of least concern to the administrators was professional growth (1.38%). This is self-evident when one reviews the data collected on such issues as the low level of education and the absence of current enrollment in a training program. Table 12 illustrates the frequency of response and percentages for each problem listed on the PDQ.
Table 12

Major Problem Facing Administrator

<table>
<thead>
<tr>
<th>Problem</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Morale</td>
<td>8</td>
<td>11.10</td>
</tr>
<tr>
<td>Politics</td>
<td>7</td>
<td>9.70</td>
</tr>
<tr>
<td>Motivation</td>
<td>3</td>
<td>4.16</td>
</tr>
<tr>
<td>Money</td>
<td>17</td>
<td>23.61</td>
</tr>
<tr>
<td>System</td>
<td>8</td>
<td>11.11</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>1</td>
<td>1.38</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>9.72</td>
</tr>
<tr>
<td>Lack of Rehabilitative Resources</td>
<td>9</td>
<td>12.50</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>4.16</td>
</tr>
<tr>
<td>Lack of Time</td>
<td>2</td>
<td>2.77</td>
</tr>
<tr>
<td>Personnel Relationships</td>
<td>4</td>
<td>5.55</td>
</tr>
<tr>
<td>Juvenile Code Revision</td>
<td>3</td>
<td>4.16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Missing Data = 8

Professional Planning During the Next 5 Years

Table 13 reports the data collected on the PDQ regarding the respondent's plans to remain in his current position for the next 5 years. Surprisingly, 78.75% of the administrators indicated that they would remain in the same position while 17.5% said they would probably change positions and only 3.75% indicated that they did not...
know. One can hypothesize from this data that either the administra-
tors are finding satisfaction and growth potential in the system or
they may find themselves locked into a profession that offers very
little opportunity to transfer their skills into a new career.

Table 13
Career Plans for the Next 5 Years

<table>
<thead>
<tr>
<th>Remain in the System</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63</td>
<td>78.75</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>17.50</td>
</tr>
<tr>
<td>Don't Know</td>
<td>3</td>
<td>3.75</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The preceding data represent self-reported information from the
PDQ. These data are reported in the results section of the study be-
cause they represent significant biographical information relative to
Michigan juvenile court administrators. As mentioned earlier, no
significant biographical data could be located regarding the popula-
tion prior to this study. As a result of this study, reliable data
exist for further study of the administrative group. The preceding
data lay a foundation for not only this study but also for further
study involving this group.
Leadership Style

The second purpose of this study was to test for, and if possible, establish a predominant leadership style for the administrators as a group. The data presented have been collected from 74 of the 83 juvenile court administrators. Three of the administrators did not respond to any of the questionnaires and six of the respondents chose not to respond to the Style of Management Inventory, which was included with the Personal Data Questionnaire in the original data packet. Possible style choices, as suggested earlier, were as follows: 9/9 (Executive), 5/5 (Compromiser), 9/1 (Autocrat), 1/9 (Country Club), and 1/1 (Deserter).

The SMI rank-orders the style scores according to scored preferences. Table 14 illustrated the preferred style obtained from the SMI for each of the five possible style scores. The table indicates that the most selected style for the court administrators was the 1/1 position (28.3%). The second highest selected score was the 9/1 position (20.2%) with 9/9 and 1/9 ranking third. The least selected style was the 5/5.

The data allow this researcher to establish a most selected leadership style of 1/1 for the court administrators. Little significance is given to the second through fifth choices because of the similarity in the frequency of scoring. As a result, the most selected style of leadership as scored on the SMI is 1/1 (Deserter). However, the 1/1 style could not be established as the predominant style because 71.7% of the administrators scored in other style...
positions. In summary, according to Blake and Mouton (1960, 1964), the 1/1 style reflects minimal concern for both people and productivity. Effective production is unobtainable because the leader is indifferent. Sound, mature relationships are difficult, if not impossible, to achieve because conflict is inevitable.

Table 14
Primary Leadership Style

<table>
<thead>
<tr>
<th>Ideal Style</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9</td>
<td>13</td>
<td>17.5</td>
</tr>
<tr>
<td>5/5</td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td>9/1</td>
<td>15</td>
<td>20.2</td>
</tr>
<tr>
<td>1/9</td>
<td>13</td>
<td>17.5</td>
</tr>
<tr>
<td>1/1</td>
<td>21</td>
<td>28.3</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Missing Data = 6

As indicated earlier in the study, the SMI rank-orders the style scores of the respondents. Also mentioned was the significance of the second preferred style (back-up style). This back-up style is significant because leaders frequently abandon their preferred style during periods of stress, and according to Teleometrics International (1964), the back-up style often conveys more significant information regarding the leader than the first preferred choice.
Table 15 illustrates the preferred back-up styles of the study population. The data shows that the 9/9 style emerged as the most selected back-up style (29.7%). The second most frequent back-up styles were 1/9 and 1/1 (20.27%) followed closely by 9/1 (17.56%). The least selected back-up style was 5/5 (12.16%). These data clearly show a preference of 9/9 as the most selected back-up style. The 1/9, 1/1, and 9/1 styles are so close in frequency of selection that little significance is given to any of the three styles. However, the 5/5 does emerge as the least preferred back-up style.

<table>
<thead>
<tr>
<th>Ideal Style</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9</td>
<td>22</td>
<td>29.70</td>
</tr>
<tr>
<td>5/5</td>
<td>9</td>
<td>12.16</td>
</tr>
<tr>
<td>9/1</td>
<td>13</td>
<td>17.56</td>
</tr>
<tr>
<td>1/9</td>
<td>15</td>
<td>20.27</td>
</tr>
<tr>
<td>1/1</td>
<td>15</td>
<td>20.27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Missing Data = 6

In summary, a predominant leadership style could not be established for the court administrators. However, the 1/1 style was established as the most frequently selected style. When the 1/1 style is collapsed with the other least desired styles (9/1 and 1/9),
one can conclude that 66.3% of the administrators (Table 14) are involved in noneffective leadership behavior as postulated by Blake and Mouton (1960). In fact 1/1, 9/1, and 1/9 styles are characteristic of McGregor's (1960) Theory X as presented in the review of the literature.

Test of Hypotheses

The following hypotheses offer an analysis of variables which are of interest to this researcher when comparing the Michigan juvenile court administrators to leaders in industry, business, and government. The hypotheses have resulted from the review of the literature, as well as certain experiences and formed beliefs of this researcher. Rationale for the stated hypotheses was offered in the review of the literature.

For the sake of clarity, each of the 10 hypotheses will be presented and then a statement of statistical significance will follow the given hypotheses where appropriate. The probability used for committing a Type I error is .10.

**Hypothesis 1—Predominant Leadership Style**

It is hypothesized that a predominant leadership style does exist for juvenile court administrators.

The data analysis indicates that no significant difference exists in the type of leadership styles used by the court administrators. However, Table 14 indicates that the most frequently chosen primary style is 1/1 (28.3%). When combined with the frequency scores...
for 9/1 and 1/9 styles, it becomes evident that 66% of the administrators are involved in less than desirable style usage. In summary, the research does not support the hypothesis in regards to the significant use of one particular style. However, because of the high frequency of use of the 1/1, 9/1, and 1/9 styles, this researcher suggests that a less than desirable leadership style usage is evident among the administrators.

**Hypothesis 2—Politically Appointed Administrators**

It is hypothesized that politically appointed administrators will be more people-oriented than non-appointed administrators.

Twenty-eight administrators out of the 74 responding administrators scored in the high productivity (9/1) and high people (1/9) oriented styles. These 28 administrators were separated from the 74 participating administrators and were tested in accordance with their responses regarding their assessment of their own political appointment to their current leadership positions.

Table 16 contains data related to Hypothesis 2. The Fischer's Exact Probability Test was chosen as the non-parametric technique for analyzing the data. A 2X2 contingency table was constructed for analysis. The Fischer's Exact Probability Test for obtaining a table as probable or less probable than the given table equals .99. Therefore, the hypothesis cannot be supported.
Table 16
Politically Appointed Administrators

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Politically Appointed</th>
<th>Not Appointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivity Oriented (9/1)</td>
<td>8 (53.3%)</td>
<td>7 (53.8%)</td>
</tr>
<tr>
<td>People Oriented (1/9)</td>
<td>7 (46.7%)</td>
<td>6 (46.2%)</td>
</tr>
<tr>
<td>Total</td>
<td>15 (100.0%)</td>
<td>13 (100.0%)</td>
</tr>
</tbody>
</table>

Hypothesis 3—Educational Level of the Leaders

It is hypothesized that those administrators who possess graduate degrees will score in the "Executive" (9/9) style more often than those administrators who do not possess graduate degrees.

In order to test the above hypothesis, levels of education were collapsed into graduate degrees (master's, doctorate, and law degree) and undergraduate degrees (bachelor's degree and high school graduate).

The data in Table 17 indicate that n = 13 for administrators who possess a 9/9 style. Eight 9/9 scores were obtained from administrators who possess graduate degrees. The results demonstrate that 61.5% of the administrators who scored 9/9 did possess graduate degrees. This finding suggests that a graduate degree does play a role in the utilization of the 9/9 leadership style. However, the result is not significant when tested via the Fischer's Exact Probability Test. The Fischer's Exact Probability Test for obtaining a table as probable or less probable than the given table equals .319.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Therefore the hypothesis was not accepted.

Table 17
Educational Levels of Administrators With 9/9 Styles

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate Degree</td>
</tr>
<tr>
<td>9/1 Style</td>
<td>8 (14.8%)</td>
</tr>
<tr>
<td>5/5, 1/9, 9/1, 1/1 Styles</td>
<td>46 (85.2%)</td>
</tr>
<tr>
<td>Total</td>
<td>54 (100.0%)</td>
</tr>
</tbody>
</table>

Missing Data = 6

Hypothesis 4—Age of Leader

It is hypothesized that administrators over the age of 40 fall into the "Compromiser" (5/5) position more often than do the administrators under the age of 40.

Table 18 indicates that n = 12 for administrators who preferred a leadership style of 5/5. The data were tested for significance utilizing the Fischer's Exact Probability Test. The Fischer's Exact Probability Test for obtaining a table as probable or less probable than the given table equaled .758. As a result, the hypothesis was not accepted.

The data also indicate that the 5/5 style was divided nearly equally between age groups. Five of the administrators exhibiting 5/5 styles were age 40 or younger and seven of the administrators...
were age 41 or older. The difference between groups was so small that no significance could be given to either this analysis or to the overall testing of the original hypothesis.

Table 18
Age of Leader With Primary Style of 5/5

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>40 Yrs. and Under</th>
<th>41 Yrs. and Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5 Style</td>
<td>5 (14.7%)</td>
<td>7 (18.4%)</td>
</tr>
<tr>
<td>9/9, 1/1, 1/9, 9/1 Styles</td>
<td>29 (85.3%)</td>
<td>31 (81.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>34 (100.0%)</td>
<td>38 (100.0%)</td>
</tr>
</tbody>
</table>

Missing Data = 8

Hypothesis 5—Years in Present Position vs. Leadership Style

It is hypothesized that the longer a person has been an administrator, the more likely he is to fall into the "Compromiser" (5/5) position. Collected data do not support this hypothesis.

As reported earlier in Table 2 the mean score for years in present position was 4.12 years. An arbitrary decision was made by this researcher to establish 7 or more years as the breaking point for analysis of the number of years in the present position.

In Table 19 n = 12 for administrators exhibiting a 5/5 leadership style. The Fischer's Exact Probability Test for obtaining a table as probable or less probable than the given table equals .352. Therefore, the original hypothesis cannot be accepted.
Hypothesis 6—Court Location and Leadership Style

It is hypothesized that those administrators who are located in the geographic region north of Bay City will have less desirable leadership style scores (9/1, 1/9, 1/1) than those administrators who are located in the geographic region south of Bay City.

For purposes of analysis, leadership styles 9/9 and 5/5 were collapsed into one category as were styles 9/1, 1/9, and 1/1. Table 20 illustrates the 2X2 contingency table utilizing the Fischer's Exact Probability Test. Twenty-five administrators scored 9/9 and 5/5 styles, while 49 administrators scored 1/1, 1/9, and 9/1.

The above hypothesis was rejected since the Fischer's Exact Probability Test for obtaining a table as probable or less probable than the given table equals .45. The relationship between the geographical location of the court administrators and the exhibition of the more effective leadership style was found to be nonsignificant.
Table 20
Court Location and Leadership Style

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>North of Bay City</th>
<th>South of Bay City</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9 and 5/5 Styles</td>
<td>12 (29.3%)</td>
<td>13 (39.4%)</td>
</tr>
<tr>
<td>9/1, 1/9, and 1/1 Styles</td>
<td>29 (70.7%)</td>
<td>20 (60.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>41 (100.0%)</td>
<td>33 (100.0%)</td>
</tr>
</tbody>
</table>

Hypothesis 7—Group Size of Followers

It is hypothesized that those administrators who lead larger staffs will be more productivity-oriented than those administrators who supervise smaller staffs. According to the 1977 Michigan Comprehensive Plan for Juvenile Justice Services, those counties with a population of 150,000 or more generally employ no less than 30 staff. Therefore, 30 has been established as the cutoff point for analysis. Thirteen administrators scoring 1/9 were compared to the 15 administrators possessing 9/1 styles.

Table 21 indicates that a significant relationship exists between administrators who supervise 31 or more employees and their adopted leadership style. Administrators are more productivity-oriented when they lead more than 30 people. The Fischer's Exact Probability Test for obtaining a table as probable or less probable than the given table equals .68. Therefore, the hypothesis is not accepted.
Table 21
Group Size of Followers

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Size of Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 or Less</td>
</tr>
<tr>
<td>1/9 Style</td>
<td>8 (42.1%)</td>
</tr>
<tr>
<td>9/1 Style</td>
<td>11 (57.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>19 (100.0%)</td>
</tr>
</tbody>
</table>

Hypothesis 8—Educational Major of Administrators

It is hypothesized that administrators who are educated in the behavioral sciences will have more concern for people than those administrators who have been educated in the non-behavioral sciences.

Major areas of study considered to be behavioral sciences were as follows: psychology, sociology, education, social work, criminal justice, and political science. Non-behavioral sciences were business, management/administration, and law. Thirteen administrators with primary style scores of 1/9 (people-oriented) and 15 administrators with 9/1 (productivity-oriented) styles were separated for purposes of analysis.

The Fischer's Exact Probability Test for obtaining a table as probable or less probable than the given table equals .60. Therefore, the above hypothesis is not accepted. (See Table 22.)
Table 22

Educational Major of Administrators

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Behavioral Science</th>
<th>Non-Behavioral Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9 Style</td>
<td>12 (50%)</td>
<td>1 (25%)</td>
</tr>
<tr>
<td>9/1 Style</td>
<td>12 (50%)</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>Total</td>
<td>24 (100%)</td>
<td>4 (100%)</td>
</tr>
</tbody>
</table>

Hypothesis 9—Self-Confidence of Administrators

It is hypothesized that administrators who feel that they are effective, will more often fall into the "Executive" (9/9) category, than administrators who state that they are not effective (1/1, 1/9, 9/1, and 5/5).

It should be noted that only one administrator responded with a "no" on the Personal Data Questionnaire to the question regarding self-evaluation of effectiveness. Eight administrators responded with an "I don't know" answer. The responses of "no" and "I don't know" were collapsed in the noneffective category for purposes of analysis. Thirteen administrators possessing 9/9 styles were compared with 61 administrators possessing 1/1, 1/9, 9/1, and 5/5 styles.

Table 23 illustrates the nonsignificance of the hypothesis. The Fischer's Exact Probability Test for obtaining a table as probable or less probable than the given table equals .93. Therefore, the hypothesis is not accepted.
Table 23
Self-Confidence of Administrators

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>&quot;I am effective&quot;</th>
<th>&quot;I'm not effective&quot; or &quot;I don't know&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9 Style</td>
<td>12 (18.5%)</td>
<td>1 (11.1%)</td>
</tr>
<tr>
<td>1/1, 1/9, 9/1, 5/5 Styles</td>
<td>53 (81.5%)</td>
<td>8 (88.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>65 (100.0%)</td>
<td>9 (100.0%)</td>
</tr>
</tbody>
</table>

Hypothesis 10—Major Problem of Administrators

It is hypothesized that the major problem facing administrators today is the probable juvenile code revision. This hypothesis was based on the impending juvenile code revision and the far-reaching and long-ranging effect the revision will have on administrators, their staffs, and the citizens of Michigan. As an administrator within the juvenile justice system, the researcher was intimately aware of the effect the revision could have, and as a result, the researcher hypothesized that his peer group would share the same concerns.

Table 24 indicates that the major problem reported by the administrators in response to the Personal Data Questionnaire was inadequate financial resources (23.6%). The second major problem reported was both staff morale (11.1%) and the system itself (11.1%). Juvenile code revision was a major concern for only 4.1% of the administrators.
Thus, the hypothesis was not accepted.

Table 24

Major Problem of Administrators

<table>
<thead>
<tr>
<th>Problem</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Morale</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>Politics</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>Motivation</td>
<td>3</td>
<td>4.1</td>
</tr>
<tr>
<td>Money</td>
<td>17</td>
<td>23.6</td>
</tr>
<tr>
<td>System</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>Lack of Resources for Kids</td>
<td>9</td>
<td>12.5</td>
</tr>
<tr>
<td>Personnel Relationships</td>
<td>4</td>
<td>5.5</td>
</tr>
<tr>
<td>Juvenile Code Revision</td>
<td>3</td>
<td>4.1</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Missing Data = 4

Summary

Results have been offered which support the three purposes of the study. The first section of the chapter described the general background characteristics of the administrator. Characteristics of interest were administrative title, seniority, educational level, major area of educational study, enrollment in training program,
political appointment of administrator, number of employees supervised, age, court location, assessment of self-confidence, assessment of administrative style, major concern of administrator, and professional career planning. Data were presented in this chapter which offered a better understanding of how these variables relate to the administrators.

The second section of the chapter presented a discussion on leadership style. No one predominant leadership style could be established. However, 1/1 style was found to be the most frequently chosen style. In fact, 1/1, 1/9, and 9/9 style usage, when combined, was found to be utilized by 66% of the administrators.

Section three of the chapter presented the results of the testing of the 10 hypotheses. All 10 hypotheses were not accepted.

Chapter 5 offers a discussion concerning the conclusions that can be drawn from the data analysis offered in this chapter. Also, recommendations are offered for future research and use of this study.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

As detailed earlier, this study has been conducted for three primary reasons: (a) to gain insight into the Michigan juvenile court administrators, as a group, by collecting biographical and professional data, (b) to establish a predominant leadership style for the administrators, as a group, and (c) to test the relationship between certain key variables and the leadership styles demonstrated by the administrators. This chapter discusses conclusions relative to each of these items. The conclusions are presented in subsections. Additionally, recommendations are offered for future research. This chapter closes with a summary of this researcher's opinions and thoughts regarding the study.

Conclusions--Personal and Professional Data

Chapter IV (the results) presented all the personal and professional data collected from the study population of Michigan juvenile court administrators as a product of the administration of the PDQ. The data were collected from 80 of the 83 administrators. The data were self-reported by the administrators and then key-punched and processed with the aid of computer. It is believed by this researcher that these data present a reliable composite of the Michigan juvenile court administrators. As mentioned earlier, at the time of this research project, there was not available a reliable data source from
which to derive an accurate description of the juvenile court administrators. Conclusions which have been drawn from the collected data are presented in the major categories as presented below.

Administrative Title

A need exists to establish a uniform title and job description for individuals who are functioning as the chief executives of the court. At the time of this study, only 60% of the administrators were actually referred to and recognized as court administrators. By establishing uniformity in title, a more appropriate procedure could be established to identify the individuals and then provide for their specific needs, particularly in the areas of training and professional development.

Role of Education and Training

Since 75% of the administrators possessed less than a graduate degree, it can be concluded that education is a low priority among the administrators, as well as among the persons making the appointments. It is suggested that the current system does not reward educational attainment nor does it require any type of licensing to qualify for positions of major responsibility. The low emphasis placed on educational improvement becomes even more evident when recognizing the fact that 17.5% (14 respondents) of the administrators possess only a high school education. This is difficult to comprehend when realizing the tremendous responsibility these administrators have for operating in a highly complex structure. It can

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
also be concluded that the trained members of the staffs operating under the directions of the untrained administrators must be totally frustrated in their professional efforts. It is particularly frustrating if their educational efforts are unrecognized in addition to being under utilized.

Collected data also indicated that most administrators (79.6%) focused their study in the behavioral sciences. This type of educational background would appear to be appropriate since the juvenile justice system deals with youthful offenders. However, the data also indicated that only 21% of the administrators were involved in ongoing in-service training which could provide needed administrative skills as well as updated behavioral training.

This is a major concern because it leads to the conclusion that the administrators may well be unschooled in the areas of management and administration. Coupled with the initially low educational levels, it is concluded that a higher priority needs to be placed on the importance of education and training. Individuals who are held responsible for the administration of major public organizations should, without question, be educationally qualified and trained in their chosen profession. In this particular position, the administrators need both behavioral and administrative training. An absence of this dual training is perhaps the underlying factor in the exhibition of the 1/1, 9/1, and 1/9 leadership style of the administrators. The frequent selection of these styles demonstrates the need to offer, and perhaps require, these behavioral science graduates training in the areas of administration, management, and financial management.
Age, Seniority, and Career Plans

The collected data indicated that the average number of years for an administrator in his present position was 4.1 years. Also, the average age of the administrators was 43.5 years, with a range of 23 years to 65 years. Also reported was the fact that 78.7% of the administrators expected to remain in their current position for the next 5 years.

By assimilation of the above data, it can be concluded that the population in this study is characterized by the presence of a relatively young and inexperienced administrator who plans to remain in his present position for the next 5 years. It can be concluded from these data that it would be appropriate to begin an in-service training program for these administrators, now, in order to provide them with the necessary skills to be effective in their positions in the coming years. The data also suggest that the juvenile justice system in Michigan is attracting relatively young individuals into the administrative ranks.

The fact that 78% of the administrators are planning to remain in their current positions suggests that the system offers some opportunities and rewards for these individuals. Since career commitment is apparent, it should be capitalized on by offering professional growth and development programs for these individuals.
Political Status

Since only 46.2% of the administrators consider themselves politically appointed, it can be concluded that the majority are avoiding the actual conditions under which they are employed. Existing legislation and recent court decisions clearly state that all juvenile court employees serve at the pleasure of the presiding judge. If 54% of the administrators avoid the reality of this issue, they are, in fact, ignoring the political ramifications of their existence. This researcher strongly believes that one reason for the relatively short seniority pattern is the political liaison between the probate judge and the administrator. Further research of these inappropriate responses would perhaps lead to an understanding of the "no" response to the political appointment question.

Self-Confidence and Self-Evaluation of Leadership Style

The responses to these self-estimations indicated that the administrators viewed themselves confidently regarding both effectiveness (88.75%—"Yes, I am effective") and a balanced orientation toward people and productivity (73.4%). It can be concluded from these responses that the administrators are deceiving themselves since they chose the 1/1, 1/9, and 9/1 leadership styles 66% of the time. Oblivious to their weaknesses, their continued method of operation could be detrimental to themselves, their subordinates, and the system.
Size of Staff

Reported data indicated that the staff sizes ranged from one extreme to the other. While 50% of the administrators supervise less than five subordinates, 25% supervise 51 or more and the remaining 25% supervise between 5 and 50 employees. One conclusion which can be drawn from these data is that management needs may differ radically from one county and its work situation to other counties and their work situations. Additionally, the needs of the employees may vary accordingly. The literature supports the fact that an effective leader meets the needs of his followers. Until the needs are known, the needs remain unsatisfied. Therefore, a needs assessment should be conducted to establish proper training procedures for administrators to improve their effectiveness as well as to provide for the needs of their staffs.

Major Problem Facing Administrators

It can be concluded from the reported data that the most significant problem facing the population at the time of the study was the lack of adequate budgets. The lack of rehabilitative programs ranked second, and staff morale and the system itself received equal designations as the third most critical problem. These findings were completely contrary to the expected response that the impending juvenile code revision would be the major problem facing most administrators.
Leadership Style Conclusions

The data indicated that no one particular style predominated. However, the data reported that the 1/1 was the most frequently selected leadership style. The back-up style chosen most frequently was the 9/9 (Executive). The back-up style reflects the informal style often utilized by leaders in times of stress. This finding suggests that the 1/1 style may be fostered by the system, and in reality, the actual leadership style ingrained in the administrators is the 9/9 (Executive) back-up style. However, this is only an assumption and conclusions should be guarded until further research supports it.

Another conclusion, and perhaps the most definitive, is that the administrators selected the 1/1, 1/9, and 9/1 styles most frequently and this is an indication that they are in need of leadership training. This conclusion is supported by the documented low level of training and educational preparation of the administrators. In summary, it is suggested that the lack of training, education, and experience foster the most frequently chosen leadership styles of 1/1, 1/9, and 9/1.

Conclusions Regarding the Hypotheses

The following conclusions related directly to the listed hypotheses in Chapter IV. Each hypothesis is discussed in terms of its significance to the leadership styles of the administrators. Conclusions are based upon the significance of the statistical evidence.
Predominant Leadership Style

Hypothesis 1 was a nondirective hypothesis which stated that a predominant leadership style existed among the sample population of Michigan juvenile court administrators. This hypothesis was not supported by the data. Previous discussion has led to the conclusion that the 1/1 (Deserter) style is the most frequently selected leadership style of the court administrators. According to Blake and Mouton (1960, 1964), this may be interpreted as meaning a low concern exists for both people and productivity. The philosophy of 1/1 management is that people do not like work and they are innately lazy. The theorists also indicate that the 1/1 manager avoids personal involvement and relies on precedent or "goes by the book." The 1/1 manager avoids evaluation and resists implementation of new and different procedures. Overall, this style of leadership is regarded as the least desirable according to Blake and Mouton (1960, 1964). In fact, the administrators chose the undesirable leadership styles (1/1, 1/9, and 9/1) 66% of the time.

Politically Appointed Administrators

The lack of support for the hypothesis that politically-appointed leaders are more people-oriented that nonappointed administrators indicated that politics do not exert an effect on the style of leadership exhibited by the administrator. It can be suggested that the appointed administrators are, as a group, as productivity-oriented as they are people-oriented.
However, this suggested conclusion should be put into its proper perspective. This researcher suggests that the hypothesis was not accurately tested due to the high response rate of administrators who refused to recognize the fact that they served at the pleasure of the judge. Their response did not allow for appropriate testing of significance because of the inappropriate collapsing of data. Leadership styles of administrators who acknowledged political appointment were compared to styles of those administrators who said they were not appointed. If the appropriate comparison was tested perhaps different results would occur.

Educational Level

The literature has established the point that the higher the educational level of the administrator, the more concern he would have for both people and productivity. The data analysis suggests that graduate degrees do not influence the leadership styles of the leaders. However, 61.5% of the administrators who exhibited a 9/9 leadership style did possess graduate degrees. This researcher concludes that advanced educational attainment does play a role in professional development and the enhancement of leadership ability. However, when a system does not encourage educational growth, it is difficult to assess the effect that education has on the leaders.

Age of Leader and Years of Experience

Hypothesis 4 stated that administrators over the age of 40 exhibit the 5/5 (Compromiser) style more often than administrators
under the age of 40. The data collected in this study did not support this hypothesis. Therefore, it can be concluded that older leaders do not exhibit the 5/5 style any more frequently than do younger leaders.

Hypothesis 5 stated that the length of tenure in a position would bias the leadership style toward 5/5. It would appear that advanced age would be congruent with number of years of experience. This fact was not supported by the administrators' leadership style scores. No significant difference was established between administrators who were in their positions for 7 or more years, when compared to those leaders who were in their positions for less than 7 years.

Therefore, this data analysis has not supported the literature which strongly suggests that age and number of years of experience tend to make the leader more complacent in his leadership style and attitude. An explanation of this phenomenon could be that Michigan juvenile court administrators are relatively young in age and experience when compared to leaders of equal responsibility in other professions.

Court Location and Leader Style

No significant differences could be established regarding leadership styles between the two administrative groups. As a result, no conclusion can be drawn about the court location playing a role in the development of a more effective leadership style.
Group Size and Leader Style

The literature supported the hypothesis that the larger the group, the more productivity-oriented the leader. The study did not support this hypothesis and as a result, it led to the conclusion that group size has no influence on leader style. Blake and Mouton (1960, 1964) suggest that an effective 9/9 (Executive) leader learns to cope with size by involving people in the decision-making process.

Educational Major of Administrators

Hypothesis 8 stated that behavioral science majors would be more people-oriented than non-behavioral science majors. Surprisingly, this hypothesis was not supported by the data in this study. Therefore, it was concluded that educational majors have little influence on style scores related to people-orientation for the population of Michigan juvenile court administrators.

One explanation for this occurrence could be the fact that business and management schools are now emphasizing the role of the individual as well as business principles. The non-behavioral science curriculum includes courses in understanding human dynamics.

Self-Confidence of Administrators

The literature suggested that self-confidence is a key to effective leadership. Court administrators indicated an unusual amount of self-confidence. In reply to the question, "Are you an effective administrator?", 65 of the administrators answered yes. Thus, the
hypothesis was not supported. This researcher suggests that perhaps the question was poorly designed because of its direct request for a yes or no response to self-evaluation. Future studies should measure this response instead of asking for a direct response from the study population. As a result, no substantive conclusion can be made regarding this variable. If the questionnaire were to be redesigned, this particular question would be rephrased.

Major Problem Facing Administrators

Due to the recent legislative moves to revise the juvenile code in Michigan, this researcher was of the opinion that the major problem facing most administrators was the change that would be inevitable with code revision. This proved to be incorrect. In fact, code revision was an extremely low concern for most administrators. The most frequent response to the question concerned adequate financial resources. Therefore, it can be concluded that the revision of the Michigan Juvenile Code is not a major concern for most of the administrators and the lack of adequate financial resources is the major problem.

The above conclusion, which appears to be both valid and reliable, is shocking to this researcher. The juvenile code revision will result in major philosophical and structural changes within the current system. These changes will undoubtedly alter the perspective of the court, itself. It seems logical that the impending revision would be a major issue facing the administrators who will be directly affected by the revision. Court policy and the related functions
will have to be redesigned in order to meet code revisions.

Disregard for the revision and the changes it will bring could cause major problems for the court administrators as well as everyone in contact with the court.

In summary, conclusions have been stated regarding the 10 hypotheses considered in this study. The conclusions were based on the data analysis and the results of the statistical tests of significance. This study did establish a data base for the personal and professional backgrounds of the administrators. Although it did not establish a predominant leadership style for the group, it did determine that the most frequently selected leadership style was the 1/1 (Deserter) which is highly undesirable. It was also determined that the administrators did not recognize the fact that they are politically appointed and serve at the pleasure of the presiding judge.

Since the review of the literature supported the 10 hypotheses and the Style of Management Inventory has been tested and proved, the rejection of the hypotheses suggests that the Michigan juvenile court administrators, as a group, are not predictable according to test results of other leaders of comparable responsibility in business, industry, and government.

The major implication of the study is that the juvenile court administrators do not function in a manner parallel to other professional managers. Since standards have been universally set and tested, as implied in the review of the literature, it could be inferred that the administrators are inadequately prepared at the time they assume their positions, they are not kept abreast of
changing needs and techniques, or the system itself fosters inappropriate management styles.

Recommendations for Future Research

It is hoped that this research study will result in additional analysis and study concerning administrators in the field of juvenile justice. Very little is documented about this population, and yet, they are charged with the leadership of a system which deals with the young people in our country today.

If future research is to be done, it is recommended by this researcher, that those studies attempt to measure not only the self-reported styles of leadership, but also consider the evaluation of the subordinates who must work for the administrators on a day-to-day basis. Measuring the attitudes of the subordinates would allow for a comparison between the administrators self-reported style and the subordinates reported evaluation of the leaders' styles.

It is also recommended that future research involve personal interviewing of a sample of the administrators. Interviewing would perhaps lead to a more complete analysis of the problems which a juvenile court administrator experiences in the performance of his job. Political ramifications of the reported data could also be discussed. Confidentiality of responses could be guaranteed verbally and in writing.

Future research could also include some measurement of the attitude and leadership styles of the judges who are technically the recognized superiors of the administrators. Their ideas could give
another perspective to the political issue. Perhaps they would express their expectations of their subordinate administrators and give insight into their perceptions of the juvenile justice system in terms of effectiveness with children.

Research should also be attempted which would analyze the system in which the administrator must function. It is possible that the system, itself, actually fosters the development of a 1/1 (Deserter) style of leadership and inhibits the development on a 9/9 (Executive) leadership style.

In summary, this researcher believes that additional research is essential in order to completely analyze the court administrators, as a group, and as a group functioning within a specified system. The leaders present an interesting case for researchers who are not only interested in the leadership process, but who are also willing to involve themselves in the study of politics and management.

Summary

This researcher has attempted to study a group of professional administrators using objective testing and analysis to establish a valid and reliable composite of the group. Every attempt has been made to assure confidentiality and to protect the rights of the participants.

It is believed that this research can and will serve as a catalyst to initiate additional research in the field of judicial administration. The administrators should be applauded for their participation and cooperation during the time of the study.
It is the intent of this researcher that each reader of this study will gain an understanding of the juvenile court administrators, as well as the complex environment in which they must function. The variables considered in this study should establish for the reader an accurate analysis of the major factors influencing the style of leadership of the Michigan juvenile court administrators.
Appendix A

Endorsement Letter
Mr. Zigmund Kryszak  
16627 Terra Bella  
Mt. Clemens, MI 48044  

Dear Mr. Kryszak:

Please feel free to use this response to your June 21st letter in whatever way you deem suitable to encourage Michigan's Juvenile Court Administrators to participate in your study of their leadership styles.

The Juvenile Court Administrators as a group occupy a very special place in my thoughts. These men and women are among the most dedicated, persevering public servants I've ever run across. They're a special breed, and I'm certain that the merits of your study will speak for themselves and encourage them to cooperate.

With every good wish,

Sincerely,

Einar Bohlin

cc: Frank Marella, Juvenile Court Director
Appendix B

Cover Letter
October 24, 1979

My name is Zigmund Kryszak, Director of Children's Services for Macomb County Juvenile Court. Currently I am in pursuit of my doctoral degree from Western Michigan University. As part of my dissertation requirement, I am interested in analyzing the current leadership styles of the Juvenile Court administrators in the State of Michigan.

I am respectfully requesting that you take 30 minutes of your time and fill out the enclosed questionnaires and return to me in the self-addressed stamped envelope within the next 10 days. The data collected will be utilized in my dissertation. All Juvenile Court administrators in the State of Michigan will be requested to participate in this study. Your participation is important and is appreciated.

The project is endorsed by Mr. Einar Bohlin, Court Administrator, State Court Administrative Office, Lansing, Michigan. Endorsements have also been received by the Educational Leadership Department at Western Michigan University, and Probate Judge Lawrence P. Zatkoff. Dr. Uldis Smidchens and Dr. Richard Munsterman are faculty committee members from Western Michigan University. Judge Lawrence P. Zatkoff, Macomb County Probate Judge, is also a dissertation committee member.

Once again, your participation is extremely important and appreciated. Your responses, as an individual, will remain confidential. Your anticipated participation is greatly appreciated. If you have any questions, please feel free to call me collect at home.

Respectfully,

Zigmund Kryszak
16627 Terra Bella
Mt. Clemens, MI 48044
(313) 286-5868

Hon. Lawrence P. Zatkoff
Macomb County Probate Judge
Dissertation Committee Member
Appendix C

Personal Data Questionnaire (PDQ)
PERSONAL DATA QUESTIONNAIRE

Instructions: Please check (✓) the appropriate response and respond in writing when necessary.

1. What is your present position in the Juvenile Court structure?

( ) Court administrator
( ) Director of children's services
( ) Superintendent of youth home
( ) Chief referee/attorney
( ) Chief probation officer
( ) Supervisor
( ) Judge
( ) Other (please specify) ________________________________

2. How many years have you held your present position?

( ) Less than one year
( ) 1 - 2 years
( ) 3 - 4 years
( ) 5 - 6 years
( ) 7 - 8 years
( ) 9 - 10 years
( ) 11 or more years

3. What is your educational status (highest level)?

( ) High school
( ) B.A. or B.S.
( ) M.A., M.S., M.S.W.
( ) Ed.D. or Ph.D.
( ) Other (please specify) ________________________________

4. What was your major area of study?

( ) Psychology
( ) Sociology
( ) Business
( ) Management/Administration
( ) Education
( ) Law
( ) Social Work
( ) Criminal Justice
( ) Political Science
( ) Other (please specify) ________________________________

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
5. Are you presently enrolled in an educational or professional training program?
   ( ) Yes (Where?) __________________________
   ( ) No

6. Were you politically appointed to your position?
   ( ) Yes
   ( ) No

7. How many employees are employed in your Juvenile Court?
   ( ) 1 to 5
   ( ) 6 to 10
   ( ) 11 to 20
   ( ) 21 to 30
   ( ) 31 to 50
   ( ) 51 or more

8. What is your age? __________________________

9. Where is your Court located?
   ( ) North of Bay City
   ( ) South of Bay City
   ( ) Upper Peninsula of Michigan

10. Do you consider yourself to be an effective administrator?
    ( ) Yes
    ( ) No
    ( ) I don't know

11. If you had to describe your administrative style, would it be:
    ( ) People oriented
    ( ) Productivity oriented
    ( ) Both people and productivity oriented
    ( ) None of the above
12. What is the major problem facing you (the administrator) in your present position?


13. Do you plan on remaining in the area of Court administration for the next five years?

( ) Yes
( ) No

*If no, what are your career goals? ________________________________


December 6, 1979

Dear

Mr. Kryszak is a friend and a fellow administrator at Macomb County Juvenile Court. He is making every attempt to receive 100% of his questionnaires back in preparation for the completion of his dissertation requirement. He has undergone personal expenses and considerable time in the attempt to complete his study. Further, I personally feel that this study will aide all of us in juvenile justice administration.

Please take time and fill out the questionnaires and return them as soon as possible.

Sincerely,

Francis J. Marella, Director
Macomb County Juvenile Court

FJM/gd
Dear

Recently you were mailed two questionnaires regarding your views as an administrator in the Juvenile Justice System. As indicated in the previous letter, your responses are extremely important to me in the completion of my dissertation. If I do not receive your responses the study will suffer.

Please take time to respond. I appreciate your time and anticipated participation. If you need another copy of the questionnaire, please notify me.

Sincerely,

Zigmund Kryszak
Director of Children's Services
Macomb County Probate Court
Juvenile Division
380 North Rose
Mt. Clemens, Michigan 48043

ZK

COPY

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Appendix E

Key Punched Data Coding System
Key Punched Data Codes

THE FOLLOWING CODES RELATE TO THE HORIZONTAL NUMBERS ON THE ATTACHED KEY PUNCH FORM.

1. Position at Court
   A. Court Administrator
   B. Director of Children's Services
   C. Superintendent of Youth Home
   D. Chief Referee/Attorney
   E. Chief Probation Officer
   F. Supervisor
   G. Judge
   H. Other (Please specify)
   I. Juvenile Officer (County)

2. Years in Present Position
   A. Less than 1 year
   B. 1-2 years
   C. 3-4 years
   D. 5-6 years
   E. 7-8 years
   F. 9-10 years
   G. 11 or more years

3. Educational Status
   A. High School
   B. B.A. or B.S.
   C. M.S.
   D. Ed.D. or Ph.D.
   E. Law
   F. Other (Please specify)

4. Major Area of Study
   A. Psychology
   B. Sociology
   C. Business
   D. Management/Administration
   E. Education
   F. Law
   G. Social Work
   H. Criminal Justice
   I. Police Science
   J. Other (Please specify)
5. Enrolled in Training Program
   A. Yes
   B. No

6. Politically Appointed
   A. Yes
   B. No

7. Employees Under Your Supervision
   A. 1 to 5
   B. 6 to 10
   C. 11 to 20
   D. 21 to 30
   E. 31 to 50
   F. 51 or more

8. Age
   (  ) Number of Years

9. Court Location
   A. North of Bay City
   B. South of Bay City
   C. Upper Peninsula of Michigan

10. Are you an effective administrator?
    A. Yes
    B. No
    C. I don't know

11. Your Administrative Style
    A. People Oriented
    B. Productivity Oriented
    C. Both People and Productivity Oriented
    D. None of the Above
12. **Biggest Problem Facing You**

A. Staff Morale  
B. Politics  
C. Motivation  
D. Money  
E. System  
F. Growth  
G. Lack of Resources for Kids  
H. None  
I. Time (Lack of)  
J. Personnel Relationships  
K. Juvenile Code Revision  
L. Other

13. **Will you remain in the court system for the next 5 years?**

A. Yes  
B. No  
C. I Don't Know

<table>
<thead>
<tr>
<th></th>
<th>Ideal Raw Score</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>&quot; &quot; &quot;</td>
<td>9/9</td>
</tr>
<tr>
<td>15.</td>
<td>&quot; &quot; &quot;</td>
<td>5/5</td>
</tr>
<tr>
<td>16.</td>
<td>&quot; &quot; &quot;</td>
<td>9/1</td>
</tr>
<tr>
<td>17.</td>
<td>&quot; &quot; &quot;</td>
<td>1/9</td>
</tr>
<tr>
<td>18.</td>
<td>&quot; &quot; &quot;</td>
<td>1/1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ideal T-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>9/9</td>
</tr>
<tr>
<td>20.</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>21.</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>22.</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>23.</td>
<td>&quot; &quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Your Style Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>1st</td>
</tr>
<tr>
<td>25.</td>
<td>&quot; &quot; &quot;</td>
</tr>
<tr>
<td>26.</td>
<td>&quot; &quot; &quot;</td>
</tr>
<tr>
<td>27.</td>
<td>&quot; &quot; &quot;</td>
</tr>
<tr>
<td>28.</td>
<td>&quot; &quot; &quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Your Style Preference T-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>1st</td>
</tr>
<tr>
<td>30.</td>
<td>&quot; &quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>31.</td>
<td>&quot; &quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>32.</td>
<td>&quot; &quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>33.</td>
<td>&quot; &quot; &quot; &quot; &quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Difference Between Style T-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.</td>
<td>1-2</td>
</tr>
<tr>
<td>35.</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>36.</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>37.</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Overall Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.</td>
<td>&quot;&quot; &quot; &quot; &quot; &quot;</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
<table>
<thead>
<tr>
<th></th>
<th>39. <strong>Statistical</strong> 5/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Yes</td>
</tr>
<tr>
<td></td>
<td>B. No</td>
</tr>
<tr>
<td>40.</td>
<td><strong>T-Score Philosophy</strong> 9/9</td>
</tr>
<tr>
<td>41.</td>
<td>&quot; &quot; 5/5</td>
</tr>
<tr>
<td>42.</td>
<td>&quot; &quot; 9/1</td>
</tr>
<tr>
<td>43.</td>
<td>&quot; &quot; 1/9</td>
</tr>
<tr>
<td>44.</td>
<td>&quot; &quot; 1/1</td>
</tr>
<tr>
<td>45.</td>
<td><strong>T-Score Planning and Goal Setting</strong> 9/9</td>
</tr>
<tr>
<td>46.</td>
<td>&quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; 5/5</td>
</tr>
<tr>
<td>47.</td>
<td>&quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; 9/1</td>
</tr>
<tr>
<td>48.</td>
<td>&quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; 1/9</td>
</tr>
<tr>
<td>49.</td>
<td>&quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; 1/1</td>
</tr>
<tr>
<td>50.</td>
<td><strong>T-Score Implementation</strong> 9/9</td>
</tr>
<tr>
<td>51.</td>
<td>&quot; &quot; 5/5</td>
</tr>
<tr>
<td>52.</td>
<td>&quot; &quot; 9/1</td>
</tr>
<tr>
<td>53.</td>
<td>&quot; &quot; 1/9</td>
</tr>
<tr>
<td>54.</td>
<td>&quot; &quot; 1/1</td>
</tr>
<tr>
<td>55.</td>
<td><strong>T-Score Evaluation</strong> 9/9</td>
</tr>
<tr>
<td>56.</td>
<td>&quot; &quot; 5/5</td>
</tr>
<tr>
<td>57.</td>
<td>&quot; &quot; 9/1</td>
</tr>
<tr>
<td>58.</td>
<td>&quot; &quot; 1/9</td>
</tr>
<tr>
<td>59.</td>
<td>&quot; &quot; 1/1</td>
</tr>
<tr>
<td>60.</td>
<td><strong>Philosophy of Management Component and Style Score</strong> 9/9</td>
</tr>
</tbody>
</table>
| 61. | " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " 

(X = Missing Data)
BIBLIOGRAPHY


Blake, R. R., & Mouton, J. S. *Group dynamics: Key to decision making*. Houston: Gulf, 1961. (a)


Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Blake, R. R., & Mouton, J. S. Some effects of managerial grid
seminar training on union and management attitudes toward super-

Blake, R. R., Mouton, J. S., Barnes, J. S., & Greiner, L. E.
Breakthrough in organizational development. *Harvard Business

Blake, R. R., Mouton, J. S., & Bidwell, A. C. Managerial grid.

Boles, H. W., & Davenport, J. A. *Introduction to educational leader-

Campbell, J. P, Dunnette, M., Lawler, E. E., III, & Weick, K. E., Jr.
Managerial behavior, performance, and effectiveness. New York:

Cox, C. M. *The early mental traits of three hundred geniuses.*

Dubin, R. *Leadership and productivity*. San Francisco: Chandler,
1965.

Fiedler, F. E. *A theory of leadership effectiveness*. New York:

Fiedler, F. E. *Style of circumstance: The leadership enigma.*
*Psychology Today*, March 1969, 2, 10-43.


Friedlander, F. *Underlying sources of job satisfaction. Journal of

Getzels, J. W., & Guba, E. G. *Social behavior and the administrative

Golembiewski, R. *Three styles of leadership and their uses. Person-
nel*, 1961, 38, 36-37.

Gopala, K. K. M., & Hafeez, A. *A study of supervisors' attitude
towards employees and production in relation to some personal

Hall, J., Harvey, J. B., & Williams, M. *Styles of management inven-
tory: An analysis of individual behavior in fulfilling the func-

Hemphill, J. K. *Situational factors in leadership*. Columbus: The Ohio State University, 1949.


Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

