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Trentham, JoAn, Ed.D.

East Tennessee State University, 1992

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CONTINUING PROFESSIONAL EDUCATION
PRIORITY RESOURCES FOR LEADERSHIP DEVELOPMENT

A Dissertation
Presented to
the Faculty of the Department
of Educational Leadership and
Policy Analysis
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
JoAn Trentham
May 1992

APPROVAL

This is to certify the Advanced Graduate Committee of

JOAN TRENTHAM

met on the

31st day of March, 1992

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend her study be submitted to the Graduate Council and the Associate Vice President for Research and Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education in Educational Administration.

Ernest P. Bentley, Jr.

Chairman, Advanced Graduate Committee

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Signed on behalf
of the Graduate
Council

Associate Vice President for Research
and Graduate Studies

ABSTRACT

CONTINUING PROFESSIONAL EDUCATION

PRIORITY RESOURCES FOR LEADERSHIP DEVELOPMENT

by

JoAn Trentham

The purpose of this study was to determine those resources that selected leadership development experts rated as most effective in discovering and fostering the continuing professional development of leaders.

In this descriptive study, three research questions were formulated. A modified version of Hunter's reputational technique was used to collect data through a snowball sampling of the selected population. In phase 1 of the study, a survey was developed, validated, and mailed to 56 LEADership directors in all 50 states, yielding 34 (64%) returns, which were used in creation of the final questionnaire.

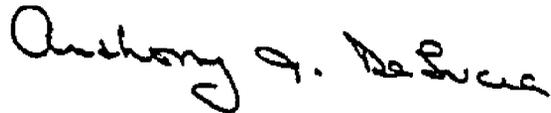
In phase 2 of the study, the final instrument, including 256 identified resources, was developed, validated, and mailed to 220 experts in leadership development identified in the initial survey. A return of 88 (40%) of the questionnaires identified leadership development resources that selected experts rated as effective. The 19 instruments, 128 books or other printed materials, 32 audio or video tapes, and 77 programs identified through the initial survey were rated either "not effective", "somewhat effective", "effective", or "very effective" on a likert-type scale.

EAST TENNESSEE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

PROJECT TITLE: Dissertation: Continuing Professional Education Priority
Resources for Leadership Development.

PRINCIPAL INVESTIGATOR: JoAn Trentham Nicholls

The Institutional Review Board has reviewed the above-titled project on December 20, 1991 with respect to the rights and safety of human subjects, including matters of informed consent and protection of subject confidentiality, and finds the project acceptable to the Board.



Anthony J. DeLucia
Chairman, IRB

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DEDICATION

To my mother, Mattie Bell Ownby Trentham, who believed in my abilities and made sure I had the support and the resources to take advantage of opportunities.

ACKNOWLEDGMENTS

I would like to express my appreciation to those who helped make this study possible:

To Dr. Ernest Bentley, chairman of my committee, for his support and encouragement.

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To Delta Kappa Gamma Society International whose scholarship allowed me to continue to pursue my studies while three children and two step-children also pursued their respective college educations.

To Johnson City School System personnel and the Johnson City School Board for their sustenance and confidence.

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Without the unique contributions of each of those listed above, this project would not have been possible.

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CHAPTER 1

Introduction

As a consequence of advances in technology, new social norms and a depressed economy, our society is undergoing dynamic change. Toffler's Third Wave of change describes these forces as "tearing our families apart, rocking our economy, paralyzing our political systems, shattering our values . . ." (1980).

What counts for each nation in the long run are products of mind-work: scientific and technological research. . .the education of the work force . . .sophisticated software. . .smarter management . . .advanced communications. . .electronic finance. . .among these strategic weapons, none is more important than superior organization--especially the organization of knowledge itself. (Toffler, 1990, p. 161)

Under these conditions, today's children cannot possibly imagine what the future may bring. The recent powerful metamorphosis in the Soviet Union is a prime example of this uncertainty. Many people, realizing that they will need training for several different jobs in their lifetime, are turning to educational and social agencies in preparation for the future (Murphy, 1983, p. 1).

Continuing education for business and the professions

is the fastest growing realm of higher education during a period otherwise characterized by a decline. More than double all 50 states' appropriations for public higher education and nearly half that all the states spent for kindergarten through 12th grade for the year 1984, were spent by U.S. employers in executive and professional education (Nowlen, 1988). Employers in the United States "spend as much money and effort on the education and training of their employees. . . as do all the country's colleges and universities together" (Drucker, 1989, pp. 243-244).

The more learning experiences an individual acquires, the more that individual desires. As technology changes, there are organizational changes, as well as, a need of learning experiences (Nadler, 1980, p. 5). "Too few professionals continue to learn throughout their lives, and the opportunities provided to aid and encourage them to do so are far less abundant than they should be" (Houle, 1980, p. 303).

Members of society would like to believe that professionals are actively learning and are not basing their current practices on outdated diplomas. The information explosion, the public's demand for accountability, compulsory relicensure, rapid development of new technologies, and shifts in government regulations are factors related to its demand for continuing education by professionals. Some of these factors can be seen in the

learning objectives of professionals in continuing education: (1) updating in chosen fields; (2) mastering of new technology; (3) helping with supervision of other professionals; (4) sharpening critical skills of inquiry, judgment, and choice; (5) understanding the contextual factors likely to shape the future; (6) retooling the values that motivated them to pursue excellence; (7) finding a new competitive edge; (8) strengthening their performance; (9) exploring changing family and societal roles; (10) responding to midcareer challenges; (11) deciphering the implications of new legislation; and (12) pursuing the ethical issues multiplied by science and technology (Nowlen, 1988).

Scanlan and Blagg (1985) determined that the better educated, busiest, and most actively involved professionals were those most likely to participate in continuing professional education. One of the most common areas of continuing professional education occurs in the domain of leadership development. The need for leadership in education is paramount in today's demands for restructuring and accountability. Outstanding leaders "are not made to order. . .they make themselves that way" (Corizon Aquino cited in Senge, 1990). What seems to distinguish exceptional leaders is "the clarity and persuasiveness of their ideas, the depth of their commitment, and their openness to learning more" (Singe, 1990, p. 359). To enhance the skills of present leaders and to provide

opportunities for development of new leaders, the most effective leadership development opportunities must be provided. This generation's task is to move ahead "to aid professionals to constantly refine their sensitiveness, enlarge their conceptions, add to their knowledge, and perfect their skills" (Houle, 1980, p. 316) so they can meet society's needs.

Deming, an American statistician, taught Japanese "managers and engineers quality as a system, how to pinpoint variations or swings in their processes, enabling them to detect and eliminate defects, thus cutting down on waste and reducing costs while simultaneously increasing productivity" (Walton, 1990, p. 12). A complete agenda of 14 points in the Deming quality control methods have been taught in schools and businesses throughout America. One of the points in the route to quality control was to "institute a vigorous program of education and retraining" (p. 18). This statement shows the value Deming places on human resource development.

Continuing professional education and human resource development opportunities in leadership development were offered in professional development centers, leadership laboratories, and professional libraries in institutions of higher education, local education associations, and in the work place of the professional. Many opportunities for self-directed learning, as well as professionally directed simulations were found in these centers for growth.

The continuing professional development of executives is a logical progression that includes a conceptual linkage between leadership at lower levels and at more senior levels (Bass, 1990). Subsequent progress in management appears to be more a matter of general higher education than specialization (Howard, 1989). The formal preparation of educational leaders is affected by their instructors, the content, the candidates themselves, and by the interactions that result (Heller, 1974).

Leadership development activities can be defined, and most components of leadership can be learned, by a large portion of the population. The task remains to develop what is naturally present in the individual but in need of cultivation. Merely holding a leadership position does not make a person an educational leader, because the power of position remains inadequate in itself. The leader must be able to develop insights and talents for delegating authority while looking at alternatives, communicating effectively, working effectively with community groups, and coordinating the total effort (Gardner, 1990).

Leadership can be strengthened by mentorship, the linking of experienced, successful administrators with those who are interested in learning new skills (Carraway, 1990). The prospects for leadership development are excellent if a combination of motivation, character, and opportunity can be provided (Gardner, 1990).

Motivation and character can be provided by the

individual in search of leadership development. Opportunity can be structured by others who are knowledgeable. The major challenge is to make the workplace a site for leadership development as well as for continuous learning (Green, 1990). In the consciousness of more and more people, education has become a condition of existence inseparable from the quality of life. This integration of learning and life is evidence of higher education's astonishing success (Nowlen, 1988). Johnson's (1990) study indicated administrators require knowledge of task dimensions and skills to implement that knowledge.

Given all the attention and importance attributed to continuing professional development of leadership, little information is provided as to the resources that should be available for the most effective leadership development. If the resources could be identified through this study, perhaps more leadership development opportunities can be made available.

Statement of the Problem

The problem of this study was to determine the resources selected leaders rated most effective in helping leaders discover, foster, and implement skills for the continuing professional development of leaders.

Purpose of the Study

Continuing professional development of leaders is very important, yet there is little known about materials that can be used to provide for the effective development of leaders. This study focuses on how an effective leadership development materials collection can be prepared through a systematic process of review.

Assumptions

1. Effective schools center around effective leaders; therefore, improving a school administrator's skills should impact positively on the teaching or learning environment.
2. There are materials that can be compiled and used to enhance leadership development.
3. Individuals responding to the questionnaire and those being interviewed are knowledgeable administrators involved in leadership development.
4. Some materials are more successful in fostering leadership development than others.
5. Identification and existence of leadership development materials can result in formation of professional development collections.

Research Questions

The questions to be answered in this study are:

1. What centers or individuals are especially knowledgeable about resources for leadership development as determined via a "reputational" or "ex officio" approach?

2. What important materials reported to foster leadership development do experts in the field identify?

3. What level of agreement on effectiveness can be achieved for these materials?

Significance of the Problem

The identification of resources or resource collections available to develop potential for individual leadership and to enhance the environment that fosters growth and development in leadership, would assist educational administrators and other professionals in their roles of managing a successful lifelong training process. If there is agreement on materials needed in developing leadership capabilities, any organization could set up, operate, and maintain a basic collection of materials to enhance leadership development. This basic collection, with continuing revision, can provide access to significant materials for individuals wishing to further develop leadership skills.

Limitations of the Study

The following limitations are relevant to the study:

1. Data will be limited to those supplied by LEAD directors responding to the initial survey and to other experts responding to the final questionnaire.

2. This study will be limited by the number of continuing professional and leadership development centers in operation and by the number of knowledgeable leadership

development specialists who respond and those who are familiar with resources that can be identified.

3. This study is time bound.

Definitions of Terms

The following definitions apply to this study:

Continuing Professional Education

Self-directed learning, informal and formal learning experiences, implicit mentoring in most professional and occupational settings, and human resources placement schemes that pass promising professionals through sequences of responsibilities with high learning potential is defined as continuing professional education (Nowlen, 1988).

Human Resource Development

The term human resources development refers to purposeful learning (Nadler, 1980).

Learning Package

A learning package is an assortment of materials developed or selected to be used for professional development by an individual in self-directed learning or in group learning (Rydell, 1983).

Mentoring

Mentoring is defined as "linking experienced administrators with those who are interested in learning new skills" (Carraway, 1990, p. 19).

Professional Development Center

A facility or a portion of a facility offering a variety of professional development opportunities is referred to as a professional development center.

Reputational Technique

Hunter's reputational technique involves contacting knowledgeable people in the area being researched and asking them to provide lists of persons of prominence from which information can be gathered (cited in Kimbrough & Nunnery, 1988, p. 451).

Self-Development

"The conscious, deliberate effort to come to terms with one's limitations. . .the efforts of the executive to improve himself or herself" (Kaplan, Wilfred, & Kofodimos, 1985, p. 2).

Self-Directed Learning

Self-directed learning is defined as intentional learning in which the person's major goal is to "gain and retain certain fairly clear knowledge and skill, or to produce some other change in himself" (Tough, 1971, p. 6).

Snowball or Chain Sampling

A research process begun by asking knowledgeable people "Who knows a lot about [leadership development]?, Who should I talk to?". These recommended persons will be contacted to gather the information needed to complete the research

(Patton, 1991, p. 176).

Synergogy

"Synergogy. . .refers to working together for shared teaching" (Blake & Mouton, 1984, pp. xi-xii).

Procedures

The following procedures were executed:

1. A review of research and literature was conducted through ERIC.
2. Experts on the subject of leadership training were contacted.
3. A survey was developed for the purpose of obtaining information from LEADership training centers in institutions of higher learning across the nation.
4. A final questionnaire was developed from initial survey responses.
5. A listing of other centers was obtained from the survey, the literature, and professors in higher education.
6. Questionnaires were mailed to those experts in leadership who were identified through the initial survey.
7. Two leadership training centers were visited.
8. A list of effective resources used in development of leadership ability was compiled using information gathered from the final questionnaire.
9. Conclusions and recommendations were made for effective resources for leadership training.

Organization of the Study

This study was organized in five chapters as follows:

Chapter One consists of an introduction, a statement of the problem, significance of the study, assumptions, limitations, operational definitions, procedures, and organization of the study.

Chapter Two contains a review of the related literature.

Chapter Three describes the methods and procedures employed in this study.

Chapter Four presents and analyzes the data collected in this study.

Chapter Five includes the summary, findings, conclusions, implications for practice, and recommendations.

CHAPTER 2

Review of Related Literature

A review of the literature was conducted to identify relevant research essential to this study. The first component of the literature review addressed the broad concept of adult learning, continuing professional education and human resource development. The second section of the review of literature focused on leadership development centers including a focus on leadership development. Self-directed learning opportunities and materials for adult learners were included in the third section.

Human Resource Development

The term "human resource development" refers to purposeful learning. The more learning experiences an individual has, the more he/she wants. The individual may leave a small organization that cannot provide these experiences and move to another organization that can provide learning opportunities. As technology changes, there are organizational changes and a need of learning experiences (Nadler, 1988). ". . .local teachers and local administrators are the greatest resources available for increasing the human resource development capacity of the school district. What we need are structures and commitments that liberate the potential that is already there" (Schlechty, 1990).

According to Toffler (1990), knowledge, wealth, and violence are the tools of power in the 21st Century. Knowledge "serves as a wealth and force multiplier" (p. 16) and is the most versatile and necessary power of the future, as demonstrated by the rise of Japan and the fall of General Motors. Knowledge is the very essence of power. The race for "control of knowledge and means of communication" (p. 17) is visible world-wide.

What counts for each nation in the long run are products of mind-work: scientific and technological research. . .the education of the work force . . .sophisticated software. . .smarter management . . .advanced communications. . .electronic finance. . .among these strategic weapons, none is more important than superior organization-especially the organization of knowledge itself. (p. 161)

Toffler stated that American schools have an edge, despite everything, because they are less centralized than schools in Japan and Europe and they do not have a national ministry of education to dictate to them. Because of this, American schools are able to innovate and experiment if they choose to do so (1990). To gain knowledge, a nation or person must seek out research and learning opportunities and grasp them.

Drucker (1989) stated,
 Education can no longer be confined to the schools.
 Every employing institution has to become a teacher.

Large Japanese employers-government agencies and businesses-already recognize this. The country that is again in the lead, however, is the United States, where employers--business, government agencies, the military--spend as much money and effort on the education and training of their employees, and especially the most highly educated ones, as do all the country's colleges and universities together.

European transnational companies too are increasingly taking on the continuing education of their employees and especially managers. (pp. 243-244)

Deming, an American statistician (cited in Walton, 1990) was contacted by the Japanese in 1950 to teach them his quality methods used with technical personnel in American domestic wartime industries. During the postwar boom, American business valued quantity over quality, leaving Deming free to accept the offer from Japan. He taught Japanese "managers and engineers quality as a system, how to pinpoint variations or swings in their processes, enabling them to detect and eliminate defects, thus cutting down on waste and reducing costs while simultaneously increasing productivity" (Walton, 1990, p. 12). The Deming Method includes the following 14 points that relate directly to both product and human resource development through quality control:

- (1) Create constancy of purpose for improvement of product and service.
- (2) Adopt the new philosophy.

- (3) Cease dependence on mass inspection. (4) End the practice of awarding business on the price tag alone.
 - (5) Improve constantly and forever the system of production and service. (6) Institute training.
 - (7) Institute leadership. (8) Drive out fear.
 - (9) Break down areas between staff. (10) Eliminate slogans, exhortations, and targets for the work force.
 - (11) Eliminate numerical quotas. (12) Remove barriers to pride of workmanship. (13) Institute a vigorous program of education and retraining.
 - (14) Take action to accomplish the transformation.
- (Walton, 1990, pp. 18-19)

"If teachers and school administrators are to behave as leaders rather than as managers and technicians, then school systems must invent leadership development programs that are at least as sophisticated as those in the business sector" (Schlechty, 1990, p. 143).

Although there is no single best strategy for all learners and learning, there is a mix of possibilities. Most strategies call for certain kinds of support, such as facilities, equipment, and materials (Nadler, 1988, p. 97).

Continuing Professional Education

"The continuing education of teachers and administrators is, or should be, the responsibility of the employer, just as in the case with other corporate employers (including hospitals and law firms)" (Schlechty, 1990,

p. 143). Evaluations should include the quality of performance in continuing education (CE) as well as on the job because CE should be a regular part of the job (Schlechty, 1990).

"Too few professionals continue to learn throughout their lives, and the opportunities provided to aid and encourage them to do so are far less abundant than they should be" (Houle, 1980, p. 303). Some professionals do the best they can in spite of limited resources. "Effective practice in continuing professional education means making the best judgement in a specific context and for a specified ethical framework" (Cervero, 1988, p. 158).

According to Houle (1980, pp. 305-314), the future working policies for continuing education in the professions are:

- (1) The primary responsibility for learning should rest on the individual.
- (2) The goals of professional education, including those of continuing learning, should be concerned with the entire process of professionalization.
- (3) Continuing education should be considered as part of an entire process of learning that continues throughout the lifespan.
- (4) The patterns and methods of continuing education should be planned and conducted in terms of one or more of three modes of education; inquiry, instruction, and performance.
- (5) The provision of continuing education should expand so that it pervades all aspects of

professional life. (6) Professions should collaborate on the planning and provision of continuing education.

(7) The processes of recredentialing should be thoroughly rethought and redeveloped to determine the appropriate role of continuing education.

Those persons choosing to enter a profession become established in early adulthood. Shortly thereafter, the need to keep up to date with new developments becomes evident. The most conscientious individuals must make the decision to learn and then take action to gain new knowledge. In the past, society has served as a "constant watchdog, pointing out the inadequacies of incompetent practice" (Houle, 1980, pp. 3-5).

The public began to view professionals with increasing disillusionment in the 1960s. Many leaders felt concern about incompetent practice and suggested formal regulations and application of professional sanctions as possible remedies. Once a professional becomes established, it is difficult to change or to rout them even if they are generally known as incompetent (Houle, 1980, p.306).

Quality controls are now being advocated and reinforced through continuing professional education. ". . .as the number of practitioners increases, so does the probability that some of them will be ineffective or unethical" (Houle, 1980, p. 270). Reasons that Houle (1980) gave for quality control to correct for errors and deficiencies in the professions were (1) failure to provide help for the

disadvantaged, (2) self-interest placed ahead of social welfare and (3) the cold, rigid and unresponding attitude of the professions (p. 271).

When one professional abuses a position, the reputations of all professionals suffer. Presently, control of entry into a profession is the most effective safeguard assuring quality control. In ongoing practice, recredentialing is effective; however, these methods alone have been insufficient in maintaining quality control. Inside each profession, quality controls are as varied as each leader and manager's philosophy.

One key to quality control within a profession may be personal commitment to continuing education, as well as the ability to succeed in the endeavor. Institutions of higher education offer pre-service and in-service instruction; they also prepare students to be continuing learners. Mandatory continuing professional education prior to relicensure seems to be the most effective means of ensuring continuing education; however, incentives such as career ladder, pay increases, and promotions also play a part (Houle, 1980).

This generation's task is to move ahead "to aid professionals to constantly refine their sensitiveness, enlarge their conceptions, add to their knowledge, and perfect their skills" (Houle, 1980, p 316) so they may meet society's needs.

The university approach seems to be one sensible approach to continuing education because "the practitioner

will be denied direct access to essential understandings if study is restricted to what the professional school can convey. . .and more efficient programs of service can thereby be provided" (Houle, 1980, p. 182). According to a study by Daresh and LaPlant (April, 1984), the traditional model of administrator in-service is the most frequently used strategy for professional development of administrators. This model places heavy reliance on the university structure because participants know that professional educators will plan course content and teach the subject matter (p.6). Universities are also appointing officials with responsibility for continuing education because CE is one of the major ways in which the loss in student numbers can be decreased, as well as, the surplus time of faculty members used (Houle, 1980, p. 183).

Cervero (1988) wrote that practice can be improved "by participating in formal educational programs. . ." and that ". . .the primary responsibility for improving practice in work settings falls to continuing educators themselves" (p.159). Cervero also stated that "much more effort and resources need to be expended in these efforts to improve practice" (p. 160).

Adult Learning

Houle (1961) selected 22 unquestionably active men and women learners for in-depth, audio-taped interviews, to determine if there were common links among them. According

to Houle, these individuals were "so conspicuously engaged in various forms of continuing learning that they could be readily identified" (p. 31). From information gained during these interviews, Houle developed his now classical typology. Houle was able to divide adult learners into three sub-groups: (1) goal oriented learners who were interested in attaining specific objectives from their learning, (2) activity oriented learners who participated primarily for the activity itself or escape from boredom or unpleasant conditions, and (3) learning oriented individuals who pursued learning for its own sake. Most learning oriented learners were avid readers and many chose social functions, jobs, and even vacations for the learning potential offered.

Darkenwald and Merriam (1982, p. 144) stated ". . . a particular learning press tends to foster certain attitudes and perceptions toward the value and utility of adult education." In addition, adults must be "triggered" to participate by such things as a job change, mandatory continuing education, divorce, etc. and must be able to overcome any perceived barriers to participation.

Howard (1989) stated that initial effort in adult education was based on beliefs that one would be successful in the classroom, could transfer learned skills to the job, would be rewarded for and receive recognition for those skills, and a high value was placed on all of the above. Howard also stated that outcomes affected motivation on a

continuous basis. According to Howard, past experience, self esteem, ability, and environmental conditions also were influential in persuading an adult to continue pursuing an education.

Blake and Mouton present an alternative model of education called synergogy, which builds on the best features of pedagogy and andragogy while avoiding the limitations of each. This model allows learners to acquire codified knowledge in an orderly fashion (pedagogy) under conditions that arouse their involvement and commitment (synergogy). "The importance of synergogy for the future of education. . .is the prospect that synergogy can accelerate the rate at which true learning occurs" (Blake & Mouton, 1984, p. 176).

Self-Directed Learning

The importance of studying self-directed learning has been confirmed (Tough, 1971). However, little is known about how adult learners use the various identified resources in their learning, the problems they confront in their learning, what kind of assistance is needed, and how learners evaluate their learning (Cross, 1981).

Self-directed learning is intentional learning in which the person's major goal is to "gain and retain certain fairly clear knowledge and skill, or to produce some other change in himself" (Tough, 1971, p. 6). The learner is the initiator of self-directed learning, determines what is to

be learned and how to achieve the learning. Adult self-directed learners plan their own learning activities in response to their own perceived need or to solve an immediate problem rather than to learn a formal academic subject. Self-directed adult learners view themselves, not their teachers, as the primary "drivers" of the activity (Knowles, 1975).

Self-directed learning occurs in a broad context. Many self-directed learners are found in noncredit community education courses or in college programs designed to meet the needs of the adult learner. Continuing professional education programs are making efforts to provide the flexibility demanded by adult learners. Several self-directed learners may be found using resources located in their jobs, libraries, or other community resources (Knowles, 1975).

Materials for Adult Learners

Counselors, teachers, librarians, and others in positions requiring knowledge of adult learners and their needs can tell us the types of materials most often requested and used by adults. Research on materials used by self-directed learners may never be as clear cut as in the research about the teaching machine, programmed text, or computer-assisted instruction programs.

Current materials for adult learners have been developed under the basic assumption that self-directed

learning can be taught; therefore, the materials have been focused on process-oriented variables such as goal-setting and developing of self-assessment skills. Some of these materials include support materials for career-life planning programs and extension or programs for adults returning to college.

Materials on today's educational market have been designed and packaged to present specific subject matter. The content reflects the interests of the author or instructor and the delivery mode, such as an independent study course or a computer-assisted or computer-managed instruction module, may serve the needs for flexibility and self-pacing for adult learners.

Libraries have increasingly become an important source for self-directed learners. Through the years, libraries have served major information needs of academic institutions, corporations, businesses, government, as well as, the general public. Libraries, enhanced by technological advances allowing access to a variety of computerized data bases, have become centers providing general and specialized information services. Several major public libraries have initiated library-assisted self-directed learning programs (Rydell, 1983).

Universities may house competent programmers, staff, off-campus instructional units, residential centers for adults, television, and radio stations or networks, telelecture systems, programs of independent studies,

correspondence courses, modular lessons, audiovisual materials, and computer-assisted instruction (Houle, 1980, p. 182).

Some traditional methods of materials development have been replaced through application of new technological developments. The telephone is used for telelectures and the preparation of taped digests. Audiotapes can be used to make tapes of addresses at conventions, new research, individual production of practitioners' own tapes, and direct instruction such as foreign language lessons and they may be used while driving to more efficiently use time. All the auditory methods enable handicapped individuals with auditory capabilities to continue to learn. Videotapes offer all the qualities of an audiotape with added visual stimulus. They also allow individuals to see themselves as others see them. If videodiscs can be developed more inexpensively much more information can be stored and used for instruction and training. Closed-circuit and open-circuit television options allow for more flexible scheduling and the use of fewer staff members. "Whoever is responsible for a group of facilitators--the dean of a school, for example, . . .needs to recruit pacesetters and innovators and give them freedom to work and learn effectively" (Houle, 1980, pp. 203-207).

Many professionals and administrators purchase supplies and equipment needed in their work. Representatives of the manufacturer of goods to be sold have an important role in

continuing education. The purchase of instructional or administrative equipment sometimes involves a demonstration or training in its use, particularly if the equipment is complicated (Houle, 1980, p.192).

Leadership Development

Outstanding leaders "are not made to order . . .they make themselves that way" (Corizon Aquino cited in Senge, 1990, p. 358). What seems to distinguish exceptional leaders is "the clarity and persuasiveness of their ideas, the depth of their commitment, and their openness to learning more" (Singe, 1990, p.359). These natural leaders' abilities seem to be developed during a lifetime of pursuing the following endeavors: (1) developing conceptual and communication skills, (2) reflecting on personal values and aligning personal behavior with values, and (3) learning how to listen and to appreciate others and their ideas (p. 359).

Educators and citizens who value the American system of education, and who believe, as I do, that excellence in public education is directly linked to excellence in all other areas of social life in a democracy, have a special interest in ensuring that the leaders of American education, unlike the leaders of the railroad industry, get their business right before it is too late. (Schlechty, 1990, p. 151)

American education calls for the development of leaders who can create visions and goals that cause men and women to

transform the institutions of which they are a part, teach others to make decisions, and be a risk taker (Schlechty, 1990).

America left behind an era of well-known leaders from all areas of life. Apparently, leaders were being sought in the wrong places. The days of looking for leaders with the right endorsements and the right credentials as defined by an established elite are over. Future leaders will be "ordinary people with extraordinary commitments." They may well be different from former leaders in color, style, accents, complexion, and commitment (Joseph, 1991, pp. 5-7).

These new leaders seem to be preoccupied with ethics and values. Leadership is a moral activity.

The best and most responsible of the new leaders have a vision of a higher purpose, and they seek to inspire, motivate, and gain the commitment of others to carry out that vision. It has become fashionable to speak of our world as a global village, . . .but very little thought has been given to how a truly representative world order would look. According to the World Development Forum, if our world were a village of 1,000 people, there would be 564 Asians, 210 Europeans, 86 Africans, 80 South Americans, and 60 North Americans. In the village would be 300 Christians (183 Catholics, 84 Protestants, 33 Orthodox), 175 Muslims, 128 Hindus, 55 Buddhists, 47 Animists, 85 from other religious groups, and 210 atheists. Of these people, 60 would

control half of the total income, 500 would be hungry, 600 would live in shantytowns, and 700 would be illiterate. (Joseph, 1991, pp. 5-7).

We must develop and equip leaders who can operate effectively in a world in which the boundaries of community are changing demographically, functionally, and even conceptually. Many of the leaders of the future will come from the margins of society, where issues take on flesh and blood; from the bottom of the economy, where some people wake up every day to overwhelming odds; from non-whites who have learned to operate effectively in a multiracial and multicultural setting.

Five conclusions have been reached about the future of leadership: (1) The demographic changes are creating a demand for a new group of leaders who seek power in order to disperse it rather than simply to hold it, (2) Diversity is increasingly a precondition to effectiveness, (3) Tomorrow's leaders must be able to use their values not simply to affirm absolutes but also to cope with ambiguities, (4) It is imperative that leaders develop the capacity for humility, (5) It is the involvement with the needs of others that provides the social cement that binds people together in community. The effect of doing something for others is powerful. . .you are likely to gain a sense of self-worth, personal satisfaction, and meaning in the process. (Joseph, 1991, pp.5-7)

The literature of adult leadership development is growing steadily and has already produced many insights into career evolution and professionalization. With increased application of these theories of adult, career, management, and leadership development, governing boards of institutions will be better able to understand and prepare for the education of their key administrators. Research in this field will benefit not just higher education, but business, industry, government, and the military.

Further research into the career paths of academic and non-academic administrators will also help us understand their professional development needs. As we better appreciate the varied experiences of administrators, it will be easier to plan ways to fill in experiences, reinforce abilities, and develop skills. It will be helpful to better understand what administrators do, what they need to know to perform their jobs, and what they desire to learn to better fulfill their responsibilities.

The literature on learning styles is already substantial. Much has been written on the theories of adult learning styles as they apply to continuing and professional education. Further elaboration is needed on the theories of learning styles for the areas of management skills and leadership techniques.

There is a strong literature on continuing professional education derived from experience in the fields of medicine, dentistry, accounting, law, library science, and finance

(Houle 1980). The literature addresses such issues as the best ways to fortify learning after return to work, the most beneficial forms of on-the-job and in-house education, and the best methods for professional development for groups and individuals. One of the issues not significantly explored involves the true costs of professional development.

Although the literature may assist investment in professional development for administrators, there is still a need for more specific research in leadership education.

Although many program staffs collect data on their effectiveness (as defined by the program), career enhancement of alumni, and other program attributes, there has been virtually no in-depth and comprehensive research on the benefits and effectiveness of professional development for senior-level or, for that matter, any level of administrators. But by implication, McDade's 1987 study examined only the tangible benefits of content and contacts.

To design better programs, we need to know what can best be taught in this format and what impact participation in various types of programs has on the skills and abilities of administrators. In short, we need to know what works and what does not work. Does participation in major professional development programs make a difference in career development? Does such participation improve the access of women and minorities to senior administrative positions? The answers to these questions would have a significant impact on the policy decisions of administrators

choosing programs, on the way institutions plan for the development of their administrators, and on the foundations and associations that provide the major funding for many programs (McDade 1987).

Despite the minimal amount of concrete documentation available to substantiate how these programs aid in the refinement of skills, exploration of issues, and advancement of careers, these programs provide a vital means of leadership development that should not be ignored or neglected. According to Bryson and Kelley (1978), education of leaders occurs in the current stage of development of the individual leader. The authors suggested that all leaders go through stages of a developmental learning process in which all capacities and skills that were gained in one stage should prepare the adult leader for new and bigger tasks and responsibilities in later stages.

The development of executives is a logical progression from leadership at lower levels to leadership at more senior levels (Bass, 1990). Progress in management appears to be more a matter of general higher education than an area of specialization (Howard, 1989).

Developing Leaders for Restructuring Schools: New Habits of Mind and Heart, a March 1991, report of the National LEADership Network Study Group on Restructuring Schools reports that the impetus for restructuring schools can come from many sources inside and outside of schools. Research indicates that the most important initiators and

facilitators are district and school administrators. They must empower and support restructuring efforts. Because leadership matters, as school faculties restructure to share decision-making authority and responsibility, new forms of leadership will be essential. Administrators will need to provide that leadership in partnership with teachers. Leadership development is a shared responsibility. Institutions of higher education, professional development academies, regional labs and research and development centers, as well as the business sector must join with schools in providing an on-going program of education and training (Mojkowsky, 1991, p. 58-60).

Restructured schools require enlightened leadership. The demand for restructuring is evident and present leaders have to meet that demand. To do this, leaders require new data administrator competencies and behaviors. Leaders must come endowed with strong values and a well defined world view and strong principles capable of guiding the growth of new values and perspectives. They must be willing to set aside control and rely more on personal qualities than technical skills. A new conceptualization of the leadership roles must be provided if we are to realize restructuring potential for America's children (Mojkowsky, p. 5, 27).

Findings of a study by Johnson and Snyder (April, 1990) indicated that the areas of greatest concern in the training needs of different administrative populations were identified as the principalship, problem solving, and staff

development. Findings also suggested that administrators require knowledge of tasks and the skills to accomplish them. Ten school management competency statements were also a direct result of this study (Johnson & Snyder, 1990).

"Administration in today's society is a complex process consisting of a myriad of extraneous factors trying to influence the direction of educational outcomes" (Demoulin, 1991, p. 54). Twenty-first century administrators need a wide range of special skills above those currently possessed. The administrator also needs to be prepared to cope with technological advances and sociological changes to be an effective leader. Training facilities will change traditional forms of preparation and use vision to reshape skills for future administrators. The "good ole boy" hiring practices will no longer be feasible to initiate changes because many of these people have been poorly prepared to meet the challenge. Without proper training and a vision of what can be, the educational leaders of the 21st century may find disillusionment (p. 56-57).

Persons in institutions of higher learning must be willing to "take the first step" in providing diversity and flexibility in training for professional studies for future administrators. Additional funding for training is necessary; otherwise, "The result could be disastrous" (p. 57).

Thomas Jefferson (cited in Demoulin, 1991) is remembered for proclaiming, "If a Nation expects to be

ignorant and free, in a state of civilization, it expects what never was and will never be." This concern is still true today. Toffler (1980) wrote that vast energies had been applied preparing people to serve in a system which will be nonexistent during their lifetime. If this is true, then methods used today to prepare administrators are obsolete (Demoulin, 1991, p. 57).

Leadership programs of the future should provide the administrators with the following competencies:

technological expertise; high tech, industrial design skills; broad-based leadership development; preparedness for program quality, productivity, need and demand; budgetary development for wise use of sources; expertise in multi-cultural/multi-ethnic sociological structure; highly developed competency for planning organizing, and delegating; developed skills in decision making, communication, motivation, supervising, and evaluation; adeptness in recommending developing, and implementing complex policy procedures; efficiency in problem solving, managing finances, and interpretation of complex school law; in-depth knowledge of cost effective operation and excellent preventative maintenance awareness; and exceptional foresight in establishing meaningful goals and utilizing quantitative analysis for performance evaluation. (p. 57, 58)

Administrative certification competencies should be

examined and changed as well as the programs offered by institutions of higher learning. Too much importance has been placed on minimal competency and not enough on proficiency. Unless these changes are made, the 21st century administrator will be unprepared to meet the challenges of 21st century leadership (p. 58).

The traditional preparation for school administrators is one of individual institutions or universities outlining a set of courses which presumably provide an individual with the knowledge and skills to perform competently as a school administrator. The establishment or improvement of clinical programs requires universities to join each other, the practitioners in the field, and the business community in the establishment of a networking system. School improvement is a many faceted issue; however, one thing is clear, "effective schools center around effective administrators. Therefore, improving a school administrator's skills should impact positively on the teaching/learning environment" (Lane & Moffett, 1991, pp. 26-27). In the past, public schools have relied upon universities to provide people for leadership positions; however, in the future school systems will probably "need to take more responsibility for growing their own leaders" (Schlechty, 1990, p. 152). Jefferson County, Kentucky, Miami-Dade, Florida and Hammond, Indiana are presently implementing leadership development programs. Those who occupy positions of authority determine the prospects of

school reform. . .because they are in the position to determine. . .who. . .will be empowered to lead. . .and the more powerful the leader, the more likely it is that subordinates have been empowered to lead. It is in this sense that the concept of "every leader a teacher and every teacher a leader" makes sense. And when every teacher is a leader, every child can be a success (Schlechty, 1990, p. 154).

This call for collaboration needs to be heard and responded to by all leadership development programs if it is to be successful. Nobody has all the answers to solve the many problems alone. The network should be built on mutual need, trust, and satisfaction along with total commitment to the achievement of mutual goals. Each partner will bring his strengths to the union, just as individuals bring diversity and strength to a successful marriage. The ultimate goal is "improvement of leadership development for the future of American education" (p. 29).

Networking to improve our schools and their leaders can work when the basis for the collaboration is improvement of education in America, not institution or program advancement. Mutual trust and need, as well as, clear and open communication should be the foundation for such an arrangement if it to be successful (p. 36).

Public schools should share responsibility with universities and professional organizations for the preparation of administrators. Local school districts, with

state subsidies, should design, operate, and monitor professional development programs for administrators. These programs should target recruitment of quality administrators from among their teachers. Policies for selection of promising candidates for principalships and superintendencies among women and ethnic minorities should be included in the recruitment programs (Griffiths, Stout, & Forsyth, 1988).

Administrative practitioners have an obligation to contribute to the clinical knowledge base through analysis and application of their own leadership experiences. Practicing administrators are particularly effective in determining new areas for additional research, reaching out to the community leaders to enlist aid for the schools, and encouraging talented students to become teachers and educational leaders (Griffiths et al., 1988).

Professional organizations have a potentially strategic location from which to improve the leadership of the profession. The professional organization has the information and can take advantage of the opportunity to "recruit intellectually superior and capable individuals to administer preparation programs, . . . develop the best and most relevant learning experiences. . . and to serve on university committees that design, deliver and evaluate administrator preparation programs" (pp. 13-14).

The National Commission on Excellence in Educational Administration (NCEEAA) also suggested that a national policy

board on educational administration should be established. This board would include representatives for those national organizations interested in educational administration.

The board would have several functions including the following: (1) monitor the implementation of the Commission's recommendations, (2) conduct periodic national reviews of preparation programs for educational administrators and professors, (3) encourage the development of high-quality programs for the preparation of educational administrators, (4) produce white papers on critical national policy issues in education, (5) hold forums for discussions of issues in educational administration, and (6) generally ensure good communication among interest groups about policy concerns. (p. 14)

Presently, university programs for preparation of educational administrators are the same as for researchers and professors. This academic preparation is not enough to prepare administrators for the unique role they must play in clinical situations. The NCEEA suggested that administrator preparation programs be designed around the following five strands:

(1) The study of administration, (2) the study of the technical core of educational administration and the acquisition of vital administrative skills, (3) the application of research findings and methods to problems, (4) Supervised practice, and (5)

Demonstration of competence. (p. 16)

There is little research on the processes and outcomes of higher education or preparation programs. "This unfortunate situation hinders program development and any attempts to differentiate programs by quality" (Achilles, C. M. in Griffiths et al., 1988, p. 45).

Leadership Development Programs

Since the organization and sponsorship of professional development programs are so decentralized, it is unlikely that the results of research will greatly influence the design and structure of programs already in existence. Yet over time older programs have changed as sponsors refined and further tested their content, andragogy, and format. Research may have its most significant impact on the development of new programs. It may influence how individuals and institutions use professional development programs (Houle, 1980).

Any thorough response to the question "What might a better program (for leadership development) look like?" must begin with a listing of the knowledge and skills important for a leader to possess. The American Association of School Administrators (AASA), 1982, gave a commendable listing of these required skills:

- (1) school climate and how to improve it,
- (2) political theory and how to apply it,
- (3) the curriculum and how to construct it,
- (4) "instructional management systems"

and how to run them, (5) staff members and how to evaluate them, (6) school resources and how to allocate them, and (7) educational research and how to utilize it. (Peterson, K.D. & C. E. Finn cited in Griffiths, D. E., Stout, R. T. & Forsyth, P. B. (Eds.), 1988, p. 100)

Quality leadership development programs have many other ingredients in addition to an agreement on what they need to learn. "Stringent entry requirements, high standards of performance during coursework and other training experiences, and opportunities for candid, precise feedback to students about their performance" (p. 101) were included in such programs. An apprenticeship with a proven leader and a major project, which related theory to practice, instead of a dissertation, should complete the leadership training program (p. 101).

The Danforth Foundation was established in November, 1986, with Dr. Donn Gresso as Program Coordinator. Successful principals were identified, observed and interviewed. The qualities of these leaders that most helped them become successful, as well as dialogues conducted with university professors who were identified as outstanding, were used as a foundation for a leadership development program. Since 1986, 22 universities across America have participated in the Danforth Program. Participants who are considered to have leadership ability are interviewed and selected to participate. School systems

usually give employees paid leave to do an internship as well as providing a mentor to assist in training. The program is made up of many training experiences including simulations and field experiences. United States Secretary of Education, Lamar Alexander, stated in Educational Leaders for The Future, "The Danforth Program is a model for preparing educational leaders for the future" (Bozeman, 1991).

The National Leadership in Education Administration Development (LEAD) program provides training and technical assistance to administrators. The project is supported with matching funds from the United States Department of Education, Office of Research and Improvement, Education Network Division.

Several activities promote leadership development among LEAD participants. Some of these are as follows: (1) School problem-solving seminars, and (2) principal-planned seminars, and (3) follow-up and networking. LEAD is an example of institutions of higher education, representatives of the public and private sectors, and public and private schools joining hands to build better schools (Licata & Ellett, 1990).

What the Good Ones Do: Characteristics of Promising Leadership Development Programs, a Summer 1987 survey by Gregory and Britt, revealed there were almost 500 leadership programs offered by the nation's colleges and universities. The factors that seemed to make the better ones successful

listed by the study were as follows:

- (1) Proper selection of participants was critical to program success.
- (2) Good programs had a sound philosophical basis.
- (3) The effectiveness of a program depended upon its goals.
- (4) Interdisciplinary programs held more promise.
- (5) The more comprehensive the program, the better.
- (6) Effective programs paid explicit attention to leadership.
- (7) Effective programs tended to be longer term.
- (8) Programs that award "credit" earned more respect and credibility.
- (9) The more successful courses and programs used a variety of training methods.
- (10) Effective leadership programs used evaluation plans. (Gregory & Britt, 1987)

The responses to the Gregory and Britt questionnaire assisted them in compiling a leadership development source book. The Leadership Education 1990 Source Book by Clark and Freeman was the update of the original source book. This resource was primarily for those interested in planning programs and teaching courses in leadership. Included in the book was an alphabetical listing by institution of courses and programs in leadership development along with contact persons. A 1992 revision of the 1990 source book is presently in production (Freeman, 1991).

The Atlantic Institute of Education in Nova Scotia, sponsored a series of workshops since 1976, to help school administrators and school board members to develop their

practical leadership skills. The program provided need assessments, in-service workshops, information services, dissemination of materials, and identification of resources.

Unique features of the program included the following: (1) the program was practical and targets leadership skills through a variety of subjects, such as declining enrollments and human relations; (2) it was the only program aimed at the combination of school administrators and school board members; (3) the program relied on local educators for volunteer support and leadership; (4) the workshops were conducted in residential settings with amenities to make the stay pleasant; (5) the workshops were advertised almost solely by word-of-mouth through satisfied participants and free advertising in their informational bulletins; and (6) the coordinator of the program was an adult educator, rather than a person degreed in educational administration.

A random survey of more than 450 school administrators who attended the workshops showed that the participants were enthusiastic about their experiences. Responses showed that workshops promote learning by (1) establishing a productive environment, (2) by giving participants opportunities to shape the direction and content of the program, (3) by designing workshop content so that it enables participants to be actively involved in working with the ideas presented during the workshop, and (4) by integrating evaluation procedures into the entire program. (Gillen, 1982)

The Institute for Executive Leadership at Lewis and Clark College in Portland, Oregon, began its leadership program in 1981. The curriculum focused on administrative practices in context and on building a strong liberal arts educational foundation by having participants study educational history, philosophy, and ethics. The program emphasized gaining a new respect for the practitioner's knowledge and realizing that administrative education should help students to be creators of knowledge rather than consumers of ideas. Students keep learning journals, contribute to the agenda for their education, teach what they have learned, and develop student cohort relationships to facilitate future peer consultation, networking, and independence (Schmuck, 1988).

The Du Pont Leadership Development Model was developed by Du Pont corporation to improve thinking and productivity. The program was adapted for Tennessee educators to help the educational management team realize potential for improving competitive position by upgrading leadership skills, increasing personal and team effectiveness, and enhancing the commitment to excellence. Known as the Volunteer Leadership Development Program (VLDP), the adapted model has a seven-day training curriculum using participatory decision-making. The model required a trainer certified by Dupont and commercially prepared training materials, including various tests (self-assessment, peer assessment, supervisor assessment, etc.) to allow the participant to

view his or her self-perceptions as well as how he or she may be perceived by others. These assessment exercises assisted the trainer and the individual in individual goal-setting (Du Pont, 1990).

The University of Victoria, British Columbia, offers an experimental graduate program for practicing educational administrators. The program provided adult educators with opportunities for associating theory, practice, and research to determine the solution to practical administrative problems. The 14-month program consisted of three parts: academic, research, and internship. While completing courses on organizational theory, governance, personnel management, philosophy of administration and educational planning, associates were required to attend a series of professional seminars and luncheons. Associates became familiar with the culture of organizations and observed political interest groups interacting. To be awarded a master's degree, associates were required to defend their research reports in an oral examination. The professional training program was designed to develop adult educators who are knowledgeable of organizations, politically astute, skillful in interpersonal relations, and able to manage change.

Modern society is characterized by continuous change, a phenomenon that is drastically changing the way of life. Many people are turning to educational institutions for assistance in coping with these changes. Leadership

provided by adult education administrators will determine how institutions will respond to many of these needs. A "new breed" of administrator is required to provide these institutions with direction and to provide for the needs of adults. Leaders such as this will be on the horizon only if adult educators have access to professional development programs designed to provide them with new administrative competencies (Murphy, 1983).

Learning to Lead: An Annotated Bibliography, compiled and authored by Joe Stehno in 1988, reviews approximately 50 leadership development training programs currently being offered to business, industry, and educational personnel. The focus of this bibliography was on open enrollment programs available to the general public (Stehno, 1988).

Leadership Development Resources

In Resources for Improving Principal Effectiveness, packaged training materials designed to increase the effectiveness of educational administrators were screened and selected by Gaddy of the Southeastern Educational Improvement Lab in Research Triangle Park, North Carolina. The study was sponsored by the Office of Educational Research and Improvement in Washington, D C. In this annotated bibliography of commercially prepared training materials for management and leadership development programs, the materials were divided into 10 areas designated by the National Association of Secondary School

Principals as references applicable to principal training (Gaddy, 1987).

The Professional Development Resource Book for School Principals by Leak, McKay, Splaine, Walker, and Heid of the Maryland LEAD Center provided a reference listing of resources within the 10 behavioral skill areas identified by the Maryland Commission on School-Based Administration. The resource listed selected programs, print resources, media resources, and potential consultants for the ten skill areas of: (1) interpersonal and human relations, (2) instructional supervision, (3) staff development, (4) planning and goal setting, (5) problem analysis, (6) decision making, (7) communication, (8) coordination, (9) conflict management, and (10) stress management (Leak, 1990).

CHAPTER 3

Methodology and Procedure

This chapter presented the methodology of the study. It encompassed the following: research design, instrumentation, validity, and data collection procedure.

Research Design

This study was descriptive in nature, using the survey method of data collection. The process involved collecting data to determine what already exists and is primarily concerned with "finding out 'what is'" (Borg & Gall, 1989, p. 331). Descriptive research involves collecting data in order to answer questions about the current status of the situation under study (Convey & Long, 1985). The questions to be answered in this study were:

1. What center directors or individuals are especially knowledgeable about resources for leadership development as determined via a "reputational" or "ex officio" approach?
2. What important materials reported to foster leadership development do experts in the field identify?
3. What level of agreement on effectiveness can be achieved for these materials?

Instrumentation

Instrumentation was developed in phases. Phase I addressed the development of the initial survey. Phase II

addressed the development of the final survey.

Phase I

In Phase I of this particular study, a modified version of Hunter's reputational technique (cited in Kimbrough & Nunnery, 1988, p. 451) was used to collect data. A survey was developed, validated, and sent to 56 Leadership in Educational Administration and Development (LEAD) directors to gather materials to assist in developing the item pool for the creation of the final questionnaire. Of those experts, 36 (64%) responded to the survey.

In the absence of a relevant instrument to identify current successful materials used for leadership development, instrumentation was developed to collect data to determine the materials used most often and those judged most effective by the directors of leadership development centers. The following describes the development of the initial survey:

1. The literature was searched for reported useful leadership development materials and authorities in the field of leadership development.
2. Letters were written and interviews were conducted with experts in the field of leadership development. After searching the literature and interviewing experts, a decision was made to use the current 56 directors of LEAD programs, because they were an established pool of national leadership development experts.

A current listing of LEAD directors across the nation, as shown in Table 1, was provided through a personal interview with Elizabeth Hale, Vice-President of the Institute for Educational Leadership and Co-Director of the National Leadership Network in Washington, D C.. The listing provided was used to generate the names and addresses for the final survey. The directors of the LEAD Programs were asked to list materials and resources recommended as excellent for leadership training, as well as, to list other experts in the field of leadership development.

3. Using input from the literature, students in a doctoral seminar and professors in higher education, the survey was drafted, validated, and revised as shown in the sample pages in Figure 1.

4. After receiving Institutional Review Board approval from East Tennessee State University, the survey was printed and mailed to LEAD directors in December, 1991. After a slow return, a follow-up mailing, telephone calls, and facsimile messages were used to increase returns. Thirty-six (64%) responses were received from the 56 directors.

5. As responses were received daily, a master list of 256 resources and 220 experts was built.

Table 1

Listing of LEAD Center Directors

Dianne Ashby	Sili Atuatasa	Myron B. Basom
Patsy J. Baugh	Ernest L. Bentley	D. Blumenthal
Joan G. Burnham	E. Cheshire	Thomas Currie
M. N. Emesiochl	J.L. Engelking	Marvin Erhardt
Gordon C. Floyd	Loran Frazier	Maxine Giacobbe
Lee Grier	J.S.L. Guerrero	Yegin Habteyes
Elizabeth Hale	Fred Hoke	Peter Husen
David M. Kahn	Lynne Kaplan	Johanna Kaufman
Joy Kromer	Alf Langland	Lawrence Leak
Joseph W. Licata	Betty Lindsey	S. T. McPhetres
C. Mojkowski	C. M. Morales	Toni C. Mullins
Ivan Muse	Jean Olopai	Bill D. Osborne
Bonnie Page	James O. Ray	Laraine Roberts
Kathy Rockwood	Luther Rogers	Dick Sagawa
David W. Shelby	Michael Short	Marjorie Spaedy
Robert Stout	James E. Sweeney	Christine Tell
Yvonne V. Thayer	Ray Tobiason	Betty Topps
Nelson Walls	M. C. Wang	C. Wasson
Judith Williams	David Wolk	

Phase II

In Phase II, items were used from the responses of LEAD center administrators to generate the final questionnaire for the study.

1. The 256 resources and 220 experts identified by the LEAD directors who responded, were entered into a computer and the final instrument was built as responses from the initial survey were received. A 1986 report entitled "A Survey of Leadership Development Efforts In Institutions of Higher Education" conducted by Gregory of the United States Air Force Academy and funded by the United States Air Force Academy and the Center For Creative Leadership, was also used for generating ideas in creating the questionnaire. A Likert type scale was used listing the 256 resources. The respondents checked a column beside each resource to indicate the opinion most nearly like their own. The responses of "don't know", "not effective", "somewhat effective", "effective", or "very effective" were made available as response choices.

Figure 1. Leadership Resources Survey: Materials

DIRECTIONS: Please list the materials or resources that you recommend as excellent for leadership training. In the space for 'Category' please list one of the following: book, monograph, pamphlet, audio tape, video tape, video disk, interactive video, computer software, or another category from your program.

1. Title _____
Publisher _____ Cost _____ Category _____
Address _____

 2. Title _____
Publisher _____ Cost _____ Category _____
Address _____

 3. Title _____
Publisher _____ Cost _____ Category _____
Address _____

 4. Title _____
Publisher _____ Cost _____ Category _____
Address _____

 5. Title _____
Publisher _____ Cost _____ Category _____
Address _____
-

Figure 1. (continued) Leadership Resources Survey: Experts

What other centers or individuals do you recommend for further collection of this information?

1. Name of Center or Individual: _____

Address: _____

Telephone: () _____

FAX: () _____

2. Name of Center or Individual: _____

Address: _____

Telephone: () _____

FAX: () _____

3. Name of Center or Individual: _____

Address: _____

Telephone: () _____

FAX: () _____

4. Name of Center or Individual: _____

Address: _____

Telephone: () _____

FAX: () _____

5. Name of Center or Individual: _____

Address: _____

Telephone: () _____

FAX: () _____

2. After validation by leadership experts, which included 14 doctoral students and professors in higher education, the recommended changes were made as shown in Figure 2.

3. In January, a cover letter was prepared as shown in Figure 3. The instrument printed and mailed to the 220 identified experts. A stamped, addressed envelope was provided for the respondent.

4. A follow up mailing on February 14, 1992, as well as, telephone calls, and facsimile messages were used to increase return rate. One hundred (45%) responses were received. Of these 100, 88 (40%) were usable responses.

5. These responses were compiled using the Statistical Package for the Social Sciences (SPSS). Analyses were run to determine frequencies and percentages. The data were used to develop the tables included in this study.

6. The knowledge and effectiveness of these recommended materials were sought through the final instrument. Those resources most widely known, as well as, those thought most effective by the experts responding to the final instrument, were identified by the experts returning the completed instrument. These identified materials were rated according to those responses.

Figure 2. Final Leadership Development Materials
Effectiveness Survey: Instructions and Sample Page

LEADERSHIP DEVELOPMENT MATERIALS

EFFECTIVENESS

SURVEY

DIRECTIONS: PLEASE CHECK THE INDICATORS WHICH MOST NEARLY DESCRIBE THE POTENTIAL OF THESE LEADERSHIP DEVELOPMENT RESOURCES.

Please use the following:

don't know
not effective
somewhat effective
effective
very effective

The purpose of this study is to determine the resources selected leaders believe are most effective in discovering, fostering and implementing skills to enhance the continuing professional development of leaders.

Assumptions

1. Effective schools center around effective leaders; therefore, improving a school administrator's skills should impact positively on the teaching or learning environment.
2. There are materials which can be compiled and used to enhance leadership development.
3. Individuals responding to the questionnaire and those being interviewed are knowledgeable administrators involved in leadership development.
4. Some materials are more successful in fostering leadership development than others.
5. Identification and existence of leadership development materials can result in formation of professional development collections.

**Figure 2. Final Leadership Development
Materials Effectiveness Survey**

<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>	D O N ' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E T I V E	V E R Y E F F E C T I V E
CATEGORY: INSTRUMENTS					
1. <u>Administrator Diagnostic Inventory</u> , National Association of Elementary School Principals					
2. <u>Benchmarks: Developmental Reference Points For Managers and Executives</u> , Michael M. Lombardo & Cynthia McCauley					
3. <u>California Psychological Inventory</u> , Consulting Psychologists Press, Palo Alto, CA					
4. <u>FIRO-B</u> , Will Schutz, Ph.D.					
5. <u>Gregorc Style Delinicator</u> , Tony Gregorc, Columbia, CT					
6. <u>Hidden Figures Test-Cf-1</u> , Center for Creative Leadership, Greensboro, NC					

Figure 3. Cover Letter

January 7, 1992

Dear Administrator:

In December, 1991 I distributed a survey to all LEAD directors. It was printed on green and red paper, had a self-addressed stamped envelope enclosed and concerned effective leadership development materials and other expert sources I might contact. I had requested that these be returned by December 31, 1991. Because of the holiday, I am asking that you return your responses at any time during the month of January, 1992.

I need time to compile your responses, complete an additional survey using the sources and materials you have listed, and complete my research project by early March, 1992, in order to receive my doctoral degree in May, 1992. Your assistance is very valuable to me.

The information collected will be used in recommending a basic resource collection for continuing professional education and staff development. In the event that you did not receive the questionnaire, I have included another copy with this follow-up letter. I need your response and would appreciate your expert input.

Sincerely,



JoAn Trentham Nicholls
Materials Supervisor
Johnson City Schools
P.O. Box 1517
Johnson city, TN 37601
FAX 615-926-9306

7. Experts in leadership development were interviewed and centers were visited to add to the body of knowledge for the benefit of the study.

Validity of Instrument

Most authors in the volume of works by Shaw and Wright (1967) used content validity in the construction of the scales. "All scales. . . may be said to have some degree of content validity, in the sense that the items are drawn from the attitude content domain" (p. 562).

Validation processes for this study consisted of the following procedures:

1. To determine face validity, both instruments were administered to the Executive Cohort, 14 doctoral students who were practicing school administrators enrolled at East Tennessee State University.

2. Following the administration of the initial instrument, responses were compiled and analyzed.

3. The items for the final instrument were developed and refined. All recommended changes were made in the instruments.

5. Content and face validity were obtained through face-to-face interviews with known experts in the field of leadership development as well as through their reviews of the materials. Dr. Gresso, East Tennessee State University, Johnson City, Tennessee; Dr. Achilles, University of North Carolina, Greensboro, NC; Dr. Deck, Director of The Center

For Creative Leadership in Greensboro, North Carolina; Ms. Bathurst, Deputy Director of the Educational Excellence Network in Washington, D C; and Dr. Hale, Vice President of the Institute for Educational Leadership and Co-Director of the National LEAD Network in Washington, D C and Mr. McIntosh, Director of the Tennessee Eastman Training Laboratory in Kingsport, Tennessee, granted appointments for visits and interviews. Two leadership development programs were visited, the Center for Creative Leadership in Greensboro, North Carolina and Tennessee Eastman Training Center in Kingsport, Tennessee.

Data Collection Procedures

Population

The 56 LEAD directors were contacted through the initial survey. The 220 experts identified through the initial survey were contacted through the final questionnaire and asked to rank the 256 resources identified in the initial survey.

Sample

A snowball sampling obtained through the initial survey was used for the study. The original 56 experts contacted identified 220 additional experts through the snowball sampling technique.

Permission to conduct the study was obtained from the Institutional Review Board of East Tennessee State

University. The administrator or director from each of the selected programs was contacted by letter to elicit cooperation. The survey and a stamped, self-addressed envelope were included with the cover letter. Follow-up calls were made to participants who did not return the survey. After the initial follow-up and little response, information was gathered by telephone, facsimile machine and follow-up mailing. After an item pool of successful materials was collected, the final instrument was created. This instrument was mailed to those experts identified through the initial survey, along with a self-addressed stamped envelope. Those not returned were contacted by telephone and facsimile machine, as well as, a follow-up mailing to encourage them to return their responses. Materials were compiled alphabetically as completed instruments arrived. Results were entered into the computer document as questionnaires arrived, using the Statistical Package for the Social Sciences (SPSS). Those most widely known and those considered most effective by the experts returning the instrument were used to obtain the final results included in the study.

Data Analysis Procedures

Responses were assigned numbers as they were returned and data were recorded. The frequencies and percentages were calculated using SPSS. If the resource was unfamiliar, the respondent was asked to check the "don't know" column.

If the resource was considered to have no effectiveness for leadership development, in the opinion of the respondent, the identified expert was asked to check the column labeled "ineffective". "somewhat effective", referred to resources that the respondent felt had some use leadership development. Respondents were asked to check the "effective" column if the listed resource had been used with effectiveness most of the time when they had used it. Resources identified as "very effective" were considered always effective for leadership development. Those resources identified by 30% or more of those experts responding were considered "well-known." If 60% or more of the experts responding selected "effective" or "very effective", the resource was considered to be effective. These percentages were selected by the researcher. The assumption was made that the respondent did not know the resource if the answer was left blank; therefore, a "don't know" was considered the response.

Summary

This study was designed to identify materials and resources currently known to a population of leadership center directors, to determine a pool of experts in leadership development and to solicit opinions from the pool of experts so identified. Procedures were chosen that led to development of each data collection instrument required to complete the two phase study. Standard development,

validation, and data preparation techniques were implemented.

CHAPTER 4
Data Analyses

Initial responses from the LEAD directors concerning resources were placed into Word Perfect data files as they arrived. The title of "Leadership Development Resources Survey" was given to identify the file. The data list identification included the 256 resources as shown in Table 2. The variable labels included the name of the resource. The value labels listed the rating scale of 1 for "not effective", 2 for "somewhat effective", 3 for "effective" and 4 for "very effective" with 0 as a missing value for "don't know" so the results would not be skewed. The data included responses from 88 (40%) of the 220 identified experts. The resulting SPSS tables gave the necessary information from which to build a "Comprehensive Table", a table of "Well Known Resources"; a table of "Effective Resources"; and a table of "Resources Rated Both Well Known and Effective". Table 2, Comprehensive Table of 256 Resources, listed individual titles of resources identified by the original 56 LEAD directors, with the rating given by the final 220 experts who were also identified by the LEAD directors. The Statistical Package of the Social Sciences (SPSS) software package was used for data analyses.

Table 2

Comprehensive Table of 256 Resources

Legend: DK=Don't Know SE=Somewhat Effective
 NE=Not Effective E=Effective VE=Very Effective

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
<u>Instruments</u>						
Q1 "Administrator Diagnostic "	77	0 0%	7 64%	4 36%	0 0%	88
Q2 "Benchmarks: Developmental Reference Points"	61	2 7%	16 59%	7 26%	2 7%	88
Q3 "California Psychological Inventory"	54	5 15%	17 50%	11 32%	1 3%	88
Q4 "FIRO-B"	43	6 13%	19 42%	15 33%	5 11%	88
Q5 "Gregorc Style Delineator"	66	2 9%	8 36%	9 41%	3 14%	88
Q6 "Hidden Figures Test-Cf-1"	70	2 11%	9 50%	7 39%	0 0%	88
Q7 "Kirton Adaption Innovation Inventory"	74	1 7%	7 50%	4 29%	2 14%	88
Q8 "LEAD"	30	6 10%	23 40%	22 38%	7 12%	88
Q9 "Leadership Development Behavioral Feedback"	49	2 5%	11 28%	19 49%	7 18%	88
Q10 "Leadership Style Indicator"	56	2 6%	11 34%	17 53%	2 6%	88
Q11 "Leadership Behavior Analysis"	41	4 9%	22 47%	18 38%	3 6%	88
Q12 "Leadership Decision Style Survey"	56	1 3%	13 41%	15 47%	3 9%	88
Q13 "Managerial Job Satisfaction Questionnaire"	69	3 16%	8 42%	8 42%	0 0%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q14 "Myers-Briggs Type Indicator "	7	7 9%	19 24%	32 40%	23 28%	88
Q15 "Personal Profile System"	62	3 12%	8 31%	11 42%	4 15%	88
Q16 "Shipley Institute of Living Scale"	83	2 40%	2 40%	1 20%	0 0%	88
Q17 "Skillscope"	68	0 0%	9 45%	9 45%	4 10%	88
Q18 "The Tellegen Research Scales"	83	1 20%	4 80%	0 0%	0 0%	88
Q19 "The Wesley Inventory"	82	1 17%	5 83%	0 0%	0 0%	88
<u>Books and Other Printed Materials</u>						
Q20 "1991 Annual: Developing Human Resources"	39	2 4%	14 29%	21 43%	12 25%	88
Q21 "A Sourcebook of Management Simulations"	63	2 8%	17 68%	5 20%	1 4%	88
Q22 "A Place Called School: Prospects for The Future"	58	1 3%	15 50%	10 33%	4 13%	88
Q23 "A New System of Education"	76	0 0%	7 58%	4 33%	1 8%	88
Q24 "A Passion for Excellence: The Leadership Difference"	17	4 6%	28 39%	28 39%	11 16%	88
Q25 "A Force For Change: How Leadership Differs From Management"	52	1 3%	11 31%	19 53%	5 14%	88
Q26 "Access of Women & Minorities to Administration"	76	3 25%	5 42%	4 33%	0 0%	88
Q27 "Administrator Evaluation"	78	1 10%	6 60%	2 20%	1 10%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q28 "An Action Guide to School Improvement"	75	2 15%	4 31%	7 54%	0 0%	88
Q29 "Beyond Ambition: How Driven Managers Can Lead Better"	70	2 11%	5 28%	10 56%	1 6%	88
Q30 "Bill Cook's Strategic Planning for America's Schools"	72	3 19%	7 44%	5 31%	1 6%	88
Q31 "Challenges for School Leaders"	71	2 12%	9 53%	6 35%	0 0%	88
Q32 "Change by Design"	69	3 16%	4 21%	11 58%	1 5%	88
Q33 "Changing School Culture Through Staff Development"	67	0 0%	11 52%	10 48%	0 0%	88
Q34 "Charismatic Leader: Behind the Mystique "	55	4 12%	11 33%	16 49%	2 6%	88
Q35 "Checklist for Change: A Pragmatic Approach"	78	2 20%	5 50%	3 30%	0 0%	88
Q36 "Collegiate Culture & Leadership Strategies"	76	1 8%	7 58%	4 33%	0 0%	88
Q37 "Colorado Business/Education Partnerships"	80	1 13%	4 50%	3 38%	0 0%	88
Q38 "Creating Excellence in Our Schools"	74	0 0%	7 50%	7 50%	0 0%	88
Q39 "Creative Training Techniques Handbook"	71	2 12%	7 41%	5 29%	3 18%	88
Q40 "Crucial Decisions: Leadership in Policymaking and Crisis Management"	73	0 0%	11 73%	4 27%	0 0%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q41 "Decentralization: The Administrator's Guidebook"	81	0 0%	7 99%	0 0%	0 0%	88
Q42 "Designing Games and Simulations: An Illustrated Handbook"	66	5 23%	7 32%	9 41%	1 5%	88
Q43 "Developing Leaders for Restructuring Schools"	73	0 0%	10 67%	4 27%	1 7%	88
Q44 "Dimensions of Effective Leadership"	69	1 5%	12 63%	6 32%	0 0%	88
Q45 "Educational Leadership in an Age of Reform"	71	1 6%	9 53%	6 35%	1 6%	88
Q46 "Change Masters: Innovation for Productivity in the American Corporation"	38	3 6%	13 26%	23 46%	11 22%	88
Q47 "Effective School Leadership: Policy and Process"	73	2 13%	6 40%	6 40%	1 7%	88
Q48 "Effective Executive"	46	1 2%	15 36%	18 43%	8 19%	88
Q49 "Evaluation-Based Leadership"	82	0 0%	4 67%	2 33%	0 0%	88
Q50 "Executive Mentoring: Myths, Issues, Strategies"	71	1 6%	11 65%	4 24%	1 6%	88
Q51 "Executive Integrity: The Search for High Human Values"	72	1 6%	6 38%	8 50%	1 6%	88
Q52 "Female Advantage: Women's Ways of Leadership"	51	5 14%	12 32%	13 35%	7 19%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q53 "Feminine Leadership or How to Succeed"	57	7 23%	6 19%	14 45%	4 13%	88
Q54 "Functions of the Executive"	56	6 19%	12 38%	10 31%	4 13%	88
Q55 "Grants for Schools: How to Find and Win Funds"	84	1 25%	1 25%	2 50%	0 0%	88
Q56 "Guide to Strategic Planning for Educators"	70	0 0%	12 67%	6 33%	0 0%	88
Q57 "Guidelines for Selecting Secondary Principals"	81	1 14%	6 86%	0 0%	0 0%	88
Q58 "Handbook for Conducting School Climate Improvement Projects"	72	1 6%	10 63%	4 25%	1 6%	88
Q59 "High School: A Report on Secondary Education in America"	63	2 8%	9 36%	12 48%	2 8%	88
Q60 "Horace's Compromise: The Dilemma of the American High School"	60	0 0%	11 39%	14 50%	3 11%	88
Q61 "How to Make Decisions That Stay Made"	70	3 17%	9 50%	5 28%	1 6%	88
Q62 "Images of Superintendent's Leadership for Learning"	76	1 8%	7 58%	4 33%	0 0%	88
Q63 "Improving Schools From Within: Teachers Parents and Principals"	64	1 4%	9 38%	12 50%	2 8%	88
Q64 "In Search of Excellence: Lessons from America's Best Run Companies"	12	4 5%	28 37%	28 37%	16 21%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q65 "Increasing Leadership Effectiveness"	49	1 3%	16 41%	14 36%	8 21%	88
Q66 "Instructional Leadership: How Principals Make a Difference"	69	0 0%	8 42%	6 32%	5 26%	88
Q67 "Instructional Leadership: A Composite Working Model"	81	0 0%	3 43%	4 57%	0 0%	88
Q68 "Leader Effectiveness Training"	55	4 12%	15 46%	11 33%	3 9%	88
Q69 "Leaders for America's Schools: The Report "	60	3 11%	13 46%	9 32%	3 11%	88
Q70 "Leaders: The Strategies for Taking Charge"	21	2 3%	20 30%	25 37%	20 30%	88
Q71 "Leadership"	26	2 3%	18 29%	23 37%	19 30%	88
Q72 "Leadership and the One Minute Manager"	16	8 11%	38 53%	17 24%	9 13%	88
Q73 "Leadership for the Twenty-First Century"	57	1 3%	12 39%	14 45%	4 13%	88
Q74 "Leadership Challenge: How to Get Extraordinary Things Done"	30	3 5%	13 22%	23 40%	19 33%	88
Q75 "Leadership Education: 1990 Source Book"	41	5 11%	18 38%	13 28%	11 23%	88
Q76 "Leadership is an Art"	43	0 0%	14 31%	19 42%	12 27%	88
Q77 "Leadership Challenge"	49	1 3%	11 28%	11 28%	16 41%	88

Table 2 (continued)

Resource	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q78 "Leadership and Performance Beyond Expectations"	62	3 12%	12 46%	9 35%	2 8%	88
Q79 "Leadership in Organizations"	52	2 6%	17 47%	12 33%	5 14%	88
Q80 "Leadership and the Quest for Integrity"	73	1 7%	5 33%	7 47%	2 13%	88
Q81 "Leadership: What Every Leader Should Know About People"	68	1 5%	9 45%	9 45%	1 5%	88
Q82 "Leadership: Challenges for Today's Managers"	72	0 0%	10 63%	5 31%	1 6%	88
Q83 "Leadership: The Inner Side of Greatness"	69	3 16%	7 37%	7 37%	2 11%	88
Q84 "Leadership: Examining the Elusive"	75	0 0%	6 46%	5 39%	2 15%	88
Q85 "Leading the Cooperative School"	78	1 10%	5 50%	3 30%	1 10%	88
Q86 "Love and Profit: The Art of Caring Leadership"	72	0 0%	10 63%	5 31%	1 6%	88
Q87 "Management of Organizational Behavior: Utilizing Human Resources"	43	0 0%	21 47%	19 42%	5 11%	88
Q88 "Managing the Nonprofit Organization"	49	3 8%	14 36%	14 36%	8 21%	88
Q89 "Measures of Leadership"	43	3 7%	20 44%	17 38%	5 11%	88
Q90 "Megatrends 2000"	24	8 13%	27 42%	18 28%	11 17%	88

Table 2 (continued)

Resource	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q91 "Micro-Level School Finance: Issues and Implications for Policy"	75	1 8%	5 39%	4 31%	3 23%	88
Q92 "New Leadership: Managing Participation In Organizations"	65	2 9%	10 44%	9 39%	2 9%	88
Q93 "On Becoming a Leader"	18	0 0%	18 26%	33 47%	19 27%	88
Q94 "On Leadership"	24	1 2%	9 14%	32 50%	22 34%	88
Q95 "One School at a Time: School Based Management-A Process for Change"	75	2 15%	8 62%	2 15%	1 8%	88
Q96 "Organizing the Educational System for Excellence"	79	1 11%	6 67%	2 22%	0 0%	88
Q97 "Paradigms and Promises: New Approaches to Educational Administration"	73	0 0%	8 53%	5 33%	2 13%	88
Q98 "Partners for Success: Business and Education"	78	2 20%	4 40%	4 40%	0 0%	88
Q99 "Politics, Markets & America's Schools"	77	1 9%	6 55%	3 27%	1 9%	88
Q100 "Professional Development Resource Book"	76	1 8%	8 67%	1 8%	2 17%	88
Q101 "Reframing Organizations: Artistry, Choice and Leadership"	61	4 15%	8 30%	8 30%	7 26%	88
Q102 "Reframing in Action: Changing Management Traps"	72	0 0%	7 44%	6 38%	3 19%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q103 "Renewal Factor: How the Best Get and Keep the Competitive Edge"	67	1 5%	8 38%	12 57%	0 0%	88
Q104 "Restructuring: A Report of the NASSP Council"	76	1 8%	5 42%	4 33%	2 17%	88
Q105 "Review of Administration Assessment Instruments"	83	1 20%	3 60%	1 20%	0 0%	88
Q106 "School Leadership: A Contemporary Reader"	84	0 0%	3 75%	1 25%	0 0%	88
Q107 "School Site Management Applied"	82	0 0%	5 83%	1 17%	0 0%	88
Q108 "School Finance"	80	3 38%	4 50%	1 13%	0 0%	88
Q109 "School Restructuring"	82	1 17%	3 50%	1 17%	1 17%	88
Q110 "School Leadership: Handbook for Excellence"	76	0 0%	7 58%	3 25%	2 17%	88
Q111 "School Based Improvement: A Manual for School Leaders"	83	0 0%	3 60%	2 40%	0 0%	88
Q112 "School Administration as a Craft: Foundations of Practice"	79	0 0%	5 56%	2 22%	2 22%	88
Q113 "School Based Improvement: A Manual for District Leaders"	80	0 0%	6 75%	2 25%	0 0%	88
Q114 "School Partnerships: A handbook for School and Community Leaders"	80	1 13%	6 75%	1 13%	0 0%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q115 "School Based Management: A Strategy for Better Learning"	75	0 0%	6 46%	7 54%	0 0%	88
Q116 "School-Site Management: Concepts and Approaches"	82	1 17%	3 50%	2 33%	0 0%	88
Q117 "School-University Partnerships in Action: Concepts, Cases and Concerns"	75	2 15%	4 31%	6 46%	1 8%	88
Q118 "Schools for the 21st Century: Leadership Imperatives"	65	1 4%	11 48%	7 30%	4 17%	88
Q119 "Selection & Recruitment"	77	1 9%	4 36%	4 36%	2 18%	88
Q120 "Servant Leadership: A Journey Into the Nature of Legitimate Power"	49	1 3%	12 31%	11 28%	39% 77%	88
Q121 "Seven Habits of Highly Effective People: Restoring the Character Ethic"	32	1 2%	13 23%	18 32%	24 43%	88
Q122 "Skills for Successful School Leaders"	74	0 0%	7 50%	3 21%	4 29%	88
Q123 "Straight Talk for Monday Morning"	75	1 8%	4 31%	7 54%	1 8%	88
Q124 "Strategic Planning: Threats and Opportunities for Planners"	72	1 6%	10 63%	3 19%	2 13%	88
Q125 "Structured Exercises in Stress Management"	74	3 21%	5 36%	5 36%	1 7%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q126 "Systems Design of Education: A Journey to Create the Future"	79	0 0%	7 78%	2 22%	0 0%	88
Q127 "Taking Charge of Change"	70	1 6%	6 33%	10 56%	1 6%	88
Q128 "The Man in the Principal's Office"	74	1 7%	7 50%	3 21%	3 21%	88
Q129 "The Leader-Manager: Guidelines for Action"	71	3 18%	5 29%	8 47%	1 6%	88
Q130 "The Empowered Manager"	55	1 3%	8 24%	19 58%	5 15%	88
Q131 "The Fifth Discipline: The Art and Practice of the Learning Organization"	55	0 0%	14 42%	12 36%	7 21%	88
Q132 "The New Meaning of Educational Change"	76	0 0%	4 33%	5 42%	3 25%	88
Q133 "The Transformational Leader"	44	3 7%	15 34%	20 46%	6 14%	88
Q134 "The Prices of Secrecy"	77	2 18%	3 27%	6 55%	0 0%	88
Q135 "The Managerial Mystique: Restoring Leadership in Business"	65	1 4%	11 48%	9 39%	2 9%	88
Q136 "The Ethics of School Administration"	75	0 0%	5 39%	7 54%	1 8%	88
Q137 "Thriving on Chaos: Handbook for a Management Revolution"	37	2 4%	21 41%	18 35%	10 20%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q138 "Trainers Resource 1987: A Comprehensive Guide to Package Training"	74	2 14%	7 50%	4 29%	1 7%	88
Q139 "Twenty-Two Ways to Develop Leadership in Staff Managers"	76	0 0%	8 67%	4 33%	0 0%	88
Q140 "Value Added Leadership: How to Get Extraordinary Performance in Schools"	68	1 5%	10 50%	9 45%	0 0%	88
Q141 "Vision in Action: Putting a Winning Strategy to Work"	71	2 12%	6 35%	8 47%	1 6%	88
Q142 "Weaving a New Paradigm: Steps to Organizing for Excellence"	79	0 0%	6 67%	2 22%	1 11%	88
Q143 "What They Don't Tell You in Schools of Education"	67	3 14%	11 52%	5 24%	2 10%	88
Q144 "When Giants Learn to Dance"	57	2 7%	8 26%	16 52%	5 16%	88
Q145 "Why Leaders Can't Lead: The Unconscious Conspiracy Continues"	32	0 0%	27 48%	17 30%	12 21%	88
Q146 "Within Our Reach: Breaking the Cycle of Disadvantage"	71	2 12%	7 41%	6 35%	2 12%	88
Q147 "Women of Influence, Women of Vision"	65	0 0%	10 44%	11 48%	2 9%	88
<u>Video and Audio Tapes</u>						

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q148 "A Passion for Excellence"	40	1 2%	11 23%	22 46%	14 29%	88
Q149 "Abilene Paradox"	53	3 9%	9 26%	15 43%	8 23%	88
Q150 "Another Set of Eyes: Conferencing Skills"	77	0 0%	7 64%	1 9%	3 27%	88
Q151 "Another Set of Eyes"	77	0 0%	5 46%	3 27%	3 27%	88
Q152 "Bennis on Leadership"	58	0 0%	8 27%	15 50%	7 23%	88
Q153 "Building a Customer Driven Organization-The Manager's Role"	80	1 13%	4 50%	3 38%	0 0%	88
Q154 "Creating a Vision for School Excellence"	84	0 0%	3 75%	1 25%	0 0%	88
Q155 "Deming Library"	74	1 7%	5 36%	8 57%	0 0%	88
Q156 "Deming Program Package"	78	0 0%	5 50%	5 50%	0 0%	88
Q157 "Dreaming"	84	0 0%	3 75%	1 25%	0 0%	88
Q158 "Educational Leadership on Tape"	79	2 22%	2 22%	4 44%	1 11%	88
Q159 "Ethics in America"	76	0 0%	3 25%	6 50%	3 25%	88
Q160 "Excellence in the Public Sector"	66	0 0%	8 36%	9 41%	5 23%	88
Q161 "How to Work Effectively with the Legislature"	84	0 0%	2 50%	2 50%	0 0%	88
Q162 "How Total Quality Management Can Help Transform Schools"	80	0 0%	4 50%	3 38%	1 13%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q163 "Ken Blanchard's Building High Performance Teams"	72	1 6%	11 69%	3 19%	1 6%	88
Q164 "Leaders of the 20th Century: Portraits in Power"	75	2 15%	4 31%	5 39%	2 15%	88
Q165 "Leadership Alliance"	71	0 0%	9 53%	5 29%	3 18%	88
Q166 "Leadership in Action"	80	0 0%	5 63%	3 38%	0 0%	88
Q167 "Madeline Hunter Instructional Tapes"	73	3 20%	4 27%	8 53%	0 0%	88
Q168 "Managers Edge: Communication, Managing People, Time Management"	81	2 29%	3 43%	2 29%	0 0%	88
Q169 "Peer Coaching"	75	0 0%	6 46%	6 46%	1 8%	88
Q170 "Productivity and Self-Fulfilling Prophecy"	72	2 13%	4 25%	5 31%	5 31%	88
Q171 "Restructuring America's Schools"	77	1 9%	4 36%	5 46%	1 9%	88
Q172 "Situational Leadership"	57	1 3%	14 45%	12 39%	4 13%	88
Q173 "Styles of Leadership"	77	2 18%	8 73%	1 9%	0 0%	88
Q174 "Systematic Leadership for a New Era"	82	0 0%	4 67%	2 33%	0 0%	88
Q175 "Taking the Challenge"	82	0 0%	3 50%	3 50%	0 -%	88
Q176 "Teacher of the Year"	85	0 0%	1 33%	1 33%	1 33%	88
Q177 "The Business of Paradigms"	69	1 5%	4 21%	5 26%	9 47%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q178 "The Little Things Make a Big Difference"	86	0 0%	1 50%	0 0%	1 50%	88
Q179 "Winning at Teaching Without Beating Your Kids"	83	1 20%	0 0%	2 40%	2 40%	88
<u>Programs</u>						
Q180 "American Leadership Forum"	77	1 9%	4 36%	5 46%	1 9%	88
Q181 "An Introduction to Total Quality Education (Seminar)"	83	2 40%	2 40%	1 20%	0 0%	88
Q182 "Benchmarks Certification Workshop"	77	0 0%	4 36%	5 46%	2 18%	88
Q183 "CASEL"	83	0 0%	2 40%	2 40%	1 20%	88
Q184 "Center For The New Leadership"	80	3 38%	2 25%	3 38%	0 0%	88
Q185 "Center For Leadership Development"	65	0 0%	11 48%	10 44%	2 9%	88
Q186 "Clinical Supervision Workshops"	78	0 0%	4 40%	6 60%	0 0%	88
Q187 "Concordia Leadership Center"	79	1 11%	3 33%	5 56%	0 0%	88
Q188 "Creating a Vision for Instructional Excellence"	78	1 10%	7 70%	1 10%	1 10%	88
Q189 "Creating Districtwide Plans to Increase Student's Thinking (Retreat)"	85	1 33%	0 0%	2 67%	0 0%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q190 "Critical Issues to Restructuring the Curriculum"	85	0 0%	2 67%	1 33%	0 0%	88
Q191 "Decision Making"	84	0 0%	2 50%	2 50%	0 0%	88
Q192 "Education for the 21st Century"	81	0 0%	3 43%	4 57%	0 0%	88
Q193 "Educational Associates Program"	73	1 7%	6 40%	7 47%	1 7%	88
Q194 "Educational Leadership Program"	84	0 0%	3 75%	1 25%	0 0%	88
Q195 "Ethical Decision Making - Oklahoma LEAD"	81	0 0%	3 43%	4 57%	0 0%	88
Q196 "Executive Thinking - Tools and Roles for the School Executive"	83	0 0%	3 60%	2 40%	0 0%	88
Q197 "Expectations"	85	0 0%	1 33%	2 67%	0 0%	88
Q198 "Facilitating Change Through Collaboration - Texas LEAD"	84	0 0%	3 75%	1 25%	0 0%	88
Q199 "Facilitation and Planning Methods (ICA)"	83	0 0%	5 99%	0 0%	0 0%	88
Q200 "Far West Laboratory for Educational Research & Development"	81	0 0%	1 14%	6 86%	0 0%	88
Q201 "Hawaiian Leadership Development Program"	85	0 0%	1 33%	2 67%	0 0%	88
Q202 "How Effective Leaders Get Results"	81	1 14%	4 57%	1 14%	1 14%	88
Q203 "Impact Leadership Program"	86	1 50%	0 0%	1 50%	0 0%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q204 "Importance of Leadership Vision"	84	1 25%	2 50%	1 25%	0 0%	88
Q205 "Institute for Leadership Education"	84	1 25%	1 25%	1 25%	1 25%	88
Q206 "Institute For Educational Leadership"	76	0 0%	5 42%	5 42%	2 17%	88
Q207 "Instituting Dr. Deming's Methods"	74	1 7%	5 36%	7 50%	1 7%	88
Q208 "Instructional Leadership"	81	0 0%	3 43%	3 43%	1 14%	88
Q209 "Instructional Theory Into Practice"	80	2 25%	4 50%	2 25%	0 0%	88
Q210 "Judgment"	85	0 0%	3 99%	0 0%	0 0%	88
Q211 "Kellogg Leadership Program"	71	1 6%	8 47%	4 24%	4 24%	88
Q212 "Leadership and Planning for Quality Middle Schools"	86	0 0%	1 50%	0 0%	1 50%	88
Q213 "Leadership Development Program, Pace University"	85	1 33%	2 67%	0 0%	0 0%	88
Q214 "Leadership Development Program, University of MD"	77	1 9%	3 27%	4 36%	3 27%	88
Q215 "Leadership Development Process, DuPont"	83	0 0%	1 20%	3 60%	1 20%	88
Q216 "Leadership, Ethics, and Values Program"	86	0 0%	2 99%	0 0%	0 0%	88
Q217 "Leadership for Excellence"	82	0 0%	4 67%	2 33%	0 0%	88
Q218 "Leadership for the Love of It"	84	1 25%	2 50%	1 25%	0 0%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q219 "Leadership for Productive Schools"	82	0 0%	2 33%	3 50%	1 17%	88
Q220 "Leadership Program"	77	1 9%	2 18%	6 55%	2 18%	88
Q221 "Leadership Studies Program"	79	1 11%	4 44%	2 22%	2 22%	88
Q222 "Looking Glass, Inc"	56	0 0%	10 31%	12 38%	10 31%	88
Q223 "Managing Quality Education"	80	0 0%	3 38%	4 50%	1 13%	88
Q224 "Minimum Criteria: Staff Evaluation"	83	1 20%	2 40%	1 20%	1 20%	88
Q225 "National Center for Educational Leadership"	81	1 14%	2 29%	4 57%	0 0%	88
Q226 "National Center for School Leadership"	82	0 0%	2 33%	4 67%	0 0%	88
Q227 "National Outdoor Leadership Development"	77	3 27%	1 9%	4 36%	3 27%	88
Q228 "Organizational Ability"	86	0 0%	2 99%	0 0%	0 0%	88
Q229 "PAD"	85	0 0%	2 67%	0 0%	1 33%	88
Q230 "Positioning for Leadership"	80	0 0%	3 38%	4 50%	1 13%	88
Q231 "Positioning for Leadership Certification Workshop"	80	0 0%	2 25%	6 75%	0 0%	88
Q232 "President's Emerging Leaders Program"	84	0 0%	1 25%	3 75%	0 0%	88
Q233 "Problem Analysis Nebraska Council of School Administrators"	84	0 0%	2 50%	2 50%	0 0%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q234 "Professional Development Institute"	86	0 0%	0 0%	1 50%	1 50%	88
Q235 "Professional Leadership Program"	86	0 0%	1 50%	1 50%	0 0%	88
Q236 "Resource Allocation"	86	0 0%	1 50%	1 50%	0 0%	88
Q237 "Restructuring Schools: Challenging Roles for Administrators"	82	1 17%	3 50%	1 17%	1 17%	88
Q238 "School Discipline"	86	1 50%	1 50%	0 0%	0 9%	88
Q239 "School Improvement for Superintendents"	84	1 25%	1 25%	2 50%	0 0%	88
Q240 "Schools and Communities Cooperating for Quality"	83	1 20%	2 40%	2 40%	0 0%	88
Q241 "Second Annual Educational Leadership Forum"	84	1 25%	1 25%	1 25%	1 25%	88
Q242 "Shaping the School's Culture to Promote Student Learning"	84	0 0%	2 50%	2 50%	0 0%	88
Q243 "Site Based School Improvement"	85	1 33%	1 33%	1 33%	0 0%	88
Q244 "Site-Based Decision Making: Alternative School District Approaches"	83	1 20%	4 80%	0 0%	0 0%	88
Q245 "Site-Based Decision Making: Communication and Conflict Resolution"	83	1 20%	4 80%	0 0%	0 0%	88
Q246 "Situational Leadership Simulator"	76	0 0%	7 58%	5 42%	0 0%	88

Table 2 (continued)

<u>Resource</u>	DK #	NE # %	SE # %	E # %	VE # %	Total #
Q247 "Smith Management Program"	84	0 0%	1 25%	2 50%	1 25%	88
Q248 "Strengthening Organizations Through Individual Effectiveness"	81	2 29%	2 29%	3 43%	0 0%	88
Q249 "Supervision/Evaluation"	85	1 33%	1 33%	1 33%	0 0%	88
Q250 "Tennessee Academy for School Leaders"	83	0 0%	3 60%	1 20%	1 20%	88
Q251 "The Luse Leadership Program"	83	0 0%	2 40%	1 20%	2 40%	88
Q252 "The Madeline Hunter Institute"	79	2 22%	3 33%	4 44%	0 0%	88
Q253 "The Moral Dimensions of School Leadership"	81	0 0%	4 57%	3 43%	0 0%	88
254 "Tools for Developing Successful Executives"	74	1 7%	4 29%	7 50%	2 14%	88
Q255 "Using Your School's Student Performance Data"	83	1 20%	1 20%	2 40%	1 20%	88
Q256 "Women's Leadership Program".	77	1 9%	6 55%	2 18%	2 18%	88

The findings regarding the three research questions were addressed as follows:

Research Question 1: What centers or individuals are especially knowledgeable about resources for leadership development as determined via a "reputational" or "ex officio" approach?

The initial survey, mailed to 56 LEAD program directors

identified in Table 1, Chapter 3, yielded 36 (64%) returns after a follow up mailing, telephone, and facsimile calls. Fifty-six LEAD directors identified 220 experts and centers in leadership development as shown in Table 3. Most of the experts identified were individuals; however, 15 of those identified were leadership development organizations actively involved in leadership training programs.

Table 3

Names and Location of 220 Experts and Centers

Weston H. Agor	Karen Aka	Tom Albright
Russell Ames	Carol L. Anderson	R. Neal Appleby
Richard B. Artman	Clifford Baden	Jack V. Balderson
David C. Ballinger	Robert L. Barber	Bruce Barnett
Sheridan Barker	Renee Barrett	Bernard Bass
Mary H. Beaven	Diane T. Bennett	Sandra Berry
Neal R. Berte	Judy Biggs	Cathy Birmingham
Bill Blokker	Sara Boatman	Lee Bolman
Dale Bolton	Elizabeth Bolton	David Boothe
Judy Bramlett	Mary Jacque Brauer	Patrick Brown
Richard Brown	K. Cleveland-Bull	John O. Burtis
Fran Capra	Sue Carpenter	Maureen Cassidy
Raymond P. Ceienk	Evelyn Chatmon	Jack M. Christ
Terri Clay	Katherine Lee Cole	Ross F. Conner
Kevin J. Copestick	Thomas J. Cosgrove	Keith Cotroneo
Alton Crews	Thomas E. Cronin	Sandra Crowley
Carol Cummings	Michael Cushman	Robert Dale
Rich Dawson	Larry Decker	Ronald Deluga
Donna Dennis	Mary Ellen Drushal	Edward Easton
Gil W. Fairholm	Russell Fanneli	Alice Faron
Richard Farson	Harry Faulk	Richard Feinberg
Mike Friend	Faith Fogle	Ann Ford

Table 3 (Continued)

Names and Location of 220 Experts and Centers

Pat Forsyth	Novella Fortner	Nicholas Franham
Bob Frossard	R. & D. Fulton	C. Stephen Gaddy
Tim Gallineau	John Gardner	Doug Gatchell
E. Newman Geerling	H. Scott Gehring	Carl Glickman
Adam J. Goodman	Madeleine Green	Stephen Green
Elinor Greenberg	Donn Gresso	Warren Groff
Neil Guiliano	Nisha Gupta	Marsha Paur Hall
Douglas Hallatt	Phil Hallinger	Jane Hammond
N. Hanna-Galster	Richard Harpum	Harriet Harral
Joseph R. Harris	Philip Harris	Sally Harris
Kathy Hatfield	John Hawes	Barbie Haynes
Julie Heliweg	Judith Henry	Paul Hersey
Reginald High	E. W. Hollenbeck	Mary Beth Holm
Shirley Hord	Madeline Hunter	Glenn Jacobus
William Jenkins	C. Wolf Johnson	Herbert Kindler
Susan Knowles	Christine Langone	Diane Lassman
William Lawrence	Dick Leatherman	Ginny Lee
Nancy Leinius	Suzanne Liberty	Susan C. Lowance
Nance Lucas	Carolyn Lyles	Gerald McCarthy
Sharon A. McDade	Mary McGhee	William McKinney
Judy McKnight	Reola McLeod	Hugh McManamon
W. Larry Markley	David Martin	Cynthia Mayo

Table 3 (Continued)

Names and Location of 220 Experts and Centers

Larry Mealy	Fred Medinger	Karen Melina
Manu Meyer	C. W. Millard	Cheryl Miller
Lorna Miller	Mary Miller	Peter Mitchell
James Monasmith	Hunter Moorman	Grace Morlock
Joe Murphy	Joan Murry	Ivan Muse
Richard Mynatt	Ralph Nelsen	Edwin C. Nelson
E. Coburn Morris	G. Lamacchia Paris	Stephanie Parker
Sidney J. Parnes	Gerald Pavloff	Sara Phillips
C. William Philips	A. Laird Pfeiffer	Kenneth E. Pigg
Barry Posner	Gerald Prince	Howard T. Prince, II
Michael Quinn	Edward Raiola	J. Randolph
William Reckmeyer	Donald E. Rice	Shelley Robbins
Elaine Roberts	Patrick A. Rogers	Ronald H. Romine
Phillip Rothschild	Linda B. Rudolph	Phil Schlecty
Kenneth L. Schwab	Charles Schwahn	Patricia Schmuck
Sally Sharp	R. Mike Simmons	Fudrun Sindermann
Stephanie Siri	Larry Slesinger	David C. Smith
Jacquelyn R. Smith	James Smith	Larry Spears
Timothy Stanton	Rhonda Strouse	Robert L. Taylor
Diane Thomas	Roger Thaler	Diane L. Thompson
Gary Ubben	Albert Vicere	Fredric A Waldstein
Ellen Waterman	Maurice Wear	Pat Wesley

Table 3 (Continued)

Names and Location of 220 Experts and Centers

Peter Wilson	Katherine Wallin	Eugene R. Watson
Lovett Weems	Elaine Willers	Shay Willis
Dennis Young		

Names and Location of Centers

The Bush Foundation St. Paul, MN	CATALYST New York, NY
Center for Creative Ldrshp. Greensboro, NC	Center for Leadership Development Washington, DC
Center for the New Leadership Falls Church, VA	Educational Leadership Program New York, NY
Institute for Educational Leadership Washington, DC	International Leadership Center Dallas, TX
Leadership Studies Production, Inc. Escondido, CA	Management Development Services, Inc. Morristown, NJ
National Committee Citizen in Education Washington, DC	NPL, Inc. Houston, TX
Public Leadership Educational Network Washington, DC	Roundtable Film & Video Beverly Hills, CA
Williamsburg Development Institute Williamsburg, VA	

Of the 220 experts in leadership development identified in the initial survey, 80 were female and 140 were male. The final surveys were mailed to the 220 identified experts in leadership development. From those surveys, 100 (39 female and 61 male) experts responded. Thirty four (80%) female experts responding, sent in usable instruments while five female experts (8%) responding with comments only. Fifty four (39%) of the male experts responding, returned usable instruments with seven (11%) responding with comments only.

Research Question 2: What important materials reported to foster leadership development do experts in the field identify?

The LEAD directors identified 256 resources for leadership development. The results were reported in Table 2. Four categories of important materials were naturally clustered by responses. There were 19 "Instruments", 128 "Books and Other Printed Materials", 32 "Audio and Video Tapes", and 77 "Programs" that were reported to foster leadership development.

Research Question 3: What level of agreement on effectiveness can be achieved for these materials?

established at 30% or more. To determine effectiveness, a decision was made that 60% or those rating a particular material or resource would choose either effective or very effective.

Thirty percent was chosen as the cut-off rate for Table 4 in order to include at least one resource in each of the four categories. Had the cut-off been 40% or more, there would have been no programs included in the table of familiar resources. Although there were few respondents on several of the resources, all were considered important since leadership development experts were chosen for the initial survey. Those experts sent names of others whom they considered experts in the field of leadership development. Eighty-eight of those experts selected by LEAD directors responded to the final survey from which the tables were built. Resources in Table 4 were those known by 30 % or more of the leadership development experts who responded to the survey. All respondents who selected "not effective", "somewhat effective", effective" or "very effective" were considered familiar with the resource.

Table 4

Resources Known by Thirty Percent or More of the Leadership
Development Experts Responding

Legend: # = number of respondents		
% = percentage of the experts responding familiar with the resource listed		
<u>Resource</u>	<u>#</u>	<u>%</u>
<u>Instruments</u>		
Q3 "California Psychological Inventory"	34	39
Q4 "FIRO-B"	45	51
Q8 "LEAD"	58	66
Q9 "Leadership Development Behavioral Feedback"	39	44
Q10 "Leadership Style Indicator"	32	36
Q11 "Leadership Behavior Analysis"	47	53
Q12 "Leadership Decision Style Survey"	32	36
Q14 "Myers-Briggs Type Indicator "	81	92
<u>Books and Other Printed Materials</u>		
Q20 "1991 Annual: Developing Human Resources"	49	56
Q22 "A Place Called School: Prospects for The Future"	30	34
Q24 "A Passion for Excellence: The Leadership Difference"	70	81
Q25 "A Force For Change: How Leadership Differs From Management"	36	41
Q34 "Charismatic Leader: Behind the Mystique "	33	38
Q46 "Change Masters: Innovation for Productivity in the American Corporation"	50	57
Q48 "Effective Executive"	42	48
Q52 "Female Advantage: Women's Ways of Leadership"	37	42
Q53 "Feminine Leadership or How to Succeed"	31	35

Table 4 (continued)

Resource	#	%
Q54 "Functions of the Executive"	32	36
Q59 "High School: A Report on Secondary Education in America"	25	28
Q64 "In Search of Excellence: Lessons from America's Best Run Companies"	76	86
Q65 "Increasing Leadership Effectiveness"	39	44
Q68 "Leader Effectiveness Training"	33	38
Q70 "Leaders: The Strategies for Taking Charge"	67	76
Q71 "Leadership"	62	70
Q72 "Leadership and the One Minute Manager"	72	82
Q73 "Leadership for the Twenty-First Century"	31	35
Q74 "Leadership Challenge: How to Get Extraordinary Things Done"	58	66
Q75 "Leadership Education: 1990 Source Book"	47	53
Q76 "Leadership is an Art"	45	51
Q77 "Leadership Challenge"	39	44
Q79 "Leadership in Organizations"	36	41
Q87 "Management of Organizational Behavior: Utilizing Human Resources"	45	51
Q88 "Managing the Nonprofit Organization"	39	44
Q89 "Measures of Leadership"	45	51
Q90 "Megatrends 2000"	64	73
Q93 "On Becoming a Leader"	70	80
121 "Seven Habits of Highly Effective People: Restoring the Character Ethic"	56	64
Q130 "The Empowered Manager"	33	38
Q131 "The Fifth Discipline: The Art and Practice of the Learning Organization"	33	38
Q133 "The Transformational Leader"	44	50
Q137 "Thriving on Chaos: Handbook for a Management Revolution"	51	58
Q144 "When Giants Learn to Dance"	31	35

<u>Resource</u>	<u>#</u>	<u>%</u>
Q145 "Why Leaders Can't Lead: The Unconscious Conspiracy Continues"	56	64
<u>Video and Audio Tapes</u>		
Q148 "A Passion for Excellence"	48	55
Q149 "Abilene Paradox"	35	40
Q152 "Bennis on Leadership"	30	34
Q172 "Situational Leadership"	31	35
<u>Programs</u>		
Q222 "Looking Glass, Inc."	32	36

In Table 4, Instruments category, 81 (92%) of the respondents were familiar with Myers-Briggs Type Indicator, 58 (66%) had knowledge of LEAD, 47 (53%) knew something of Leadership Development Behavioral Feedback, and 45 (51%) were acquainted with FIRO-B. Books considered well known included Peters' In Search of Excellence: Lessons from America's Best Run Companies that was rated the most familiar book by 76 (86%) and A Passion for Excellence: The Leadership Difference, of which 70 (81%) of the responding experts were familiar. Blanchard's leadership and the One Minute Manager was known by 72 (82%), while Bennis' On Becoming a Leader, was familiar to 70 (80%) of those respondents returning the final survey. Leaders: the Strategies for Taking Charge was familiar to 67 (76%) of respondents. Naisbitt's Megatrends 2000 was familiar to 64 (73%), Gardner's Leadership was rated known by 62 (70%) experts, and Leadership Challenge was known by 58 (66%).

The Video and Audio Tape category showed Peters' A Passion For Excellence rated by 48 (55%); Abilene Paradox, 35 (40%) experts familiar; Situational Leadership, was familiar to 31 (35%) of the respondents and Bennis on Leadership was familiar to 30 (34%) of those responding. The Looking Glass program was known by 32 (36%) of those responding. More resource familiarity ratings can be seen in Table 4.

Effectiveness. As stated earlier, for purposes of this study, all those resources rated "Effective" (E), and "Very Effective" (VE), were considered as being effective. Table 5 reports those resources seen by the respondents as the effective leadership development resources from the list supplied to them. Resources as shown in Table 5, were rated effective by 60% or more of those experts rating that resource. Sixty percent was chosen for the cut-off rate in Table 5 because it included more than half of the responses given by experts to a particular resource, as well as, giving a more robust selection of resources considered effective.

Table 5

Resources Rated Effective or Very Effective by Sixty Percent or More of the Leadership Development Experts Responding

Legend: # = number of respondents % = percentage of experts rating the resource effective or very effective		
<u>Resource</u>	<u>#</u>	<u>%</u>
<u>Instruments</u>		
Q9 "Leadership Development Behavioral Feedback"	26	67
Q14 "Myers-Briggs Type Indicator "	55	68
<u>Books and Other Printed Materials</u>		
Q20 "1991 Annual: Developing Human Resources	33	67
Q25 "A Force For Change: How Leadership Differs From Management"	26	67
Q29 "Beyond Ambition: How Managers Can Lead Better"	11	61
Q32 "Change by Design"	12	63
Q46 "Change Masters: Innovation for Productivity in the American Corporation"	34	68
Q48 "Effective Executive"	26	62
Q60 "Horace's Compromise: The Dilemma of the American High School"	17	61
Q70 "Leaders: The Strategies for Taking Charge"	45	67
Q71 "Leadership"	42	68
Q74 "Leadership Challenge: How to Get Extraordinary Things Done"	42	72
Q76 "Leadership is an Art"	31	69
Q77 "Leadership Challenge"	27	69
Q80 "Leadership and the Quest for Integrity"	9	60
Q93 "On Becoming a Leader"	52	74

Table 5 (continued)

<u>Resource</u>	<u>#</u>	<u>%</u>
Q94 "On Leadership"	54	84
Q120 "Servant Leadership: A Journey Into the Nature of Legitimate Power"	26	67
Q121 "Seven Habits of Highly Effective People: Restoring the Character Ethic"	42	75
Q123 "Straight Talk for Monday Morning"	8	62
Q127 "Taking Charge of Change"	11	61
Q130 "The Empowered Manager"	24	73
Q132 "The New Meaning of Educational Change"	8	67
Q136 "The Ethics of School Administration"	8	62
Q144 "When Giants Learn to Dance"	21	68
<u>Video and Audio Tapes</u>		
Q148 "A Passion for Excellence"	36	75
Q149 "Abilene Paradox"	23	66
Q152 "Bennis on Leadership"	22	73
Q159 "Ethics in America"	9	75
Q160 "Excellence in the Public Sector"	14	64
Q170 "Productivity and Self-Fulfilling Prophecy"	10	63
Q176 "Teacher of the Year"	2	67
Q177 "The Business of Paradigms"	14	74
<u>Programs</u>		
Q182 "Benchmarks Certification Workshop"	7	64
Q183 "CASEL"	3	60
Q186 "Clinical Supervision Workshops"	6	60
Q197 "Expectations"	2	67
Q200 "Far West Laboratory for Educational Research & Development"	6	86
Q201 "Hawaiian Leadership Development Program"	2	67

<u>Resource</u>	#	%
Q214 "Leadership Development Program, University of MD"	7	64
Q215 "Leadership Development Process, DuPont"	4	80
Q219 "Leadership for Productive Schools"	4	67
Q220 "Leadership Program"	8	73
Q222 "Looking Glass, Inc"	22	69
Q223 "Managing Quality Education"	5	63
Q226 "National Center for School Leadership"	4	67
Q227 "National Outdoor Leadership Development"	7	64
Q230 "Positioning for Leadership"	5	63
Q231 "Positioning for Leadership Certification Workshop"	6	75
Q232 "President's Emerging Leaders Program"	3	75
Q247 "Smith Management Program"	3	75
Q251 "The Luse Leadership Program"	3	60
Q254 "Tools for Developing Successful Executives"	9	64
Q255 "Using Your School's Student Performance Data"	3	60

Of those instruments rated effective in the list provided in Table 5, the Myers-Briggs Type Indicator was considered 55 (68%) effective while the Leadership Development Behavioral Feedback Instrument, was considered effective by 26 (67%) of those experts responding to this survey.

Of the books rated effective Bennis' On Leadership, 54 (84%) received the highest effective rating of those rating

the resources. Seven Habits of Highly Effective People: Restoring the Character Ethic, by Stephen Covey was rated second most highly effective by 42 (75%) respondents.

Audio and video tapes rated most effective included A Passion for Excellence by Tom Peters (rated most effective by 36 (75%) of those experts responding), while 9 (75%) of those rating Ethics in America also rated it effective. The Business of Paradigms by Joel Barker was ranked effective by 14 (74%) and Bennis on Leadership, by Warren Bennis was rated effective by 22 (73%) of the experts responding.

Far West Laboratory for Educational Research and Development program was rated effective by 6 (86%) of the experts who recognized it. The DuPont Leadership Development Process was rated effective by 4 (80%) of the experts responding who recognized the program.

Table 6 reported those resources that were identified as the most well known leadership development resources as well as the most effective resources. These resources were well known by 30% or more of the leadership experts and were perceived to be effective by 60% or more of the leadership experts responding.

Table 6

Most Well Known and Effective Leadership DevelopmentResources

Instruments

1. Myers-Briggs Type Indicator
Isabel Briggs Myers
(Q14, 68%)
2. Leadership Development Behavioral Feedback
Center for Creative Leadership
(Q9, 67%)

Books

1. Seven Habits of Highly Effective People; Restoring the Character Ethic, 1989, Stephen K. Covey
Simon & Shuster, NY
(Q121, 75%)
2. On Becoming a Leader
1989, Warren Bennis
Addison Wesley, Reading, MA
(Q93, 74%)
3. Leadership Challenges: How to Get Extraordinary Things Done in Organizations, 1987, J. Kouzes and B. Posner
Jossey-Bass, San Francisco, CA
(Q74, 73%)
4. The Empowered Manager,
Jossey-Bass, San Francisco, CA
(Q130, 73%)
5. Leadership is an Art, 1988, Max DePree
Doubleday, NY
(Q76, 69%)

*Percentage of total respondents rating the items as familiar and effective is given in parenthesis.

Table 6 (Continued)

Most Well Known and Effective Leadership DevelopmentResources

-
6. 1991 Annual: Developing Human Resources, 1991, J. W. Pfeiffer, ed.
University Associates, San Diego, CA
(Q20, 68%)
 7. Change Masters: Innovation for Productivity in the American Corporation, 1985, R. M. Kanter
Touchstone Books, NY, NY
(Q46, 68%)
 8. When Giants Learn to Dance: Mastering the Challenge and Strategy, Management, and Careers in the 1990s, 1989, R. M. Kanter
Simon and Shuster
(Q144, 68%)
 9. A Force for Change: How Leadership Differs from Management, J. P. Kotter
Free Press, NY, NY
(Q25, 67%)
 10. Leaders: The Strategies for Taking Charge, 1986, Warren Bennis and Bert Nanus
Harper and Row, NY
(Q70, 67%)
 11. Leadership, 1978, J. N. Burns
Harper and Row, NY
(Q71, 67%)
 12. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness, R. K. Greenleaf
Paulist Press, NY
(Q120, 67%)
 13. Effective Executive, 1969, Peter Drucker
Harper & Row, NY
(Q48, 61%)
-

Table 6 (Continued)

Most Well Known and Effective Leadership Development
Resources

Tapes

-
1. A Passion for Excellence, VHS, Tom Peters
Blanchard Training and Development
(Q148, 75%)
 2. Abilene Paradox, VHS, 1985
(Q149, 66%)
 3. Bennis on Leadership, VHS, Warren Bennis
Wilson Learning Corporation
(Q152, 73%)
-

Programs

-
1. Looking Glass, Inc., University Edition, Lombardo,
McCall and Devries, Center for Creative Leadership,
Greensboro, NC
(Q222, 69%)
-

Resources listed in the final survey rated both effective and well known by those leadership experts responding included the following: Instruments category, Myers Briggs Type Indicator at 68% and Leadership Development Behavioral Feedback at 67%. In the Books category, Seven Habits of Highly Effective People: Restoring the Character Ethic, by S. K. Covey, at 75%, On Becoming a Leader, by W. Bennis, at 74%, Leadership Challenge: How to Get Extraordinary Things Done in Organizations, by J.

Kouzes & B. Posner were rated both well known and effective. Looking Glass, Inc. rated highly effective and well known in the programs category. Other effective and well known resources may be located in Table 6 and Figure 4, with individual categories of instruments, books and other printed materials, audio and video tapes, and programs depicted separately in Figures 5, 6, 7, and 8.

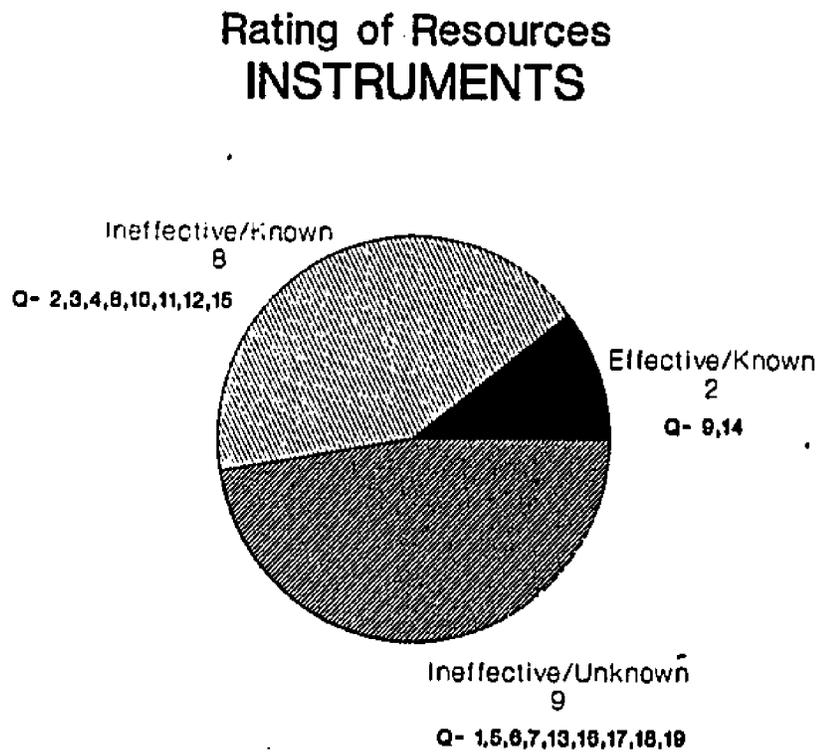
Figure 4 depicts a quadrant of resources which are either highly effective and highly known; highly effective and unknown; ineffective and well known; or ineffective and unknown, depending upon the ratings given the resource by the expert. Highly effective and highly known resources, such as the book, Seven Habits of Highly Effective People: Restoring the Character Ethic, by S. K. Covey, were familiar to 30% or more of the experts and were thought to be highly effective in leadership development by 60% or more of the experts.

Highly effective and unknown resources, such as, the 1974 video tape Productivity and Self-Fulfilling Prophecy were unfamiliar to 70% or more of the experts responding while those who did know of the resource rated it 60% or more effective.

Figure 4. Familiarity and Effectiveness

		EFFECTIVE	
		high	low
KNOWN	high	Q9, 14, 20, 25, 46, 70, 71, 74, 76, 77, 93, 94, 120, 121, 130 133, 144, 148, 149, 152, 222	Q2, 3, 4, 8, 10, 11, 12, 15, 22, 24, 34, 52, 53, 54, 60, 64, 65, 68, 69, 72, 73, 75, 79, 87, 88, 89, 90, 101, 131, 137, 145, 172
	low	Q29, 32, 80, 123, 127, 132, 136 159, 160, 170, 176, 177, 179, 182, 183, 186, 189, 197, 200, 201, 214, 215, 219, 220, 223, 226, 227, 230, 231, 232, 234, 247, 251, 254, 255	Q1, 5, 6, 7, 13, 16, 17, 18, 19, 21, 23, 26, 27, 28, 30, 31, 33, 35-45, 47, 49, 50, 51, 55-59, 61, 62, 63, 66, 67, 78, 81-86, 91, 92, 95-100, 102-119, 122, 124, 125, 126, 128, 129, 134, 135, 138-143, 146, 147, 150, 151, 153-158, 161-169, 171, 173-175, 178, 180, 181, 184, 185, 187, 188, 190-196, 198, 199, 202-213, 216-218, 221, 224, 225, 228, 229, 233, 235- 246, 248, 249, 250, 253, 256

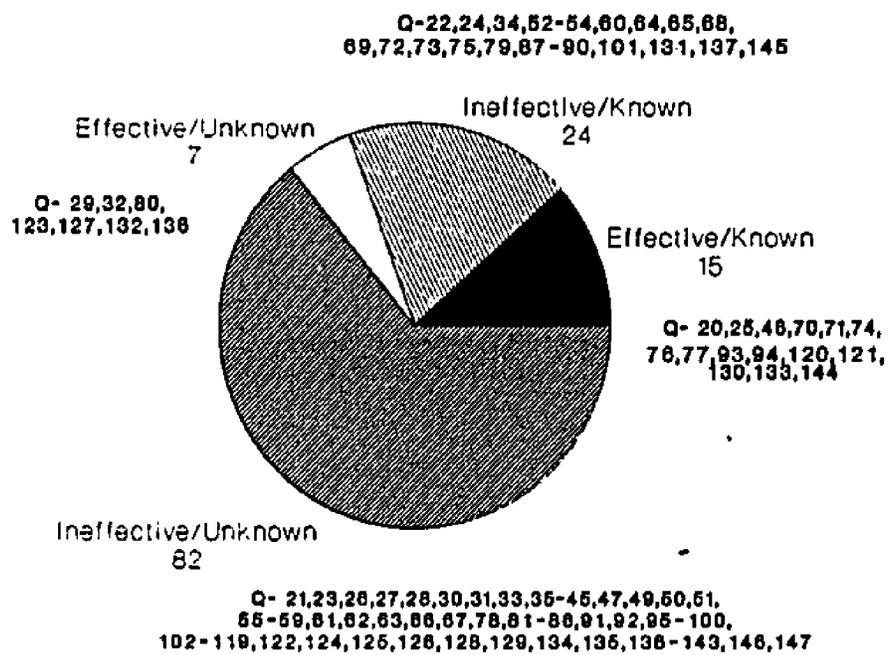
Figure 5. Rating of Resources Instruments



See text for resources

Figure 6. Rating of Resources Books and Other Printed Materials

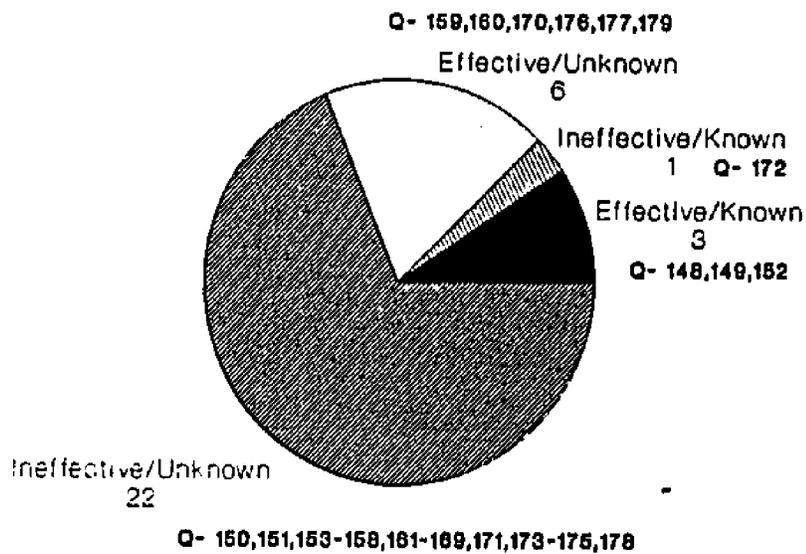
Rating of Resources BOOKS & OTHER PRINTED MATERIALS



See text for resources

Figure 7. Rating of Resources: Video and Audio Tapes

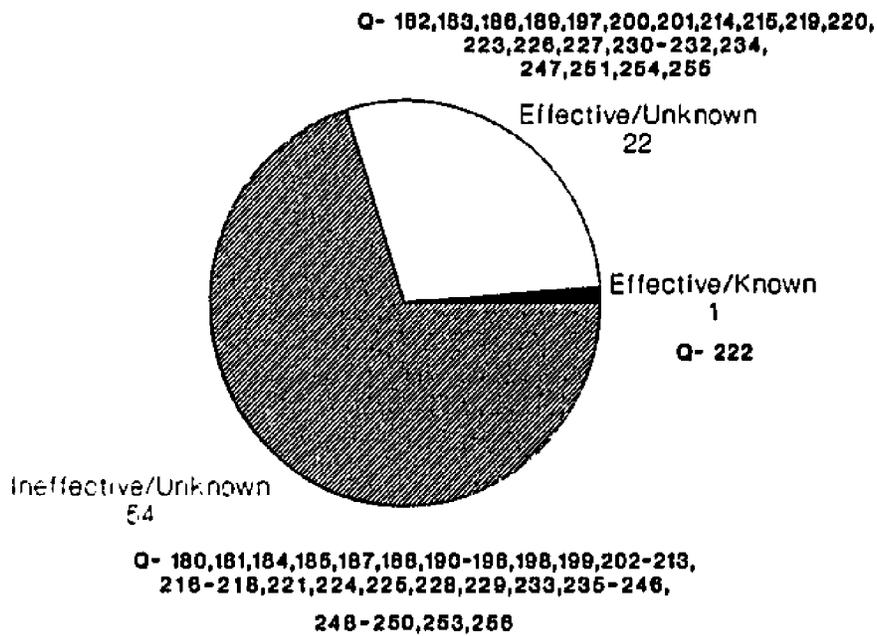
Rating of Resources VIDEO & AUDIO TAPES



See text for resources

Figure 8. Rating of Resources Programs

Rating of Resources PROGRAMS



See text for resources

Ineffective but known resources known by 30% or more of the respondents but rated effective by 59% or less. Ineffective and unknown resources were known by 29% or fewer of the respondents and were rated effective by 59% or fewer.

Summary

The data analyses reported in this chapter included a compilation of lists of experts and centers listing nominated resources and materials and compilations of frequencies and percentages of responses. Figures and tables reported the data in terms of the research questions.

CHAPTER 5
SUMMARY OF STUDY, FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

Chapter 5 reflected on the data analyses that were addressed in Chapter 4. It contained a summary, findings, conclusions, implications for practice, and recommendations.

Summary of Study

In this descriptive study, three research questions were formulated. A modified version of Hunter's reputational technique was used to collect data through a snowball sampling of the selected population. In phase I of the study, a survey was developed, validated, and mailed to 56 LEAD directors in all 50 states, yielding 34 (64%) returns, which were used in creation of the final questionnaire.

In phase II of the study, the final instrument, including 256 identified resources was developed, validated, and mailed to 220 experts in leadership development identified in the initial survey. A return of 88 (40%) of the questionnaires identified leadership development resources selected experts rated effective. The 19 instruments, 128 books or other printed materials, 32 audio or video tapes, and 77 programs identified through the Likert-type scale.

The purpose of this study was to determine the resources selected leaders indicated were effective in helping leaders discover, foster and implement skills for the continuing professional development of leaders. The identification of resources or resource collections available to develop potential for individual leadership and to enhance the environment that fosters growth and development in leadership, would assist educational administrators and other professionals in their roles of managing a successful lifelong training process.

Agreement on materials needed in developing leadership capabilities would allow any organization to set up, operate, and maintain a basic collection of materials to enhance leadership development. This basic collection, with continuing revision, could provide access to significant materials for individuals wishing to further develop leadership skills.

Findings

Data analyses provided the following findings:

1. Leadership development experts proved to be able to identify resources as indicated by the 256 nominations.
2. LEAD directors were willing to identify experts and centers knowledgeable in leadership development as evidenced by the 220 experts named in the original survey.
3. Nominees were interested in the opinions of other experts about newly developed resources as evidenced by

requests for copies of the results of the study.

4. It appears that some persons responsible for leadership development want to have a larger repertoire of available resources in the field of leadership development as evidenced by the 12% of those responding experts commenting that more personal knowledge was needed.

5. Resources and materials rated by the respondents as to effectiveness and familiarity were classifiable as "effective and known" (21), "ineffective and known" (33), "effective and unknown" (35), and "ineffective and unknown" (167).

6. With 54 of the 256 resources meeting the 30% and above familiarity criteria for "well known" classification, 56 resources meeting the 60% or above standard selected for "effectiveness" classification, and only 21 meeting criteria for both classifications, the majority of the materials were not found to be familiar and effective.

Conclusions

1. The final instrument contained a large number of resources. These were divided into the four categories as follows: (1) instruments, (2) books and other printed materials, (3) audio and video tapes, and (4) programs. Because of the pattern of responses, it is possible that more resources would have been selected and more experts would have responded if the questionnaire had been split in some fashion and sent to portions of the population.

2. Effective schools center around effective leaders; therefore, improving a school administrator's skills should impact positively on the teaching or learning environment; therefore, staff development efforts should emphasize leadership development.

3. There are materials and resources which can be compiled and used to enhance leadership development; therefore, these resources should be made available to organizations in need of developing leaders. Persons responsible for staff development in local school systems should make these resources available to individuals in their school systems wishing or needing to develop leadership abilities.

4. Individuals responding to the questionnaire and those being interviewed were knowledgeable administrators involved in leadership development. Opinions of experts may be useful when considering acquisition of resources for leadership development.

5. Identification of leadership-development materials may result in formation of professional-development collections. Although it may not be fiscally possible to make all the recommended resources available, local school systems could make available as many of the self-development resources as budgets will allow since costs of additional personnel or consultants are often prohibitive.

6. Some materials were ranked more successful in fostering leadership development than other resources. With limited budgets, those most successful resources might be procured initially in order to be efficient and effective in financial matters as well as in leadership development efforts.

Recommendations

The following recommendations are suggested for further research:

1. This study is embryonic and should be expanded or modified and updated annually.
2. A study about effective leadership development resources should be conducted periodically in order to keep abreast of new material and resources.
3. A rigorous design is required to establish clearly what materials and resources are widely enough known to provide more useful ratings.
4. A second or third round of the Hunter technique is recommended to clearly establish the reputation of both the experts and the resources nominated.

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APPENDIX

APPENDIX A
INSTRUMENTS



Post Office Box 1517
Johnson City, TN 37605
(615) 926-1131

Dr. R. Mike Simmons,
Superintendent

January 7, 1992

Dear Administrator:

In December, 1991 I distributed a survey to all LEAD directors. It was printed on green and red paper, had a self-addressed stamped envelope enclosed and concerned effective leadership development materials and other expert sources I might contact. I had requested that these be returned by December 31, 1991. Because of the holiday, I am asking that you return your responses at any time during the month of January, 1992.

I need time to compile your responses, complete an additional survey using the sources and materials you have listed, and complete my research project by early March, 1992, in order to receive my doctoral degree in May, 1992. Your assistance is very valuable to me.

The information collected will be used in recommending a basic resource collection for continuing professional education and staff development. In the event that you did not receive the questionnaire, I have included another copy with this follow-up letter. I need your response and would appreciate your expert input.

Sincerely,

JoAn Trentham Nicholls

JoAn Trentham Nicholls
Materials Supervisor
Johnson City Schools
PO # 1517
Johnson City, TN 37601
FAX 615-926-9306

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LEADERSHIP RESOURCES SURVEY

DIRECTIONS: Please list the materials or resources that you recommend as excellent for leadership training. In the space for 'Category' please list one of the following: book, monograph, pamphlet, audio tape, video tape, video disk, interactive video, computer software, or another category from your program.

6. Title _____

Publisher _____ Cost _____ Category _____

Address _____

7. Title _____

Publisher _____ Cost _____ Category _____

Address _____

8. Title _____

Publisher _____ Cost _____ Category _____

Address _____

9. Title _____

Publisher _____ Cost _____ Category _____

Address _____

10. Title _____

Publisher _____ Cost _____ Category _____

Address _____

JoAn Trentham Nicholls
3300 Honywood Drive
Johnson City, TN 37604

DIRECTIONS: Please list the materials or resources that you recommend as excellent for leadership training.	Book	Videotape	Interactive Video	Audio Cassette	Other Printed
7. Title _____					
Publisher _____ Cost _____					
8. Title _____					
Publisher _____ Cost _____					
9. Title _____					
Publisher _____ Cost _____					
10. Title _____					
Publisher _____ Cost _____					
11. Title _____					
Publisher _____ Cost _____					
12. Title _____					
Publisher _____ Cost _____					

DIRECTIONS: Please list the materials or resources that you recommend as excellent for leadership training.		Book	Videotape	Interactive Video	Audio Cassette	Other Printed
13. Title _____						
Publisher _____ Cost _____						
14. Title _____						
Publisher _____ Cost _____						
15. Title _____						
Publisher _____ Cost _____						
16. Title _____						
Publisher _____ Cost _____						
17. Title _____						
Publisher _____ Cost _____						
18. Title _____						
Publisher _____ Cost _____						

DIRECTIONS: Please list the materials or resources that you recommend as excellent for leadership training.	Book	Video: tape	Interactive Video	Audio Cassette	Other Printed
19. Title _____ Publisher _____ Cost _____					
20. Title _____ Publisher _____ Cost _____					
21. Title _____ Publisher _____ Cost _____					
22. Title _____ Publisher _____ Cost _____					
23. Title _____ Publisher _____ Cost _____					
24. Title _____ Publisher _____ Cost _____					

What other centers or individuals do you recommend for further collection of this information?

1. Name of Center or Individual: _____
Address: _____
Telephone: () _____
FAX: () _____
2. Name of Center or Individual: _____
Address: _____
Telephone: () _____
FAX: () _____
3. Name of Center or Individual: _____
Address: _____
Telephone: () _____
FAX: () _____
4. Name of Center or Individual: _____
Address: _____
Telephone: () _____
FAX: () _____
5. Name of Center or Individual: _____
Address: _____
Telephone: () _____
FAX: () _____

Please send annotated bibliographies if available.



Post Office Box 1517
Johnson City, TN 37605
(615) 926-1131

Dr. R. Mike Simmons,
Superintendent

February 14, 1992

Dear Leadership Development Expert,

I am currently a doctoral student at East Tennessee State University as well as a supervisor in the Johnson City Public Schools. In order to complete my degree as scheduled, I need your assistance in returning the enclosed survey by February 25th! Please complete your survey and return it in the enclosed self-addressed, stamped envelope.

When asked to identify outstanding people in the field of leadership development, LEAD Directors nation-wide identified you as one of these experts. These practitioners in the field of leadership development also listed resources which have been the most successful when used in their leadership development programs. To further refine the collection, your input is needed.

The identification of resources or resource collections available for leadership development, would assist educational administrators and other professionals in roles of managing a successful lifelong training process. This collection, with continuing revision, can provide access to significant materials for institutions and individuals wishing to further develop leadership skills.

In appreciation for the time and expertise used to complete the enclosed survey, a bibliography of the final selections is available to those making that request at the end of the instrument.

Sincerely,

JoAn Trentham Nicholls
JoAn Trentham Nicholls

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Post Office Box 1517
Johnson City, TN 37605
(615) 926-1131

Dr. R. Mike Simmons,
Superintendent

February 28, 1992

Dear Leadership Development Expert:

Recently I sent you a survey concerning your opinion of effective leadership development resources. The responses have been very rewarding. Having been a teacher for eight years and a school librarian for 13 years, your responses have made me extremely proud to be a public school supervisor involved in staff development.

We allowed a deadline of February 25, 1992, for the first mailing and feel that some of you could not meet that time frame. We would like to encourage each of you to participate in this study which will allow opinions of experts to influence the selection of resources for leadership development.

The survey instrument sent to you has not been received at this time. I have enclosed an additional copy of the survey instrument along with a stamped, self-addressed envelope, just in case the initial instrument has been replaced. It would be greatly appreciated if you would take time to complete the survey so that my results will be as complete as possible.

This study is for the purpose of completing a Doctorate in Educational Administration and the results will be used for that purpose, as well as, to provide a current listing of effective resources selected by experts in leadership development. I will use the results to plan for the Professional Library holdings in the Johnson City School System and will make the list available to those of you requesting a copy.

Thank you for taking your valuable time to assist in making this study a success.

Sincerely,

JoAn Trentham Nicholls

JoAn Trentham Nicholls
3300 Honeywood Drive
Johnson City, TN 37604

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LEADERSHIP DEVELOPMENT MATERIALS EFFECTIVENESS SURVEY

DIRECTIONS: PLEASE CHECK THE INDICATORS WHICH MOST NEARLY DESCRIBE THE POTENTIAL OF THESE LEADERSHIP DEVELOPMENT RESOURCES.

Please use the following:

don't know
not effective
somewhat effective
effective
very effective

The purpose of this study is to determine the resources selected leaders believe are most effective in discovering, fostering and implementing skills to enhance the continuing professional development of leaders.

ASSUMPTIONS

1. Effective schools center around effective leaders; therefore, improving a school administrator's skills should impact positively on the teaching or learning environment.
2. There are materials which can be compiled and used to enhance leadership development.
3. Individuals responding to the questionnaire and those being interviewed are knowledgeable administrators involved in leadership development.
4. Some materials are more successful in fostering leadership development than others.
5. Identification and existence of leadership development materials can result in formation of professional development collections.

	NOT EFFECTIVE	SOMEWHAT EFFECTIVE	EFFE CTIVE	VERY EFFE CTIVE
<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>				
CATEGORY: INSTRUMENTS				
1. <u>Administrator Diagnostic Inventory</u> , National Association of Elementary School Principals				
2. <u>Benchmarks: Developmental Reference Points for Supervisors and Executives</u> , Michael K. Lumbardo & Cynthia McNeely				
3. <u>California Psychological Inventory</u> , Consulting Psychologists Press, Palo Alto, CA				
4. <u>FIRD-I</u> , VIII Schetz, Ph.D.				
5. <u>Success Style Billimeter</u> , Tony Gregory, Columbia, CT				
6. <u>Hidden Risers Test-CF-1</u> , Center for Creative Leadership, Greensboro, NC				

	NOT EFFECTIVE	SOMEWHAT EFFECTIVE	EFFE CTIVE	VERY EFFE CTIVE
<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>				
7. <u>Kirton Adaption Invention Inventory</u> , R. J. Kirton				
8. <u>LEAD</u> , Blanchard Training & Development				
9. <u>Leadership Development Behavioral Checklist</u> , Center for Creative Leadership				
10. <u>Leadership Style Indicator</u> , Robert S. Bailey, 1991, CCL				
11. <u>Leadership Behavior Analysis</u> , Blanchard Training & Development				
12. <u>Leadership Decision Style Survey</u> , Center for Creative Leadership				
13. <u>Managerial Job Satisfaction Questionnaire</u>				
14. <u>Hidden-Risers True Indicator</u> , Lowell Briggs Myers				

<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
15. <u>Personal Profile System</u> , Performance Division of Carlson Learning; Minneapolis, MN					
16. <u>Shuler Inventory of Living Scale</u>					
17. <u>Shillington, R. E. Kaplan, Ph.D., Center for Creative Leadership</u>					
18. <u>The Talented Research Scale</u>					
19. <u>The Masley Inventory</u> , E. Masley					
CATEGORY: BOOKS, OTHER PRINTED					
20. <u>1981 Annual: Supervisory Roles Resources</u> , 1981, J. E. Pfeiffer, ed., University Associates; San Diego; CA					
21. <u>A Survey of Management Simulations</u> , 1980, E. James, Simons; NY					
22. <u>A Place Called School: Prospects for The Future</u> , 1984, J. Goodlad, Andrew- Hill; New York					

<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
23. <u>A New System of Education: World-Class and Customer-Focused</u> , 1986, Arthur Anderson & Co.					
24. <u>A Process for Evaluation: The Leadership Difference</u> , 1988, T. Peters & R. Assisi, Simon & Schuster; New York					
25. <u>A Force for Change: How Leadership Differs From Management</u> , 1988, J. P. Acker, Free Press; NY					
26. <u>Academy of Human Resources in Administration</u> , (Report) University of Iowa Administration Center; Iowa					
27. <u>Administrator Evaluation</u> , NSA; Omaha, NE					
28. <u>An Action Guide to School Improvement</u> , 1984, Association for Supervision and Curriculum Development; Alexandria, VA					

	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
<p>20. <u>Survival Analysis: How Private Managers Can Lead Better and Live Better by Growing Personally</u>, 1981, E. L. Kaplan, T. E. Brack, & J. E. Sefarian, Jossey-Bass: San Francisco, CA</p>					
<p>21. <u>Bill Gates's Strategic Plan for America's Schools</u>, 1980, H. J. Cook, American Association of School Administrators: Alexandria, VA</p>					
<p>22. <u>Challenges for School Leaders</u>, AASA: Arlington, VA</p>					
<p>23. <u>Change by Design</u>, 1980, Glenn, Stewart, Nuckton, Nuckton, Surrency, McKinnon & Adams; Addison Wesley 80 Series: Reading MA</p>					
<p>24. <u>Change School Culture Through Staff Development</u>, 1980, J. Brown, editor, ASCD: Alexandria, VA</p>					
<p>25. <u>Charismatic Leader: Behind the Mystique of Exceptional Leadership</u>, 1980, J. A. Cooper, Jossey-Bass: San Francisco, CA</p>					

	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
<p>26. <u>Checklist for Change: A Practical Approach to Creating and Controlling Change</u>, 1980, T. Harvey, Allyn & Bacon: Boston Heights, OH</p>					
<p>27. <u>Collaborative Culture & Leadership</u>, 1980, E. L. Guffee & E. C. Tierney, Amstillon: NY</p>					
<p>28. <u>Colorado Business/Education Partnership</u>, Colorado Association of Business and Industry: Denver, CO</p>					
<p>29. <u>Creative Excellence in Our Schools—by Using New Lessons from America's Best Schools</u>, 1980, J. Lewis, William Publishing: Newbury, NJ</p>					
<p>30. <u>Creative Teacher Incentives Handbook: The Teacher's Handbook for Improving Effective Teaching</u>, 1980, R. E. Pinn, Lanthorn Books: Stamponette, VT</p>					
<p>31. <u>Critical Decisions: Leadership in Policymaking and Crisis Management</u>, 1983, E. L. Jants, Praeger Press: NY</p>					

<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>	D O U B T E F F E C T I V E	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>41. <u>Decentralization: The Administrator's Adjustment to School District Change</u>, 1971, E. J. Brown, Corwin Press: Ranney Park, NY</p>					
<p>42. <u>Executive Orders and Simulations: An Illustrated Handbook</u>, 1988, C. S. Grumbatz, Sage: Ranney Park, CA</p>					
<p>43. <u>Executive Leaders for Restructuring Schools</u>, 1982/1981: Washington, DC</p>					
<p>44. <u>Dimensions of Effective Leadership</u>, 1982, P. C. Dettweiler & S. M. Dord, National Educational Development Laboratory</p>					
<p>45. <u>Educational Leadership in an Age of Reform</u>, 1988, S. C. Jermann & J. A. Ranney, eds, Longman: White Plains, NY</p>					
<p>46. <u>Change Masters: Inspiration for Productivity in the American Corporation</u>, 1983, E. E. Lantier, Touchstone Books: NY</p>					

<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>	D O U B T E F F E C T I V E	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>47. <u>Effective School Leadership: Policy and Process</u>, J. Lounsbury, ed., 1987, Routledge: Norbury, CA</p>					
<p>48. <u>Effective Leadership</u>, 1988, P. Braker, Harper & Row: NY</p>					
<p>49. <u>Evaluation-Based Leadership: School Administration in Contemporary Perspectives</u>, 1988, E. E. Lantier, State University Press: Albany, NY</p>					
<p>50. <u>Executive Masters: From Theory to Practice</u>, 1988, S. Mertz, Educational Development Center: Boston, MA</p>					
<p>51. <u>Executive Leadership: The Search for High Human Values in Organizational Life</u>, 1988, S. Braverman, Jossey-Bass: San Francisco, CA</p>					
<p>52. <u>Executive Masters: From Theory to Practice</u>, 1988, S. Mertz, Educational Development Center: Boston, MA</p>					

	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.					
53. <u>Positive Leadership or How to succeed in Business Without Being One of the Boss.</u> E. Loran, Time Books					
54. <u>Functions of the Executive.</u> 1968, C. L. Berard, Harvard University Press: Santa Monica, CA					
55. <u>Strata for Schools: How to Find and Use Funds for E-R Programs.</u> 1969, J. Peryman, Capitol Publications: Alexandria, VA					
56. <u>Guide to Strategic Planning for Educators.</u> 1968, E. McCune, AEC: Alexandria, VA					
57. <u>Guidelines for Selection Secondary Principals.</u> (pamphlet) University of Idaho Administrative Center: Idaho					
58. <u>Handbook for Constructive School Climate Improvement Projects.</u> 1967, E. A. Howard, Phi Delta Kappa Educational Foundation: Bloomington, IN					
59. <u>High School: A Report on Secondary Education in America.</u> 1963, E. Boyer, Harper & Row: NY					

	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.					
60. <u>Harper's Commentary: The Illness of the American High School.</u> 1966, T. Starr, Doubleday #1716: Garden, NJ					
61. <u>How to Gain Decisions That Star Make.</u> 1968, J. Gumbler, T. Stone-Peyton & G. Pierson, AEC: Alexandria, VA					
62. <u>Issues of Superintendent's Leadership for Leadership.</u> 1968, E. R. Ward, Southwest Educational Development Laboratory					
63. <u>American Schools from Within: Teachers, Parents and Principals Can Run It.</u> Riffenburg, E. S. North, Jossey-Bass: San Francisco					
64. <u>In Search of Excellence: Lessons from America's Best Run Companies.</u> 1982, T. Peters, Harper & Row: New York					
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	D O U B T E X C E L L E N C E	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
64. <u>Instructional Leadership: An</u> <u>Experimental Study</u> , 1968, R. Smith & L. Anderson, ASCD: Alexandria, VA					
65. <u>Instructional Leadership: A Summary</u> <u>Series</u> , 1967, J. E. Meyer, ERIC Clearing House on Educational Research: Eugene, OR.					
66. <u>Leader Effectiveness Training</u> , 1973, T. Gordon, Boston: New York					
68. <u>Leaders for America's Schools: The</u> <u>History and Future of the National</u> <u>Commission on Excellence in Educational</u> <u>Administration</u> , 1988, R. E. Griffiths, R. T. Stout, & P. Forsyth, editors, Newcomer: Berkeley, CA					
70. <u>Leaders: The Struggle for Making</u> <u>Change</u> , 1981, H. Dennis & E. Dennis, Harper & Row: New York					
71. <u>Leadership</u> , 1972, J. E. Burns, Harper & Row: NY					

	D O U B T E X C E L L E N C E	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
72. <u>Leadership and the New Florida Governor:</u> <u>Instructional Effectiveness Through</u> <u>Instructional Leadership</u> , 1988, C. Blanchard, P. Zigurski and B. Zigurski, William Morris: New York					
73. <u>Leadership for the Twenty-First</u> <u>Century</u> , 1987, J. C. Beck, Praeger: NY					
74. <u>Leadership Challenges: How to Get</u> <u>Extraordinary Things Done in</u> <u>Organizations</u> , 1987, J. Gannon & B. Pomeroy, Jossey-Bass: San Francisco, CA					
75. <u>Leadership Education: 1989 Source Book</u> , S. L. Clark & F. Frensch, eds., Leadership Library of America: West Group, OH					
76. <u>Leadership is an Art</u> , Don DeVore 1988, Doubleday: New York					
77. <u>Leadership Challenges</u> , Jossey-Bass: San Francisco					

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76. <u>Leadership and Performance Beyond Expectations</u> , 1981, R. K. Saxe, Free Press: NY					
77. <u>Leadership in Organizations</u> , 2nd ed., 1980, G. Yukl, Prentice-Hall: NJ					
78. <u>Leadership and the Quest for Integrity</u> , J. Demerouti & E. Filmerich, 1988, Harvard Business School Press: Boston, MA					
79. <u>Leadership: What Every Leader Should Know About Power</u> , 1988, R. A. Portney, Prentice-Hall: Englewood Cliffs, NJ					
80. <u>Leadership: Challenges for Today's Managers</u> , 1983, E. L. Taylor, McGraw: NY					
81. <u>Leadership: The Inner Side of Excellence</u> , 1981, P. Constantine, Jossey-Bass: San Francisco, CA					
82. <u>Leadership: Examines the Classics</u> , 1987, L. Shreve, ASCE: Alexandria, VA					

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83. <u>Leading the Cooperative School</u> , Interaction: Edina, MN					
84. <u>Love and Profit: The Art of Doing Leadership</u> , J. A. Aronov, Harrow: New York					
85. <u>Management of Organizational Behavior</u> , Elizabeth Anne Demerouti, P. Derway & E. A. Blomquist, Prentice Hall: Englewood Cliffs, NJ					
86. <u>Managing the Demerouti Organization</u> , Peter F. Demerouti, Harper Collins: New York					
87. <u>Managers of Leadership</u> , 1988, Dr. E. E. Clark & E. A. Clark, Editors, Leadership Library of America: West Group, NJ					
88. <u>Management 1988</u> , J. Detabitt & P. Anderson, 1988, William Harrow: NY					

<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>	<p>D O B T I N G</p>	<p>B O Y E F F E C T I V E</p>	<p>S O M E W H A T E F F E C T I V E</p>	<p>E F F E C T I V E</p>	<p>V E R Y E F F E C T I V E</p>
<p>91. <u>Micro-level School Planning: Issues and Implications for Policy, 1988</u>, Ballinger Publishing: Cambridge, MA</p>					
<p>92. <u>New Leadership: Increasing Participation in Organizations, 1988</u>, V. Gross & A. Joss, Praeger-Dall: NY</p>					
<p>93. <u>In Recruiting a Leader, 1988</u>, S. Dennis, Addison Wesley: Reading, MA</p>					
<p>94. <u>On Leadership, John Gardner, 1988</u> Doubleday: New York</p>					
<p>95. <u>One School at a Time: School Board Management - 3 Profiles for Change, 1988</u>, C. L. Garver, National Commission for Citizens in Education: Columbia, MO</p>					
<p>96. <u>Revitalizing the Educational System for Challenge: Maximizing the Energy of Pupils, 1988</u>, P. C. Gussweiler & E. E. Wechsler, National Educational Development Laboratory: Austin, TX</p>					
<p>97. <u>Perceptions and Practices: New Approaches to Organizational Administration, 1988</u>, H. Foster, Prometheus Books: Buffalo, NY</p>					

<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>	<p>D O B T I N G</p>	<p>B O Y E F F E C T I V E</p>	<p>S O M E W H A T E F F E C T I V E</p>	<p>E F F E C T I V E</p>	<p>V E R Y E F F E C T I V E</p>
<p>98. <u>Partners for Success: Business and Education, 1988</u>, National Association for Goals of Excellence: Portland, ME</p>					
<p>99. <u>Politics, Myopia & America's Schools</u>, Chubb & Mooney, Washington, D.C.: Brookings Inst.</p>					
<p>100. <u>Professional Development: Research</u>, L. Lantieri, L. E. Holsby, P. Wilson, P. S. Walker & C. J. Bird, Maryland LHM Center: College Park, MD</p>					
<p>101. <u>Reframing Organizations: Activity, Choice and Leadership, 1981</u>, L. E. Seaman & T. E. Deal, Jossey-Bass: San Francisco, CA</p>					
<p>102. <u>Reframing to Action: Choosing Management from Inside Organizations</u>, 1981, L. Seaman & T. E. Deal, Jossey-Bass: San Francisco, CA</p>					
<p>103. <u>Internal Factors: How They Affect and How They Contribute to Success, 1987</u>, L. Seaman, Jr., Boston: NY</p>					

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104. <u>Instruction: A Survey of the NASIP Council, 1981</u> , Boston, MA					
105. <u>Review of Administration Assessment Instruments</u> , (conditional report), Dr. Bob Froward, Lake State University: Lake					
106. <u>School Leadership: A Contemporary Handbook</u> , J. L. Burdick, ed., 1988, Sage: Newbury Park: CA					
107. <u>School Site Assessment Applied, 1981</u> , V. J. Bailey, Technomic Publishing: Lancaster, PA					
108. <u>School Finance, 1988</u> , Phi Delta Kappa Center on Evaluation: Washington, DC					
109. <u>School Restructuring, 1987</u> , Philip Hanes and Associates: Southdale, AZ					
110. <u>School Leadership: Handbook for Excellence, 1988</u> , S. Smith, & P. Piele, ed., ERIC (Clearinghouse on Educational Management): Eugene, OR					

<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>	D O N ' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
111. <u>School Board Improvement: A Manual for School Leaders</u> , NCEE: Washington, D.C.					
112. <u>School Administration as a Craft: Foundations of Practice, 1988</u> , A. Blumberg, Allyn & Bacon: Boston Heights, OH					
113. <u>School Board Improvement: A Manual for District Leaders, 1988</u> , S. J. Hanson & C. L. Burroughs, The National Commission for Citizens in Education: Columbia, SC					
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115. <u>School Board Management: A Strategy for Better Leadership, 1988</u> , AASA, NASSP, NASSP: Arlington, VA					

	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
116. <i>School-Home Partnership: Concepts and Approaches</i> , 1988, C. Rajanani & B. Fleming, Regional Laboratory for Educational Improvement of the Northeast Islands: Andover, MA					
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118. <i>Schools for the 21st Century: Innovative Initiatives for Educational Reform</i> , 1988, P. C. Schlosberg, Jossey-Bass: San Francisco, CA					
119. <i>Selection & Description</i> , NCSA: Lincoln, NE					
120. <i>Secret Leadership: A Journey Into the Heart of Institutional Power and Structure</i> , E. L. Grossland, Pentos Press: NY					
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<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
122. <i>Skills for Successful School Leaders</i> , 2nd ed., 1981, J. Doyle, F. Foglia, & S. Scotty, AASA: Arlington, VA					
123. <i>Striving Tall for Better Services: Creative Vision, Vision, and Vitality</i> , H. Ruzel, 1988, J. Cox, Wiley: New York					
124. <i>Strategic Planning: Theory and Implementation for Planners</i> , 1988, J. H. Bryson, Planners Press, American Planning Association: Chicago, IL					
125. <i>Structural Learning in Schools: Management: A New Paradigm for Teachers, Educators, & School Leaders</i> , Vol. 1, 1988, R. L. Tompkins & D. A. Tompkins, World Purpose Press: Duluth, MN					
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	D O N ' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
127. <u>Quality Counts of Change</u> , 1987, S. Reed, E. L. McLaughlin, L. Balling-Jacobs, & E. L. Hall, American Educational Development Laboratory and Association for Curriculum Development: Alexandria, VA					
128. <u>The Key to the Principal's Office</u> , 1984, E. F. Tolson, Guilford Press: Prospect Heights, IL					
129. <u>The Leader-Manager: Guidelines for Action</u> , E. E. Witt, 1988, Dutton Press: Columbus, OH					
130. <u>The Educational Manager</u> , Jeremy-Bass: San Francisco, CA					
131. <u>The Fifth Discipline: The Art and Practice of the Learning Organization</u> , 1990, P. Senge, Doubleday: New York					
132. <u>The New Reality of Educational Change</u> , 1991, E. E. Patton & E. Schonberger, Teachers College Press: New York					
133. <u>The Transformational Leader</u> , 1990, R. Tichy & E. L. Devadas, John Wiley & Sons: New York					

	D O N ' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
134. <u>The Prices of Success: The Social, Intellectual, and Psychological Costs of Success</u> , 1988, Harvard Business School, Harvard Business School: Cambridge, MA					
135. <u>The Commercial Executive: Mastering Leadership in Business</u> , 1988, A. Zaloznik, Harper & Row					
136. <u>The Ethics of School Administration</u> , E.A. Strick, Teachers College Press: New York					
137. <u>Thriving on Change: Handbook for a Management Revolution</u> , 1987, T. Peters: Random House: New York					
138. <u>Executive Assessment 1987: A Comprehensive Guide to Effective Training Programs</u> , 1987, E. E. Phillips, E. Fetterwell, E. Hoffer, & Z. Hoffer, Human Resources Development Press: 6th Avenue, NY					

<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>	D O M I N A N T	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>139. <u>Twenty-five Ways to Develop Leadership in Staff Resources</u>, 1988, R. E. Kitchener & E. Lombardi, CCL: Greensboro, NC</p>					
<p>140. <u>Value Added Leadership: How to Get Extraordinary Performance in Schools</u>, 1989, T. Gerylovasi, Doranart, Brian & Jovanovich: San Diego, CA</p>					
<p>141. <u>Value in Action: Putting a Visionary Strategy to Work</u>, 1988, G. E. Trepo, Stone & Schuster: NY</p>					
<p>142. <u>Creating a New Paradigm: Using 20 Principles for Excellence</u>, South West Development Lab: Austin, TX</p>					
<p>143. <u>What They Don't Tell You in Schools of Education About School Administration</u>, J. A. Black & F. E. English, Technomic Publishing: Lancaster, PA</p>					
<p>144. <u>Who Wins? Leaders in Schools: Responding to the Challenge of Diversity, Management and Capacity in the 1990's</u>, 1988, R. E. Lancer, Stone & Schuster</p>					

<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>	D O M I N A N T	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
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<p>146. <u>With My Back to the Wall: Breaking the Cycle of Privatization</u>, L. B. Scharr, Doubleday: New York</p>					
<p>147. <u>Waves of Influence, Waves of Vision: A State-Administrational Study of Leadership and Social Change</u>, 1981, R. Antle & L. Carole, Jossey-Bass: San Francisco, CA</p>					
<p>NOTED: EWIS</p>					
<p>148. <u>A Passion for Excellence</u>, W.H. T. Peters, Standard Training and Development</p>					
<p>149. <u>Atlanta Project</u>, W.H., 1986,</p>					
<p>150. <u>Another Act of Crisis: Confronting Skills</u>, W.H., ASCD</p>					
<p>151. <u>Another Act of Crisis</u>, W.H., ASCD</p>					

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152. <u>World of Leadership</u> , Wm. H. Davis, Villanova Learning Corporation					
153. <u>Building a Customer Driven Organization-The Customer's Job</u> , Wm. Cavanaugh Pub					
154. <u>Creating a Vision for School Excellence</u> , Wm. Stimpert Lab					
155. <u>Quality Library</u> , 36 volumes, AASA					
156. <u>Quality Program Package</u> , 1991, AASA Convention					
157. <u>Excellence</u> , Wm, 1982, Producers IIT					
158. <u>Educational Leadership in Time</u> , ASCA: Alexandria, VA					
159. <u>Ethics in America</u> , Wm, 1988, Intellinet					
160. <u>Excellence in the Public Sector</u> , T. Peters, Stimpert Training and Development					

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161. <u>How to Work Effectively with the Legislature</u> , Wm, University of Idaho Administrative Center					
162. <u>How Total Quality Management Can Help Transform Schools</u> , 1982, AASA					
163. <u>See Stimpert's Written Work Performance Issues</u> , Wm, Stimpert Training and Development					
164. <u>Leaders of the 20th Century: Portraits in Power</u> , Wm, 1988, LEA					
165. <u>Leadership Alliance</u> , Wm, 1988, T. Peters, ITRG Pub					
166. <u>Leadership in Action</u> , Wm, NASP					
167. <u>Building Better Instructional Teams</u> , Wm, ITP Productions					
168. <u>Managers Edge: Communication, Building Trust, Time Management, Managers Edge Corporation: Denver, CO</u>					

	NOT EFFECTIVE	SOMEWHAT EFFECTIVE	VERY EFFECTIVE
<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>			
169. <i>Peer Teaching</i> , VHS, 1959			
170. <i>Productivity and Self-Fulfilling Potential</i> , VHS, 1974, Dr. Robert Rosenthal, CM			
171. <i>Restructuring America's Schools</i> , T. Sizer, H. Tucker, & S. Hornbeck, Association for Supervision and Curriculum Development: Alexandria, VA			
172. <i>Situational Leadership</i> , VHS, 1977, Paul Hersey, NILEY ASSOC			
173. <i>Styles of Leadership</i> , VHS, 1981, UNIDENTIFIED			
174. <i>Systematic Leadership for a New Era</i> , VHS, 1982, American Association of School Administrators			
175. <i>Meeting the Challenge</i> , American Management Association			
176. <i>Teacher of the Year</i> , VHS, Focus on the Family: Pomona, CA			

	NOT EFFECTIVE	SOMEWHAT EFFECTIVE	VERY EFFECTIVE
<p>DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.</p>			
177. <i>The Business of Psychology</i> , VHS, Joel Barber Excellence in Training Corp: San Marcos, CA			
178. <i>The 100th Things Done a Day Differences</i> , VHS, World Book Encyclopedia			
179. <i>Wings of Teaching Without Distinctions</i> , VHS, Eds. VHS, Eds. are North IL: 1981, Johns, CA			
EXHIBIT: PROGRAMS			
180. <i>American Leadership Forum</i> , Hoover, CA			
181. <i>An Introduction to Total Quality Education</i> , One Day Seminar, AACA: Arlington, VA			
182. <i>Management Certification Workshop</i> , CCI: Greensboro, NC			
183. <i>ESSE</i> , Peabody College, Vanderbilt University, Nashville, TN			

	D O U B T	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
184. Center For The New Leadership, Falls Church, VA					
185. Center For Leadership Development, American Council on Education, Washington, DC					
186. Clinical Supervision Workshops, AACE Alexandria, VA					
187. Concordia Leadership Center, Concordia College, Moorhead, MN					
188. Creation & Vision for Instructional Excellence, Texas LEAD Center, Austin, TX					
189. Creative Districtwide Plans In Jackson Spang's District: A Leadership District, Three day retreat, E. Brandt, C. Hartman, J. McTigue, & E. Silver, AACE: Hilton Head, SC					
190. Critical Issues In Restructuring the Curriculum, Texas LEAD Center: Austin, TX					

	D O U B T	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
191. Decision Making, NCA: Lincoln, NE					
192. Education for the 21st Century, Collinsville, MO					
193. Educational Associates Program, Center for Creative Leadership, Greensboro, NC					
194. Educational Leadership Program, New York, NY					
195. Ethical Decision Making, Oklahoma LEAD					
196. Executive Thinking... Tools and Models for the School Executive, Oklahoma LEAD					
197. Executives, Oklahoma LEAD					
198. Facilitative Change Through Collaboration, Texas LEAD Center: Austin, TX					

	DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.	NOT EFFECTIVE	SOMEWHAT EFFECTIVE	EFFECTIVE	VERY EFFECTIVE
199. Facilitation and Planning Methods (ICA), Texas LEAD Center, Austin, TX					
200. For West Laboratory for Educational Research & Development, San Francisco, CA					
201. Southern Leadership Development Program, University of South Al Bita, Wile NC					
202. New Effective Leaders Int. Seminars, one day seminar, E. DeFoor, ASCS: Orlando, FL					
203. Impact Leadership Program, Palm Beach Atlantic College, West Palm Beach, FL					
204. Importance of Leadership Vision, two day seminar, J. Chavez, ASCS: San Orlando, LA					
205. Institute for Leadership Education, Waverly College, Waverly, LA					

	DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.	NOT EFFECTIVE	SOMEWHAT EFFECTIVE	EFFECTIVE	VERY EFFECTIVE
206. Institute for Educational Leadership, Washington, DC					
207. Institute for America's Methods for Assessment of Productivity and Quality With Dr. M. Charles Miller Two Day Seminar, AASA					
208. Instructional Leadership, one day seminar, E. Anderson, ASCS: San Francisco CA					
209. Instructional Theory Into Practice, Academy for the Advancement of Teaching and Management, Office, NJ (based on Donald Omer's work)					
210. Assessment, NCSA: Lincoln, NE					
211. National Leadership Program, Washington, DC					
212. Leadership and Planning for Quality, Virginia Seminars, Seminars, AASA					

	D O N ' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
213. Leadership Development Program, Pace University, Pleasantville, NY					
214. Leadership Development Program, University of Maryland, College Park, MD					
215. Leadership Development Program, DePaul					
216. Leadership, Ethics, and Values Program, North Carolina College, Asheville, NC					
217. Leadership for Excellence, training materials, UNEL, Portland, Oregon					
218. Leadership for the Love of It, one day seminar, S. Gomez, ASCA, San Francisco CA					
219. Leadership for Productive Schools, one day seminar, J. Hoge, ASCA, New Orleans, LA					
220. Leadership Program, University of North Carolina, The Leadership Center, Hillsboro, NC					

	D O N ' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
<p>DIRECTIONS:</p> <p>Please check the column which most nearly indicates your opinion of the listed resources.</p>					
221. Leadership Studies Program, Hope College, Hope, MI					
222. Leadership Class, Inc., University of Illinois, 1987, R.A. Lammere, R. G. McCall, & D. L. Davies, Center for Creative Leadership, Greensboro, NC					
223. Superior Quality Education, One Day Seminar with 3M Corporation & the Minnesota Schools 3 year pilot program AHA, Arlington, VA					
224. Values Criteria: Staff Evaluation, Oklahoma LEAD					
225. National Center for Educational Leadership, Cambridge, MA					
226. National Center for School Leadership, Urbana, IL					
227. National October Leadership Development, Limer, VT					

	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.					
225. <u>Organizational Ability</u> , NCA: Lincoln, NE					
226. <u>PAE, University of Tennessee</u> , Knoxville, TN					
228. <u>Positions for Leadership</u> , CCL: Greensboro, NC					
231. <u>Positions for Leadership</u> <u>Certification Program</u> , CCL: Greensboro, NC					
232. <u>President's Services Leaders Program</u> , Austin Peay University, Clarksville, TN					
233. <u>Problem Analysis</u> Norwalk Council of School Administrators: Lincoln, NE					
234. <u>Professional Development Institute</u> , Everett, WA					
235. <u>Professional Leadership Program</u> , Rensselaer Polytechnic Institute, Troy, NY					

	D O N' T K N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.					
236. <u>Resource Allocation</u> , NCA: Lincoln, NE					
237. <u>Restructuring Schools: Challenged Roles for Administrators</u> , one day seminar, E. Libowitz, NCA: Minneapolis, MN					
238. <u>School Start-Up</u> , Oklahoma LEAD					
239. <u>School Improvement for Superintendents</u> , Training Package, Southwest Educational Development Laboratory					
240. <u>Schools and Communities Collaborative for Quality: Lessons for Leaders P12</u> Dr. H. Shorris-Burton, Two-Day Seminar, AASA: Arlington, VA					
241. <u>Second Annual Educational Leadership Forum: Educator's Future Agenda</u> , L. Boyer, E. Brandt, L. Darling- Hammond, L. Demick, & H. Tucker, two day seminar Association for Supervision and Curriculum Development: Washington, DC					

	D O N 'T K E S E V	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.					
242. <u>Shaping the School's Culture to Promote Student Learning</u> , Texas LEAD Center, Austin, TX					
243. <u>Site-Based School Improvement</u> , Oklahoma LEAD					
244. <u>Site-Based Decision Makers: Alternative School District Approaches</u> , Texas LEAD Center, Austin, TX					
245. <u>Site-Based Decision Makers: Communication and Conflict Resolution</u> , Texas LEAD Center, Austin, TX					
246. <u>Situational Leadership Simulator</u> , California Center for Leadership Studies					
247. <u>Self-Measurement Program</u> , North College, Northampton, MA					
248. <u>Strategic Initiatives Through Individual Effectiveness</u> , Human Synergistics, Plymouth, MI					
249. <u>Supervision/Evaluation</u> , Oklahoma LEAD					

	D O N 'T K E N O W	N O T E F F E C T I V E	S O M E W H A T E F F E C T I V E	E F F E C T I V E	V E R Y E F F E C T I V E
DIRECTIONS: Please check the column which most nearly indicates your opinion of the listed resources.					
250. <u>Imagined Academy for School Leaders</u> , Nashville, TN					
251. <u>The Lean Leadership Program</u> , The College of Umass, Amherst, MA					
252. <u>The Middleline Master Institute: Accelerate Teacher Instructional Improvement</u> , (levels 1-4)					
253. <u>The Next Dimensions of School Leadership</u> , one day seminar, L. Gruper, MSU: Orlando, FL					
254. <u>Tools for Developing Successful Executives</u> , Center for Creative Leadership, Greensboro, NC					
255. <u>Using Your School's Student Performance Data</u> , Texas LEAD Center, Austin, TX					
256. <u>Woods' Leadership Program</u> , Mount St. Mary's College, Los Angeles, CA					

PLEASE MAIL RESPONSE TO:

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Johnson City, TN 37604
615-929-1131, ext 46
615-929-1480 home
615-929-8386 FAX

THOSE WISHING A COPY OF RESULTS,
PLEASE GIVE NAME AND ADDRESS BELOW:

VITA

JOAN TRENTAM

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Marital Status: Single

Education: Public Schools, Gatlinburg, Tennessee
Hiwassee College, Madisonville,
Tennessee; A.A., Magna Cum Laude, Home
Economics, 1966
University of Tennessee, Knoxville,
Tennessee; B.S., with Honors,
Elementary Education, 1973.
Union College, Barbourville, Kentucky;
M.A., Education, 1975
University of Tennessee, Knoxville,
Tennessee; Ed.S., Curriculum and
Instruction, 1986
East Tennessee State University, Johnson
City Tennessee; Ed.D., Educational
Leadership and Policy Analysis, 1992

Professional Experience: Teacher, Sevier County School System,
Sevierville, Tennessee; 1967-1974
Librarian, Sevier County School System,
Pigeon Forge, Tennessee; 1975-1987
Materials Supervisor, Johnson City
Schools, Johnson City, Tennessee;
1988-1992
Executive Doctoral Cohort I, East
Tennessee State University, Johnson
City, Tennessee; 1990-1992.

Publications: Population Schedule of the United States
Ninth Census (1870) for Sevier County,
Tennessee, 1976 transcription
Grandparent Papers: Spencer Clack NSDAR,
Sevier County, Tennessee, 1981
"Go West, Librarian", February 1989,
Tennessee Library Association
Newsletter, Footnotes
"They Help Us, Too!", Delta Kappa Gamma
Society's Xi State News, 1991
"Perform, Achieve, Succeed Program:
Johnson City Schools' Solution", Delta
Kappa Gamma Society's Xi State News,
February 1990

**Professional
Memberships:**

Delta Kappa Gamma
Phi Delta Kappa
Phi Kappa Phi
Pi Lambda Theta
National Education Association
Tennessee Education Association
Johnson City Education Association
Association for Supervision and
Curriculum Development (ASCD)
American Association of School
Administrators (AASA)
Tennessee Supervisors Association (TSA)
Association for Educational
Communications & Technology (AECT)
American Library Association (ALA)
Tennessee Library Association (TLA)
Tennessee School Librarians Association
(TSLA)
Tennessee Association for School
Supervision and Administration (TASSA)
Supervisors Study Council
Upper East Tennessee Educational
Consortium (UETEC)
Hiwassee College Alumni Association
University of Tennessee Alumni
Association
Union College Alumni Association
International Society of Educational
Planners (ISEP)
Educational Research Services (ERS)
Appalachian Educational Laboratory (AEL)