

IMAGES AND VISIONS OF THE PROFESSIONAL LEADERSHIP
CULTURE OF EDUCATIONAL ADMINISTRATORS
IN NORTH VANCOUVER

by

Maureen Anna Neuman

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APPROVAL

Name: Maureen Anna Neuman
Degree: Master of Arts (Education)
Title of Thesis: Images and Visions of the Professional
Leadership Culture of Educational
Administrators in North Vancouver.

Examining Committee:

Chair: Stephen J Smith

Norman Robinson
Senior Supervisor

Maurice Gibbons
Professor Emeritus

J. Wallin
Dr. J. Wallin
Professor
University British Columbia
Vancouver, B.C.
External Examiner

Date Approved Nov. 05 / 1988

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Images and Visions of the Professional Leadership

Culture of Educational Administrators in North Vancouver.

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~~MAUREEN ANNA NEUMAN~~

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MAUREEN ANNA NEUMAN

(name)

November 25/88

(date)

ABSTRACT

The purpose of this study was to examine the professional leadership culture of educational administrators in North Vancouver School District. Principals, vice-principals, the superintendent, assistant superintendents and directors of instruction were asked what they believe is the current status of professional leadership culture in the district and what they believe the ideal professional leadership culture ought to be.

The study had two phases. The first phase consisted of personal interviews with nine principals who were selected by their colleagues and all the senior level district administrators. These interviewees are referred to in this study as the Elite Group. The interview schedule was organized according to ten emergent themes from the literature on organizational and professional culture and the Elite Group was asked to state their opinions about professional leadership culture in terms of what is and what ought to be. For the second phase, a questionnaire was generated based on the opinions of the Elite Group and it was circulated to all 84 educational administrators in the district who were asked to rate the extent of agreement with colleagues in the Elite Group.

In terms of what is, the findings reveal that the current status of the professional leadership culture of educational administrators is conservative, somewhat passive, and exists within a loosely organized district structure where there is little involvement or interaction among members of the leadership group. There is an absence of district wide processes whereby principals and vice-principals are involved in discussions about issues which they consider to be substantive and

where an exchange of ideas and information among the group can occur.

In terms of what ought to be, administrators in North Vancouver suggest a shift from the current insular and loosely organized system of leadership to a more cohesive, interactive, unified approach. Administrators prefer to see a more even balance of leadership involvement between the particularistic demands of the school and the universalistic demands of the district. Essentially, the findings suggest that educational administrators would like to see a more well developed district culture in which the leadership practices they recommend could occur. This represents a major change in terms of what the literature has to say about the role of the administrator. The current reality is that administrators tend to function in a loosely coupled system, but they would prefer a more tightly structured organization where opportunities would exist for their involvement in the surfacing and decision making about important issues, and for increased interaction and communication among themselves. They prefer to retain discretionary decision making in their own schools but at the same time desire greater leadership involvement at the district level.

DEDICATION

I lovingly dedicate this thesis to the beloved memory of my husband, Andy, whose courage, creativity, vision and joy of life will remain a constant inspiration for me.

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CHAPTER ONE

The Problem

Introduction

Since the mid-sixties, little educational research has been directed toward the examination of educational leadership from the perspective of collective group practice and professional leadership culture. The majority of literature examines individuals in leadership positions or the specific role of individuals in leadership positions, rather than how these leaders work together or what practices in which they typically engage contribute to a collective leadership culture. Evidence gleaned from the business world suggests that leaders in successful corporations strongly influence the productivity of the company. They have the power to create, change and maintain culture. The culture built by incisive, creative leaders makes a difference in terms of the corporation's success and effectiveness. If this is true for leaders in the business world, can it also be true for leaders in the world of education?

Parallels are often drawn between the world of business and the world of education. Pertinent parallels to this study relate to areas of leadership, particularly in management and personnel. All leadership groups develop certain structures, strategies, and sanctions relating to employees and clients. All leadership groups intrinsically rely upon their own basic underlying assumptions and personal belief systems to govern their particular style of leadership practice. These basic assumptions, beliefs and resultant practices all serve to create the type of group leadership culture within an organization. Depending on the type of corporation, the number of employees with

professional qualifications varies. In some, none of the employees has professional qualifications, while in others, certain higher level positions may be filled by professionals such as lawyers, chartered accountants, engineers, architects, scientists, etc. However, in education, with the exception of clerical and custodial workers, all employees are professionals. While a particular type of leadership culture exists in the corporate world, the educational world has the added dimension of professionalism. Thus, when examining corporate culture, one can look at its leadership, but when examining leadership culture in an educational setting, one must include the professional nature of the leadership culture.

How do educational leaders in school districts view their own professional leadership culture? What do they think ought to be the ideal type of professional leadership culture? Is there a difference between the two? Do they believe that a change in certain practices will contribute to a more ideal professional leadership culture? If so, which practices ought to change, which ought not to be practiced and which new ones ought to be incorporated?

Is it possible for educational researchers to learn from the business world? Corporate research has identified the cultural development of successful companies. Successful chief executive officers know only too well of the many organizations that flourished following World War II and which are now defunct. Thus the leaders in these organizations became the unwitting victims of entrenchment, unable to adapt to changing conditions. Executive officers of successful corporations create visions for their organizations and through creative insight, plan and implement strategies to bring those visions to fruition. These visions are clearly and frequently articulated to employees so that all

members of the organization are thoroughly knowledgeable about what the company believes in and stands for.

Can educational researchers create a portrait of professional leadership culture in a school district? Can this portrait be used by educational leaders in their endeavours to engage in critical self inquiry and positive growth? Individual schools, principals, teachers, and para-professional staff are influenced by the culture created by the professional leadership group. Like their corporate counterparts, schools operate semi-autonomously within a sphere of influence generated by the professional leadership within the school district. Much is yet to be discovered about this sphere of influence, such as the following:

- * What are the indicators of professional leadership culture in a successful school district?
- Is it possible for educational leaders to identify and modify their professional leadership culture?
- * How do educational leaders, as a group, know when to change or adapt their professional leadership culture?
- * What methods or processes should be employed in order to identify, change, adapt, or nurture a professional leadership culture?
- * To what extent can a revitalization process related to professional leadership culture influence the individual schools within the district?
- * To what extent does a school reflect the professional leadership culture of the district?
- * To what extent does the professional leadership culture influence the classroom?

- * To what extent do individual classrooms reflect the professional leadership culture of the district

Statement of the Problem

The purpose of this study is to examine the professional leadership culture within one school district and to discover what its educational administrators believe is the current state of the culture and what they believe ought to be the ideal professional leadership culture for their district.

The following sub-problems require investigation in order to create a portrait of successful professional leadership culture in a school district. The issues are discussed in detail in chapter four.

1.0 Decision Making Processes: (Deal & Kennedy, 1982, p. 117; Peters & Austin, 1985, p. 275; Toffler, 1985, p. 71)

1.1 In what ways can important decisions be made?

1.2 Which groups or individuals should be involved in those decisions?

2.0 Leadership Personnel: (Deal & Kennedy, 1982, p. 50; Hickman & Silva, 1984, p. 149; Peters & Austin, 1985, p. 309)

2.1 In what ways are potential leaders identified?

2.2 How should potential leaders be identified?

2.3 How are potential leaders trained and groomed?

2.4 How should potential leaders be trained and groomed?

2.5 How is maverick behaviour among educational leaders viewed by colleagues and superiors?

- 2.6 How should maverick behaviour among educational leaders be viewed by colleagues and superiors?
- 2.7 How is villainous behaviour among educational leaders typically dealt with?
- 2.8 How should villainous behaviour among educational leaders be dealt with?

3.0 Communication Networks: (Deal & Kennedy, 1982, p. 135; Peters & Waterman, 1982, p. 119; Toffler, 1985, p. 137)

- 3.1 What processes are in place for communication among educational leaders of important information?
- 3.2 What processes ought to be in place for communication of important information?

4.0 Rites and Rituals: (Deal & Kennedy, 1982, p. 11; Peters & Waterman, 1982, p. 282)

- 4.1 What are the current behavioural norms among educational leaders?
- 4.2 What ought to be the ideal behavioural norms among educational leaders?

5.0 Ceremony and Celebration: (Deal & Kennedy, 1982, p. 74)

- 5.1 What are the current methods for ceremony and celebration for educational leaders?
- 5.2 What types of ceremony and celebration should be in place in the district?

6.0 Recognition, Incentives and Rewards: (Peters & Austin, 1985, p. 296)

6.1 What forms of recognition, rewards, and incentives are currently available for educational leaders?

6.2 What forms of recognition, rewards and incentives ought to be available?

7.0 Innovation: (Deal & Kennedy, 1982, p. 72; Peters & Austin, 1985, p. 131)

7.1 In what ways are new ideas typically generated?

7.2 How is innovation viewed by superiors and colleagues?

7.3 How should new ideas be generated?

7.4 How should innovation be viewed?

8.0 Commitment (Deal & Kennedy, 1982, p. 21; Peters & Austin, 1985, p. 281)

8.1 What is the current level of commitment among educational leaders toward the advancement of district goals?

8.2 What are the best ways for gaining commitment to district goals?

9.0 Symbols: (Deal & Kennedy, 1982, p. 141; Peters & Austin, 1985, p. 311)

9.1 What message is given to the general public about district beliefs through tangible symbols such as its buildings?

9.2 What messages ought to be given?

10.0 Myths and Legends: (Deal & Kennedy, 1982, p. 101)

10.1 What beliefs about the district do the current myths and legends reflect?

10.2 What behaviours or events ought to form the basis for myths and legends about the district?

11.0 Characteristics of Leadership: (Hickman & Silva, 1984, p. 30; Peters & Austin, 1985, p. 465)

11.1 What ought to be the ideal qualities of an educational leader?

11.2 What ought to be the ideal characteristics of a group of educational leaders?

Consideration of these sub-problems will shed light on emerging themes and patterns which in turn reflect the beliefs, values and underlying assumptions of educational leaders about the current status of professional leadership culture and what the ideal professional leadership culture ought to be. From these insights, a richly interwoven tapestry of culture can be created. This new knowledge can contribute vital information and provide direction to a group of educational leaders as they endeavor to achieve the ideal level of professional leadership culture.

Definition of Terms

Culture is a combination of a variety of subtle, usually unidentified, systems, processes and behaviours of a group of people within an organization. While climate and health of an organization are important manifestations of culture, they are products of the underlying culture. A change to climate, health, or organizational structures will not bring about the lasting and successful change so often sought by educational leaders. Rather, certain conditions must first exist before the desired changes can take effect. These conditions can be created by making substantive changes to the underlying culture.

All groups or organizations develop their own unique cultures. The cultures can be strong or weak, and they can be developed by accident or by design. Even the smallest of groups, the family, has its own culture, just as the huge multi-national corporations have cultures of their own. These cultures,

developed over time, have a major effect on how the members of the group think, feel and act (Schein, 1985). In the face of rapid societal changes, it is important that educational leaders take an active role in the design of their professional cultures; cultures which reflect the highest ideals of their leadership and collective membership.

Culture is an almost invisible entity. While it governs the actions of its members, it is not overtly considered and dwelt upon. Rather the patterns of behaviour are almost second nature to the group members. However, outsiders perceive the culture in an almost indefinable way; they "feel" the culture when they enter the boundaries of the group, the same way people feel when they enter a school and recognize a positive or friendly tone. These feelings are discerned through the senses; by observing the comings and goings of the people in the organization, by the kinds of things that are said to one another and the manner in which those things are said. In addition, the newcomer notices the physical environment; its attractiveness, or lack thereof, and its sense of orderliness and direction.

Culture is a pattern of basic assumptions - invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration - that has worked well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (Schein, 1985, p. 9).

Culture is what the organization stands for, what its members believe in and what they take pride in. It is a set of shared values and guiding beliefs which form the basis for patterns of behaviour. The behaviour patterns and interactions of the leadership group reflect the shared vision. In addition,

Schein suggests the following statements to be reflections of the underlying assumptions:

1. Observed behavioural regularities:

The interactions of people, such as the language they use and attach to their work and the rituals around deference and demeanor.

2. Norms:

The accepted behaviours that emerge.

3. Dominant values espoused:

Identified issues of importance, such as quality of instruction.

4. Philosophy:

The guidelines that determine policies relating to personnel and clientele.

5. Rules:

The unspoken rules of the game for getting along in the organization, the "ropes" that a newcomer must learn in order to become an accepted member.

6. Climate:

A feeling that is conveyed by the physical layout and the way in which members of the organization interact with each other, their clientele and other outsiders.

Educational Leaders are those individuals appointed to leadership roles within a school district, Vice-Principals, Principals, Directors of Instruction, Supervisors, Assistant Superintendents and Superintendents.

Administrative Officers include the same positions as those identified as **Educational Leaders**.

Central Office Administrators are those administrators who are based not in the schools, but in the main Administrative Office of the School District. They include Directors of Instruction, Supervisors, Assistant Superintendents and Superintendents.

Senior Level Administrators are those administrators who are responsible for district wide operations and functions rather than for a particular school building. They include all the **Central Office Administrators**.

Organizational Culture is the nature of the framework or structure established to coordinate the interactions, functions and operation of an organization and is most often created by senior level executives or administrators.

Leadership Culture is the the collective assumptions, beliefs and behaviours of a group of leaders within an organization. The leadership culture of an organization reflects the ways in which its members influence others, and the ways in which they design, shape and implement policies, processes, and procedures.

Professional Culture reflects the manner in which highly trained and competent individuals function as a group and the manner in which they are influenced by the norms and expectations of the profession.

Professional Leadership Culture reflects the combined assumptions, beliefs and actions of a group of professionals in leadership positions who function in particular organizational settings. The leadership qualities are influenced by their individual beliefs, training, and experiences, and the professional qualities are influenced by established professional norms

and expectations in the their field. In education, the professional leadership culture functions within the organizational culture of the school district.

Importance of the Study

This study will create through words, a portrait of what educational leaders believe is the current status of their professional leadership culture and what ought to be the ideal professional leadership culture in their particular school district. There are many directions for research about professional leadership culture to follow, but the journey begins with a clear vision of the ultimate goals. Further studies in other regions could replicate this study in order to clarify, refine and validate the data. The data from this study could serve as a measuring device against which educational leaders could evaluate their own professional culture. It could form the basis for the development of a model for leadership self renewal. The study itself involves leadership personnel in a proactive process of inquiry and reflection, of analysis and projection and of synthesis and conceptualization. The process contributes to the insight and understanding necessary for the explanation of why and how professional practices influence the behaviours, beliefs, and ultimately the culture of the professional leadership within a school district organization. Culture is not always that which is proclaimed by the organization, but rather is discovered through recurring themes and behaviour patterns of its members. Thus it is important to create a portrait of both the current and the ideal professional leadership culture. Knowledge accumulated from educational leaders about what is and what ought to be an ideal professional leadership culture can contribute to the efforts of leadership groups in their efforts to

validate or successfully alter current patterns of leadership culture. The information from this study is but a starting point. To move from the current to the ideal requires the creation of an imaginative and strategic plan of action. The study, therefore, identifies the gaps which need to be bridged and provides the drawings of the complete picture. It is up to educational leaders to take the drawings and discover ways to build the bridge so that the picture can become a reality.

The culture of a professional leadership group encompasses all who find themselves within its boundaries. That culture can inhibit or enhance the growth, development and success, not only of the group, but also of the district. It is important for educational leaders to know what it is to be successful and how they can enhance the path to success. Leaders of corporations and in school districts are in positions to create and manage successful change. Successful and effective corporations are those whose chief executive officers have a unique talent for working with culture. Perhaps the same is true for leaders in the educational world. Educational leaders who engage in examinations of their own professional culture and who thoughtfully consider and speculate about ideal conditions enhance their own talents for working with culture and are thus in better positions to create, develop and maintain the ideal professional leadership culture they believe will contribute to the success and excellence they so desire.

In order for culture to be created, developed, managed and changed, the organization needs leaders with vision, creative insight, ability to plan strategically, and the willingness to engage in a proactive process of development. In view of the fact that little research in recent years has focussed

on leadership culture and the fact that values, beliefs, and needs of society have shifted, it is important now for educational leaders to begin an examination of professional leadership culture and to discover how knowledge about professional leadership culture can contribute to the growth and ultimate success of the leadership within a school district.

Overview

Chapter One introduces the study, states the problem, defines terminology and discusses the importance of the study. Chapter Two contains a review of the literature primarily focussing on educational leaders and corporate research. The research methodology, a description of the research instruments and treatment of the data are included in Chapter Three. Chapter Four contains the data tables and discussion of the findings, while Chapter Five discusses the conclusions and implications of the findings.

CHAPTER TWO
Literature Review
Educational Leaders

School district leaders play a crucial role in the forward movement toward the development of what they believe is an ideal professional leadership culture. For school district leaders, communication is fundamental to the creation and growth of complex systems and relationships. This is the one factor about their roles on which superintendents agree (Pitner & Ogawa, 1981). Leadership carries with it powerful opportunities to influence others. Yet lack of effective communication often contributes to organizational failure (Andes, 1971). A crucial factor of good schools is strong, consistent and inspired leadership (Lightfoot, 1983). It is not inconceivable to suggest that this statement can be extended to district level, and that a crucial factor of the good school districts is strong, consistent and inspired leadership. Superintendents generally wish to use their positions to influence education in a positive manner (Pitner & Ogawa, 1981). This position of influence can be a powerful force in the changes and development of professional leadership culture.

Educational change never happens without an advocate and the individual with the most power to effect that change is the superintendent and his or her district staff (Fullan, 1982). It is the chief district officer who controls an extensive system of communication. However, general support of change by leaders is not enough to effect change. Change cannot take place unless its meaning and relevance is shared by the group. Normative changes will not occur unless the change agent engages in visible administrative behaviour which exemplifies the desired behaviour (Miles, 1969). When high status

persons act in more innovative ways, take more risks, make more personal choices and actively involve others in decision making and problem solving strategies, normative changes are more likely to occur. In addition, Fullan suggests that successful districts are those in which central office administrators have clear views, sets of ideas and skills which determine how they confront and manage change. Successful leaders of organizations can effect the changes needed to improve the professional leadership culture within a school district, but in order to do so, they must also be willing to engage the district in a regular process of self-examination.

In order for a school district to successfully develop the preferred professional leadership culture, leaders must be willing to actively demonstrate and engage in behaviours which reflect their vision and involve others in its development.

Schein (1985) builds upon this notion when he suggests that organizational health is the ability to assess accurately whether the organization's initial assumptions about its relationship to the environment are continuing to be accurate as it and the environment evolve. He continues to suggest that the organization's "coping cycle" becomes crucial in maintaining health. It must:

- * obtain valid information
- * import it to the right places in the organization
- * make the necessary transformations in strategy, goals and means
- * measure output.

The degree of openness and trust in organizational cultures and the type of interpersonal relationships may be among the most important features when

initiating or maintaining innovations and engaging in problem solving enterprises (Hilfiker, 1969). Hilfiker suggests that it is important to know how an educational climate becomes open and what role the interpersonal variables play in creating an open climate. Schein (1985) suggests that the underlying assumptions must change before lasting and successful change of processes, structures and norms occur.

At times some school systems appear to favour the more traditional goals related to smoothness of operation and lack of conflict. Given the environmental pressures of today and uncertainties of tomorrow, these goals are seldom possible to achieve, and are certainly not desirable for advancement of a successful professional leadership culture. The educational organization will always, and probably increasingly so, experience stresses and conflicts. These stresses and conflicts can be productive if they are handled with wisdom and thoughtfulness, and the results can contribute to healthy growth and desirable change. Without conflict and stress, and demands for dynamic growth and diversity, a system could achieve a high degree of conformity (Andes, 1971).

In her study, Lightfoot (1983) used the case study approach to examine The Good High School. While her findings are based entirely on secondary school organization, they do extend to the larger system. She discovered there is a shift in the orientation of what constitutes a "good" school or for this purpose a "good" or effective district.

"Goodness" does not rest on absolute or discreet qualities of excellence or perfection, but rather on views of organizations that anticipate change, conflict and imperfection. The quest for an ideal professional leadership

culture that is effective to the point of excellence should concentrate on development of a district's wholeness, diversity, ability to change and its imperfections. Imperfections are meant not as an implication of minimal standards, but rather as a suggestion of an organization that engages in regular and thoughtful self-examination with a view toward positive change.

Throughout Lightfoot's work, the metaphor of nurturance is evident. It applies to students, teachers and non-teaching personnel. The climate of nurturance encourages creativity and autonomy. In turn, creativity and autonomy encourage diversity and variation. The principals of the schools encourage and support diversity and view it as a major strength of their organizations. Again these findings can extend to the larger system. A major strength of an educational system can be found in its diversity and its climate of nurturance.

Schein (1985) concurs about the impact of leadership in organizations. He suggests that the only thing of real importance is that leaders create and manage culture and their unique talent is their ability to work with culture. In addition, Peters and Waterman (1982), suggest that the real role of the chief executive officer is to manage the values and culture of the organization. In fact, it is culture which determines philosophy, values, norms, climate and health. Effective leaders recognize that both internal and external factors help to determine culture and that it is the culture of an organization that pervades and influences everything that happens. Organizational structures, strategies, goals, procedures, and policies are all culturally based.

Not all researchers agree that principals are agents of change. In some cases, the principal is expected to maintain tradition and continuity, while at the

same time, appear to initiate change. They become agents of the rhetoric of change rather than agents of change itself (Wolcott, 1973). Perhaps the true change agents are those who are willing to risk success or failure in a system which tends to perpetuate the status quo.

Typically, principals work within the confines of a hierarchical model of organization and although the majority of their day is spent in interactions with people, it is primarily at the school level, mostly with students, less so with parents and teachers. Little interaction occurs with individuals at other levels (Morris, Crowson, PorterGehrie, & Hurwitz, 1984).

The principal is a professional employee, subject to instructions from higher officers, yet a key decision maker in his/her own semi-autonomous unit. Certainly, principals are affected by the organizational culture within which they work, however, some are able to successfully scale the bureaucratic barriers and take more charge of their own professional lives. They cannot act as autonomous professionals, like physicians, dentists or lawyers, however, the more successful principals have the capacity to "read" and/or anticipate expectations of the upper levels of bureaucracy. The expectations of the upper level bureaucracy influence the behaviours of most principals (Morris, et al., 1984).

The role of the principal in the school is multi-faceted, but these facets can be categorized into two classifications: the managerial functions, and the leadership functions. The emphasis shifts from individual to individual based on one's experience, interest and expertise and from school district to school district, based on the cultural norms of the organization and perceived expectations of the senior level administrators. In addition, principals face the

dilemma of what balance to strike between maintaining stability and pressing for change (Blumberg & Greenfield, 1980).

Principals, like Superintendents, rely heavily on strong communication skills and processes. They need to respond instantly to others while at the same time conform to professional expectations relative to a proactive stance. Principals are sometimes compared to middle level managers. However, unlike middle level managers, Principals spend the majority of their time away from the office interacting with employees (teachers) and clients (students). This face to face communication not only provides the Principal with valuable information, it also constitutes a leadership presence and conveys expectations. The role of principal requires fast reflexes, one on one communication skills and a capacity for solving problems quickly (Morris et al., 1984). School principals typically tend to the business of operating their schools as semi-autonomous units. They seldom interact with colleagues for the purpose of advancing district goals.

Corporate Research

The educational research about school districts and climate reflects the era of the sixties. During the ensuing years, much has occurred, but little has been documented about the professional leadership culture with the organization of the school district. However, the business world has not been slow to document excellence in the corporate culture of the eighties and perhaps much of this work can provide guidance to researchers in education.

Peters and Austin (1985) focus much of their attention on organizational leaders. Keeping in touch with all aspects of organizational life helps leaders to facilitate, teach and reinforce cultural values. They suggest that there be a

covenantal agreement with all members of the group regarding shared commitment, ideals, values, goals and visions. In fact, like Peters and Waterman (1982), they reflect upon the famous research at Western Electric. Productivity increased not because of brighter or dimmer lights, but because of the attention paid to employees. They further suggest that leaders should promote a perpetual Hawthorne effect for their employees since attention to them increases morale and productivity. When employees know they are valued, their contributions are worthwhile, and they share in the development of substantive issues, they are more likely to share in the commitments, values, norms and ideals of the organization. Leadership is liberating; liberating to both employees and leaders. It can open avenues of communication, create opportunities for shared decision making and prepare the way for change. When leaders wish to demonstrate altered priorities, the swiftest and clearest sign to vast numbers of people is through promotion of personnel. In a traditionally bureaucratic organization, promotions go to those who have weathered the system longest, to those who follow the rule books without deviation, or to those who acquiesce to authority. However, when promotions begin to go to those who have demonstrated creativity, strategic risk taking, and toleration for ambiguity, the message to personnel is clear - the goals and values of the leadership within the organization are changing; new norms for behaviour are becoming evident. Couple the issue of promotion with overt modelling behaviour of leaders (Fullan, 1982; Peters & Austin, 1985; Peters & Waterman, 1982; Schein, 1985) and the message about changing values, norms and culture becomes very clear to personnel.

In fact, the behaviour of leaders strongly influences the behaviour of others. The chief executive officer needs to involve personnel in the creation of lofty visions. This in itself generates excitement and interest in the shaping of values. These values can be molded by actions, not words, and reinforced by stories, myths, and legends about the unified sense of mission. Effective leaders must be highly visible, breathing life into the value system, clarifying and shaping it through their obviously sincere, sustained commitment to a shared sense of mission (Peters & Austin, 1985).

Culture building requires renewed application of "soft" management skills. All people want their needs and expectations fulfilled by the organizations they choose to work for. When leaders demonstrate sincere sensitivity toward their employees, the employees become highly motivated (Hickman & Silva, 1984). Peters and Austin emphasize the importance of nourishing "champions" and experimenters. They suggest that leaders emerge through a history of supportive experimentation and that mistakes often occur in the process of experimentation. They wonder how experimentation is viewed by organizations, how it is tolerated and how mistakes are handled. Caution and "paralysis by analysis" lead to an anti-experimentation bias.

Individuals are creatures of their own emotions and believe that they are good at what they do. Self motivation is inherent. Successful organizations devise systems that reinforce the notion that people are winners and they celebrate winning in a variety of ways. When people are recognized as winners, they associate with past personal successes and this in turn encourages further success. Potential leaders are more easily identified and nurtured under conditions such as these.

Conversely, in traditional bureaucracies where experimentation is frowned upon and mistakes are not tolerated, conformity rather than diversity is the norm.

As we progress into more affluent times, the range of needs and wants of society widens and diversity is essential to match those societal variances. Diversity demands precisely those executive skills that traditional bureaucracies crush (Toffler, 1985).

Hickman and Silva (1984) have identified six skills for new age executives:

1. Creative Insight: Asking the right questions

Asking the kinds of questions that get to the heart of problems. New Age executives need to know the precise nature of the problems with which they must deal.

2. Sensitivity: Doing unto others.

People are an organization's greatest asset. New Age managers need to understand how to bind them together in a culture wherein they feel truly motivated to achieve high goals.

3. Vision: Creating the future.

A mental journey from the known to the unknown, creating the future from a montage of facts, figures, hopes, dreams, dangers, and opportunities.

4. Versatility: Anticipating change.

The ability to deal with goals other than those most pressing and the active pursuit of interests outside an individual's field of speciality.

5. Focus: Implementing change.

Keeping strategy and culture in harmony; investing available resources toward implementation of successful and lasting change.

6. Patience: Living in the long term.

Commitment to long term perspectives of enterprises; the ability to see a vision through to its completion.

These kinds of skills demand the powers of critical and imaginative thinking and the willingness to take risks. Traditional bureaucracies tend to ostracize those who exhibit these behaviours.

Toffler views the leadership culture in a modern organization as one which recognizes the importance of diversity; where new ideas are encouraged and developed. In such an organization, a greater number of routines are necessary to deal with intransigences. However, the greater the number of routines, the fewer times each will be used. Thus, a system of adhocracy is useful for coping with changing routines. Adhocracy is a frame like holding enterprise that co-ordinates the numerous temporary work units, each phasing in and out of existence in accordance with the rate of change in the environment. These temporary work units can be large or small and designed to last for several years or only a few days. They can take the form of study group, think tanks, project teams, etc. Leaders in these types of organizations must be capable of rapid learning and imagination in order to cope with first time or one time problems.

Bureaucratic control based on heavy, accurate feedback from the field and standardized types of decisions is rapidly disappearing. Feedback is increasingly inadequate and more and more varied types of decisions are becoming the norm. Effective decisions must be taken at lower and lower levels. This has an important impact on the training of personnel in the culture of the organization. Given certain conditions, people are self motivated. Thus it

follows that their work must be varied, non-repetitive and responsible, challenging the individual's capacity for discretion, evaluation and judgement (Toffler,1985).

The argument for a strong culture is convincing. Organizations with strong leadership cultures easily adapt to changing circumstances. When times are difficult, the leadership group can weather the storm by reaching back to its shared visions and finding courage through collective strength (Deal, 1982).

Summary

The research of the sixties tended to focus more on health and climate of schools and districts and the emphasis was on examinations of what is rather than proactive ideals about what could be. At that time, the notion of culture had not yet been introduced. However, recognition of interpersonal skills and their importance to the health of an organization was beginning to surface.

It was not until the early eighties and the work of Peters and Waterman (1982) that the wave of research into organizational culture began to flow. In every instance from then on, the emphasis has been on describing the culture of successful organizations and how that culture is created, changed and maintained. Further, the research shows how critical to success are the unshaking beliefs of the chief executive officers and organizational leaders in their senses of mission, the strong interpersonal skills they practise, their active willingness to listen to both employee and customer and their ability to adapt to changing conditions around them.

The vestiges of bureaucratic organization are still tied to school districts. At the same time, personnel are much more aware of their professionalism and

autonomy and this often conflicts with the tradition of bureaucratic line authority. Surveys tend to indicate that the morale of school district personnel has been slipping, due perhaps in part to their lack of involvement in decisions which impact directly on their work and perhaps due also in part to a feeling of helplessness about how to improve the condition. A careful and thoughtful process for identifying the current status and ideal status of professional leadership culture can be the first step toward resolving traditional conflicts. Such a process has the capacity for improving the level of morale, increasing productivity and revitalizing the personnel resources which give life and substance to a school district. Chapter Three describes the method used to collect the data about professional leadership culture in North Vancouver.

CHAPTER THREE

Research Methodology

Introduction

Some of the information about leadership culture in successful businesses appears to have parallels with professional leadership culture in school districts, but there is little documentation related to the world of education. This study explored the issue of professional leadership culture by attempting to examine what educational leaders in a school district believe is the current professional leadership culture and what they believe it ought to be.

Culture is the collective set of often unstated, yet fundamental beliefs and values which guides the actions of the members of an organization. When these beliefs and values are clearly understood and shared by the members, productivity and strength increases.

The problem in this study is to examine the current professional leadership culture and the ideal leadership culture in North Vancouver School District as perceived by Principals, Vice-Principals, and Senior Level Administrators. It is hoped that the results of the study will contribute to the efforts of the professional leadership group as it attempts to create and develop a strong and inspirational professional leadership culture. It is also hoped that the process of designing leadership culture will involve a large number of district leadership personnel and that this process will lead to a revitalization of human resources. The speculations about what ought to be form the basis for a collective vision of the ideal leadership culture.

Sources of Data

The study involved 84 Principals, Vice-Principals, and Senior Level Administrators. For the first phase, the personal interview, six of the participants are Elementary Principals and three are Secondary Principals who were nominated by colleagues. The other six participants are Senior Level Administrators from the Central Office. These individuals are known collectively as the Elite Group and were asked to state their opinions about current and ideal leadership practices relative to cultural elements.

The opinions of the Elite Group were summarized and used to generate a scalar questionnaire. The questions were classified according to ten emergent themes from the corporate literature, separated into two sections, Current Status and Ideal Status and randomly arranged. A five point rating scale was used to determine the extent to which the colleagues of the Elite Group agree or disagree with the opinions. All 78 school based Principals and Vice-Principals and the six Senior Level Administrators received the questionnaire.

North Vancouver School District was invited to participate in the the study. During a personal interview with the Superintendent and a subsequent interview with one of the Assistant Superintendents, a detailed discussion about the nature of the study, the expectations for the sample group, the manner in which the data was to be collected and the manner in which the findings were to be described and shared was held. Further discussion focussed on the timeliness and importance of the study. Permission to conduct the study in North Vancouver was granted.

A meeting with all Principals and Vice-Principals was arranged in order to discuss the nature of the study and the manner in which the data was to be collected. It was also an opportunity to solicit support from this group and to explain how the first group of participants were to be selected. Unanimous support was received. The members of the group were asked to nominate, by mail-in ballot, three of their colleagues. The nine Principals whose names were most frequently mentioned were selected to serve as the first round participants in the personal interviews and they were contacted by telephone to arrange for the personal interview. The interviews were conducted in private and were audio-taped with the consent of the participants.

Data Collection

The data upon which this study is based was collected through personal interviews with the nine Principals who were selected by reputational criteria and Six Senior Level Administrators. These individuals in the Elite Group interact with each other and as such contribute in substantive ways to the intricacies of culture building among the leadership group. Their opinions formed the basis for the generation of a subsequent questionnaire.

A questionnaire was constructed from the summarized data gathered through the personal interviews and it was circulated to all 84 Principals, Vice-Principals, and Senior Level Administrators in the district.

The purpose of the interviews and questionnaire was to assess and pool group opinion of experts in order to arrive at consensus or discover the range of consensus relative to current and ideal professional leadership culture.

Instrumentation

The initial Interview Schedule used with the Elite Group contains a series of fifty questions, classified according to ten emergent themes from the literature on corporate cultures. The participants responded verbally, expressing their opinions and the data was recorded by hand and by audio tape. The resultant data was summarized, clarified and interpreted, then used to create statements for the questionnaire. Ten themes which follow have emerged from the literature on corporate culture and they form the major categories for the Interview Schedule. For each category, a series of questions related to educational leadership practice was created, asking participants to state their opinions about the current status and what they believe ought to be the ideal condition.

1. Critical Issues

Critical issues are matters at the very heart of any organization. Decisions about these issues will have a profound impact on the organization as a whole and commit it and its members to specific directions and allocation of resources. District goals and curriculum thrusts are examples of critical educational issues.

2. Heroes, Heroines, Mavericks and Villains

In corporations, certain individuals are characterized as heroes or heroines because they personify the ideals of the organization. In school districts, certain individuals, because of their consistent actions, stand out as true advocates for the advancement of educational ideals.

3. Networking

Information networks not only serve to communicate vital information, they also interpret and pass on the culture of the leadership in the organization. In education, bulletins, memos, meetings and the telephone are typical methods for communication.

4. Rites and Rituals

Rites and rituals are traditions or unwritten rules of the game for getting along. They are somewhat like behavioural norms. These traditions provide a sense of collective identity for the members and serve to dramatize the culture. At IBM, the long sleeved white shirt is the norm. At Apple, people address each other by first names. At Mars Inc., all people on the factory floor wear white lab coats. In some organizations it is clearly known who sits where at meetings, who speaks first and who ends the discussion. In education, monthly superintendent/principal meetings can be considered a rite and informal chats around the coffee urn can be considered a ritual for educational leaders.

5. Ceremony and Celebration

Ceremonies are those events which bring organization members together for a particular purpose. They can be formal, in the sense of annual conferences, or informal like Tandem Corporation's weekly beer bust, or an evangelical like extravaganza that occurs regularly at Mary Kay Cosmetics to celebrate success. Whatever their form and purpose, they serve to place the culture on display. Ceremonies traditional to educational leadership tend to be less flamboyant and are more of the type that welcome new members and say goodbye to those who are retiring.

6. Incentives and Rewards

Corporations use a variety of ways to recognize employees. Some provide tangible rewards in the form of monetary bonuses, paid vacations, cars, and improved office accommodation. Recognition of educational leaders is usually much less extravagant.

7. Innovation

Innovation is the development of new and better ideas to improve and enhance the organization. Most corporations depend heavily on innovation to help them keep themselves "on top". Educational leaders take pride in their districts for being "on the cutting edge".

8. Commitment

In successful corporations, employees and particularly leaders, have a firm commitment to the organization and work collectively to advance its goals. They identify with the company and experience a strong sense of belonging.

9. Symbols

Corporations often use slogans which encapsulate the visions of their organizations. Examples from the automobile industry are as follows:

Mercedes; Engineered like no other car in the world

Toyota; Who could ask for anything more

BMW; The ultimate driving machine

Saab; The defeat of habit by innovation

In education, leaders tend not to sloganize visions. However, they express what they value in other ways. Buildings and their interior and exterior appearances are symbols of leadership culture and what is held to be of value.

10. **Myths, Sagas and Legends:**

Members of corporate cultures often relate favourite stories about people or things that happen in the organization. The stories are important in that they serve to interpret the culture to newcomers and perpetuate the values shared by the organization.

The data from the Interview Schedule was summarized, interpreted and reorganized into statements, then randomly ordered according to what is and what ought to be. A five point rating scale was added. Thirty eight statements are included in the first section about current status and 48 statements are in the second section about the ideal condition. The scalar questionnaire was circulated to all Principals, Vice-Principals and Senior Level Administrators. They were asked to rate the extent of their agreement with the opinions of colleagues. Forty-eight of 84 responded. These ratings were analyzed by a system of tallying the responses for each of the five choices and translating the totals into percentages. The findings and discussion about the data is recorded in Chapter Four.

Data Treatment

The data from the Interview Schedule was recorded both by hand and by audio-tape. The opinions of the Elite Group were sorted into one of ten themes, then classified according to similarities. When two or more opinions from a theme were in agreement, the comments were summarized into a single statement for inclusion in the subsequent questionnaire. Single comments with no agreement were clarified as necessary and rewritten into statement form. The statements were sorted into two sections, **what is** and **what ought to be**,

then randomly organized for inclusion in the questionnaire. A five point rating scale for each statement was created to determine the extent of agreement or disagreement.

For ease of understanding the consistency of agreement, a self generated scale has been devised:

| AGREE/DISAGREE | CONSISTENCY | UNCERTAIN | CONSISTENCY |
|----------------|---------------|-----------|---------------|
| % | | % | |
| 75 - 100 | significant | 25 + | significant |
| 60 - 74 | substantial | 17 - 24 | substantial |
| 40 - 59 | moderate | 12 - 16 | moderate |
| 20 - 39 | low | 8 - 12 | low |
| 0 - 19 | insignificant | 0 - 7 | insignificant |

The Elite Group was also asked to state the ideal qualities for educational leaders and ideal characteristics of the collective leadership group. These qualities and characteristics (twelve of each) were listed in the questionnaire and the respondents were asked to select the five most critical.

The data was tallied, converted into percentage ratings and recorded in the form of tables which are presented in Chapter Four.

Summary

The initial instrument for this study was designed to assemble the opinions of expert and respected educational leaders (the Elite Group) about their perceptions of current professional leadership culture and speculations about what ought to be in terms of the ideal. The questions were classified according to ten emergent themes from the research about successful corporations. The subsequent scalar questionnaire was created from the summarized opinions of the Elite Group and circulated to all Principals, Vice-Principals and Senior Level Administrators.

The culture of a school district is complex and multi-dimensional in the sense that a number of sub-cultures operate within the district sphere of influence and each is interdependent and impacts on one another. Each school has its own unique culture, the teachers as a group have a specific culture, as do the para-professionals. In addition, there is a political culture which operates within the district and a community culture as well. In order to discover the complete portrait of professional leadership culture, investigation into the other cultures and discovery about how they interact with one another is necessary. This study has a narrow perspective in that the leadership group from only one school district was surveyed. Further study in other school districts will add a rich dimension to the data.

The information gained as a result of this study can contribute to the efforts of Principals, Vice-Principals and Senior Level Administrators in North Vancouver in their endeavours to become involved in an important and cooperative process which can lead not only to leadership self-renewal and growth, but also to personal professional involvement and development.

Involvement of professionals in a substantive and important enterprise is of itself a renewing and motivating force. The outcomes of such work provide a focus for newly bonded and committed personnel and therefore the chance for successful, lasting growth and development will be much greater. In addition, it is hoped that a successful model for the creation and development of a strong and inspirational professional leadership culture can be translated into a model for school based cultural growth and development.

The data about the ideal professional leadership culture creates a vision; a collective vision toward which the educational leaders in North Vancouver can direct their efforts to grow and improve their own professional leadership culture within the district. The findings are presented in Chapter Four.

CHAPTER FOUR

Findings

Introduction

The data from the questionnaire submitted to 84 Principals, Vice-Principals, and Senior Level Administrators in North Vancouver is presented. There were 48 respondents. The first round of questions was in the form of a personal interview with nine Principals, six elementary, three secondary, who were selected by their colleagues and six Senior Level Administrators. They are known in this thesis as the Elite Group. They were asked to offer their opinions related to questions designed for each of the sub problems. A questionnaire was constructed based on the summaries of opinions from the Elite Group. The data collected from members of the Administrative Group reflects the extent of agreement with the opinions of their colleagues.

There are 11 sub problems and with the exception of numbers 8, 10 and 11, each has two tables, one displaying opinions about the current status of professional leadership culture and the other displaying opinions about what ought to be. Numbers 8 and 10 have one table each, displaying opinions about what ought to be. Tables 19 and 20 display a rating scale about the ideal leadership qualities and characteristics.

Sub Problem 1

Critical Issues

1.1 In what ways are decisions about important or critical issues made?

1.2 Which groups or individuals ought to be involved in making decisions about important or critical issues?

Findings:

Critical issues are those matters at the heart of an organization. Decisions about them commit the district to particular directions and substantial allocations of resources are made to those directions. Tables 1 and 2 display the opinions of North Vancouver Principals, Vice-Principals, and Senior Level Administrators about how decisions regarding important or critical issues are currently made and how they feel they ought to be made.

Table 1 shows that a substantial number of administrators (70%) agree with their Elite colleagues that important decisions are currently made at the school level by building administrators and staffs. A moderate percentage (57%) agree that these kinds of decisions are most typically made by Central Office Administrators. A low percentage (25%) agree that these decisions are most typically made by administrators through the formally constructed, regularly scheduled Superintendent/Principal meetings. There is significant uncertainty (27%) uncertain about whether or not critical decisions are made at those meetings and moderate disagreement (48%) that decisions about critical issues are made at those meetings.

Table 2 shows that a significant number of administrators (75%) agree that the best group for making decisions about critical issues is a representative study group from among administrators (school building and central office) and teachers. There is considerably less agreement about which other groups or individuals ought to deal with critical issues. A moderate percentage (41%) agree that teachers form the best group while 31% disagree and 27% are uncertain. There is somewhat less uncertainty about Central Office Administrators as a group; 60% disagree that they are the best group while only

17% agree that they are and 23% are not sure. There is considerable inconsistency in opinion about a Superintendent with a clear vision; 37% agree that such a person is the best individual for making decisions about critical issues while 46% disagree and 17% are uncertain.

Table 1
Critical Issues: How Decisions About Important Matters are Made
($n = 48$)

| ISSUES: | SA | A | U | D | SD |
|--|----|----|----|----|----|
| | % | % | % | % | % |
| 1. Decisions about how best to deal with critical issues are usually made at the school level. | 10 | 60 | 13 | 15 | 2 |
| 2. Decisions about how best to deal with critical issues are most typically made by Central Office Administrators | 2 | 15 | 42 | 13 | 25 |
| 3. Decisions about how best to deal with critical issues are usually made at Superintendent/Principal meetings. | 0 | 6 | 19 | 27 | 48 |

Table 2

Critical Issues: How Decisions About How Important Matters Ought to be Made.

(n = 48)

| ISSUES: | SA | A | U | D | SD |
|--|----|----|----|----|----|
| | % | % | % | % | % |
| 1. A representative study group from among principals, teachers, and central office administrators is the best for making decisions about critical issues. | 4 | 29 | 46 | 8 | 12 |
| 2. Teachers form the best group for dealing with critical issues. | 4 | 12 | 29 | 27 | 27 |
| 3. Central Office Administrators form the best group for dealing with critical issues. | 12 | 2 | 15 | 23 | 48 |
| 4. A Superintendent with a clear vision is the best person for dealing with critical issues. | 4 | 10 | 27 | 17 | 42 |

DISCUSSION:

There is a belief among a substantial percentage of administrators (70%) that decisions about critical issues are made most often at the school level, while less frequently, (57%) such decisions are made through a more hierarchical structure by Central Office Administrators.

Comments from one Elementary Principal respondent summarizes this view: "We aren't dealing well with issues because of the surfacing procedures.

We move into problem solving too quickly; we need to move into problem finding first."

Another suggests that: "People in positions to generate often don't."

A Senior Level Administrator suggests: "From anywhere within the organization, people should feel safe to bring forward issues."

A significant percentage of administrators (75%) agree with their Elite colleagues that a more unified, cohesive approach with involvement in the making of decisions about critical issues by representatives from all groups is desirable. Thus a major shift is proposed, from the individual building level and the district office to a district wide representational model. Results of such decisions would thereby impact on all schools particularly and the district generally.

This opinion is consistent with the literature on successful corporate cultures. The team approach with involvement at the "grass roots" level results in greater performance among employees (Peters & Austin, 1986).

Decisions made at the individual school level may contribute to a fragmented culture. Each school has its own sub culture and important decisions made by these sub cultures can lead to increased fragmentation rather than to the building of organizational cohesion. Deal and Kennedy (1982) suggest that the problem with fragmented cultures is that they do not mesh well when they need to.

Toffler (1985) recommends a system of adhocracy, a system made up of temporary work units such as task forces, problem-solving groups, project teams and the like to deal with matters critical to the organization. These teams can be designed to last a few years or only a few days and are composed of

people who have the capacity to make complex value decisions rather than the inclination to mechanically execute orders sent down from above.

The representative team approach recommended by a significant percentage of administrators, resembles the team concept suggested by the literature on corporate cultures. It involves individuals from the various sub cultures and creates a more unified, cohesive decision making body. The team approach has the capacity for building and strengthening leadership culture by bringing together the various subcultures for the purpose of surfacing and making decisions about matters central to the district.

Sub Problem 2:

Heroes, Heroines, Mavericks and Villains

- 2.1 In what ways are potential leaders identified?
- 2.2 How should potential leaders be identified?
- 2.3 How are potential leaders trained and groomed?
- 2.4 How should potential leaders be trained and groomed?
- 2.5 How is maverick behaviour among educational leaders viewed by colleagues and superiors?
- 2.6 How should maverick behaviour among educational leaders be viewed by colleagues and superiors?
- 2.7 How is villainous behaviour among educational leaders typically dealt with?
- 2.8 How should villainous behaviour among educational leaders be dealt with?

Findings:

Heroes and heroines are those individuals who personify the ideals of the organization and contribute to the successful growth and development of the culture. They are the leaders who are held in highest regard by the general membership of the group. Such educational leaders have the capacity for strongly influencing the culture of the district. Thus, the identification and training of potential leaders is critical for the successful growth and continued development of the district.

Mavericks are those leaders who are competent, creative risk takers yet do not conform to expected behaviour. Villains are those individuals who have a distinctly negative impact on the organization.

Table 3 displays the opinions of North Vancouver administrators about the ways in which potential leaders are identified and trained, how maverick behaviour is viewed and how villainous behaviour is dealt with. A significant percentage (87%) agree that there is no systematic process for discovering potential leaders while a significant percentage (79%) also agree that potential leaders are most frequently identified by building principals. A moderate percentage (46%) agree that potential leaders are discovered through their involvements on district committees while a low percentage (31%) disagree and a substantial percentage (23%) are uncertain. A significant percentage (79%) agree that there is no systematic process for the training and grooming of potential leaders while a significant percentage (77%) also agree that potential leaders are trained and groomed through involvement in leadership roles at the school.

A moderate percentage (46%) agrees that potential leaders are trained and groomed through their work on district committees while a low percentage (35%) disagree and a substantial percentage (17%) are uncertain.

A moderate percentage (58%) agrees that risk taking behaviour among principals is viewed by other principals as an integral part of how the system works. A substantial percentage (21%) are unsure. There is moderate, yet less agreement (40%) that such behaviour is viewed by superiors as an integral part of how the system works. There is significant uncertainty (27%) and low disagreement, (33%). A low percentage (25%) agree that maverick behaviour among principals is viewed by superiors as a threat while a moderate percentage (52%) disagree and a substantial percentage (23%) are uncertain. The range of agreement is similar for the opinion that maverick behaviour among principals is viewed by principal colleagues as a threat; a low percentage agree (23%), a moderate percentage (52%) disagree and a significant percentage are uncertain (29%).

A moderate percentage (50%) agree that villainous behaviour among administrative officers is protected while 27% disagree and 23% are uncertain. A moderate percentage (40%) also agree that villainous administrative officers receive a fair and just process while a significant percentage are uncertain (42%).

Table 4 displays the opinions of administrators about how potential leaders ought to be identified and trained, how maverick behaviour among administrators ought to be viewed and how villainous behaviour ought to be dealt with.

A significant percentage (91%) agrees that school based opportunities for teachers to become involved in leadership roles is the best way to surface potential leaders while a moderate percentage (52%) agree that district level opportunities ought to be made available. A significant percentage (89%) agree that potential leaders ought to be carefully matched with highly competent administrators with whom they can be trained and groomed. A significant percentage (87%) also agree that potential leaders ought to be trained and groomed through district leadership opportunities which are designed to expand knowledge and expertise beyond the classroom.

There is significant agreement (91%) that risk taking, maverick behaviour among principals ought to be viewed as good for the district. There is similar significant agreement (90%) that maverick behaviour ought to be encouraged and nurtured and significant agreement (85%) that maverick behaviour among central office administrators ought to be viewed as good for the district.

There is less consistency of agreement about villainous behaviour. A low percentage (35%) agree that villainous administrators ought to have their employment terminated immediately, while 39% disagree and significant percentage (25%) are uncertain. There is substantial consistency of agreement (70%) that villainous administrators ought to be provided with a rehabilitative process.

Table 3

Heroes, Heroines, Mavericks and Villains: How Educational Leaders are Identified, Trained, Groomed and Viewed by Colleagues and Superiors.
($n = 48$)

| ISSUES: | SA % | A % | U % | D % | SD % |
|---|---------|--------|--------|--------|---------|
| 1. There is no systematic process for discovering potential leaders. | 21 | 46 | 8 | 17 | 6 |
| 2. Potential leaders are most frequently discovered through observations by the building principal. | 6 | 73 | 10 | 8 | 2 |
| 3. Potential leaders are most commonly surfaced through their involvements on district committees. | 2 | 46 | 23 | 31 | 0 |
| 4. There is no systematic process for training and grooming potential leaders. | 31 | 48 | 4 | 10 | 2 |
| 5. Potential leaders are trained and groomed through involvement in leadership roles at the school level. | 10 | 67 | 15 | 4 | 4 |
| 6. Potential leaders are trained and groomed through their work on district committees. | 0 | 46 | 17 | 35 | 2 |
| 7. Creative, risk taking behaviour among principals is viewed by other principals as an integral part of how we work. | 10 | 48 | 21 | 17 | 2 |
| 8. Creative, risk taking behaviour among principals is viewed by superiors as an integral part of how we work. | 2 | 38 | 27 | 29 | 4 |
| 9. Competent, risk taking principals are viewed by superiors as a threat. | 4 | 21 | 23 | 44 | 8 |
| 10. Creative, competent, risk taking principals are viewed by other principals as a threat. | 4 | 19 | 29 | 40 | 8 |
| 11. Incompetent Administrators Officers who have a distinctly negative impact on the district are usually protected. | 8 | 42 | 23 | 25 | 2 |
| 12. Incompetent Administrative Officers are dealt with through a fair and just process. | 2 | 38 | 42 | 17 | 2 |

Table 4

Heroes, Heroines, Mavericks and Villains: How Educational Leaders Ought to be Surfaced, Trained and Viewed by Colleagues and Superiors.

(n = 48)

| ISSUES: | SA | A | U | D | SD |
|---|----|----|----|----|----|
| | % | % | % | % | % |
| 1. School based opportunities for teachers to become involved in leadership roles is the best way to surface potential leaders. | 35 | 56 | 6 | 2 | 0 |
| 2. Potential leaders ought to be discovered through their involvements in district level opportunities. | 2 | 50 | 21 | 25 | 2 |
| 3. Potential leaders ought to be carefully matched with highly competent administrators with whom they can be trained and groomed. | 29 | 60 | 4 | 8 | 0 |
| 4. Potential leaders ought to be trained and groomed through involvements in district leadership roles which are designed to expand knowledge and expertise beyond the classroom. | 27 | 60 | 4 | 8 | 0 |
| 5. Creative, risk taking behaviour among principals ought to be viewed as good for the district. | 31 | 60 | 6 | 2 | 0 |
| 6 Creative, risk taking behaviour among principals ought to be encouraged and nurtured. | 21 | 69 | 8 | 2 | 0 |
| 7. Creative, risk taking behaviour among central office administrators ought to be viewed as good for the district. | 0 | 10 | 75 | 10 | 2 |
| 8. Incompetent administrative officers who have a distinctly negative impact on the district ought to have their employment terminated immediately. | 10 | 25 | 25 | 33 | 6 |
| 9. Incompetent administrative officers who have a distinctly negative impact on the district ought to be provided with a rehabilitative process. | 16 | 54 | 16 | 10 | 2 |

DISCUSSION:

The current belief among administrators is that there is no systematic process in place for discovering potential leaders and that they are most frequently discovered by principals' observations at the school. Almost half also believe that potential leaders are surfaced through district level involvements and slightly more than half believe this is also a place for discovery. The data suggest that although the process is not systematic, the current places for discovering potential leaders are as they ought to be.

Comments from two Elementary Principals are as follows:

" School principals ought to identify people on staff who are leaders in the school-active participants in the culture and climate."

" School principals ought to look for people who are able to see the larger picture; the vision, and who can lead others to see the picture in a way that allows for reflection and modification."

A Secondary Administrator notes: "There is no process, only impressions from colleagues which leads to something akin to an old boys' network. Someone gets notoriety and he gets noticed."

The data related to training and grooming do not agree to the same extent. The majority of respondents believe that there is no systematic process and that currently leaders are most frequently trained at the school level and less frequently through work on district committees. The data suggest that once identified, potential leaders ought to have specialized training processes provided by the district and that the individuals ought to be carefully matched with highly competent administrators. Thus a more systematic approach is suggested.

From three Elementary Principals:

"The district is not strong in identifying and training administrators."

"The district ought to establish a method for leadership training; partly scientific, partly artistic."

"School districts should bend over backwards to create opportunities for teachers to expand beyond the classroom to explore different areas and apply knowledge."

From one Senior Level Administrator: "The district ought to provide a lot of opportunities for potential leaders to practise and be coached."

There is only moderate agreement that risk taking and creative behaviour among administrators is viewed as desirable, yet the majority of respondents agree that such behaviour is good for the system and ought to be nurtured and encouraged.

From two Elementary and one Secondary Principal:

"The devil's advocate role is important to enhance discussion and provide an alternate view. Mavericks usually have more creative ideas."

"They are sometimes viewed as a threat because they question. This is a quality that brought them to the forefront in the first place." "Mavericks must be supported. Its where the spark and creativity comes from."

A Secondary Principal notes: "They do things; they provoke thinking and cause others to be sharper. They bring recognition to the system."

A Senior Level Administrator comments: "Mavericks force management to consider ideas. There is too much groupthink otherwise."

Another Senior Level Administrator notes: "Mavericks should be encouraged. Without them it could lead to ruts and the old boys network."

There is considerable inconsistency about what happens to villainous administrators, yet should such behaviour be identified, a substantial number agree that a humane rehabilitative process ought to be in place to modify behaviour and reorient individuals.

The corporate literature suggests that leaders in successful companies need different skills than those required for traditional bureaucratic systems. To achieve corporate excellence, managers of the future must possess such characteristics as Creative Insight, Sensitivity, Vision, Versatility, Focus and Patience (Hickman & Silva, 1984). Traditional bureaucracies with linear structures tend to crush precisely those executive skills (Toffler, 1984). Heroes are those executives who personify the ideals of the corporation and provide a lasting influence within the organization (Deal & Kennedy, 1984). Coaching is the type of leadership that pulls people together from diverse backgrounds and interests and encourages them to assume responsibility and continued achievement (Peters & Austin, 1986). IBM selects potential heroes and matches them with particular senior managers for training in the culture of the corporation (Deal & Kennedy, 1984). Individuals create excellence. They use their own unique skills to lead others along the pathway to excellence, carefully cultivating those who will later assume the controls (Hickman & Silva, 1984).

Deal and Kennedy (1984) describe mavericks as outlaws. They are eccentric, but highly competent and deliberately violate cultural norms. However, they have enough talent to meet the main requirements that ensure their survival within the culture. Outlaws are highly valued in a strong culture company; they keep the company evolving (Deal & Kennedy, 1984). Strong culture companies place these types of leaders in creative positions or appoint

them to head innovative teams. Peters and Austin (1986) describe the villain as a "prima donna who won't forgo the 'I' in favour of 'we'..." . They recommend this type of egocentric person be let go from the organization immediately.

There is some consistency among the opinions of North Vancouver Administrators and the corporate literature. Little is said about how to surface potential leaders in the corporate literature, but North Vancouver Administrators believe that the current method of discovery at the school level is the one they prefer. However, their recommendation for a mentorship concept for training is highly consistent with the literature. Potential leaders ought to be matched with the heroes and heroines. The group training concept at the corporate or district level is used by successful corporations particularly when new individuals are brought into the company (Peters and Austin, 1986). Thus the recommendation for specialized district level training is also consistent with the literature about successful corporations.

Successful corporations value maverick behaviour highly, although not all leaders are expected to be mavericks. Mavericks are cultivated and provided with opportunities to pursue their creative instincts. At present, there is only moderate agreement that maverick behaviour is tolerated in the district, but there is significant agreement that it ought to be nurtured and encouraged. The administrators take a more humane and tolerant view of villainous behaviour than their counterparts in the corporate world. In the business world, those who do not fit the corporate mold, who are more interested in pursuing their own goals than those of the corporation are immediately released from employment. The administrators believe that a rehabilitative process is more appropriate for a successful school district.

Sub Problem 3:**Networking**

3.1 What processes are in place for communication of important information?

3.2 What processes ought to be in place for communicating important information?

Findings:

Clear and open communication among educational leaders is critical for smooth and successful operation within the district. Table 5 and 6 display the opinions of North Vancouver Administrators related to how communication of important information currently occurs and how it ought to occur. Table 5 shows that there is moderate agreement (59%) that memos and bulletins are the most common forms of district communication while a moderate percentage (46%) disagree that these methods are most common. Fifty-five percent agree that the majority of important district information is communicated at the Superintendent/Principals meetings while 23% disagree and 23% are uncertain. The least consistency of agreement is for the method of informal checks with colleagues; 42% agree, 35% disagree and 21% are uncertain.

Table 6 displays the opinions of North Vancouver Administrators about how important district information ought to be communicated. There is significant level of agreement for three of the four recommendations and a substantial level of agreement for the the fourth. Ninety-three percent agree that a threat -free atmosphere is crucial for a quality exchange of ideas and 83% agree that the Superintendent/Principals meetings which are structured for an exchange of ideas is the best method for communication of important district

information. In addition, 79% agree that the family of schools meeting is a good structure for communication and idea exchange. A substantial percentage (73%) agree that small group, face to face meetings between central office administrators and building principals is the best way to communicate important information about the district.

Table 5

Networking: How Important District Information is Communicated.

(n = 48)

| ISSUES: | SA | A | U | D | SD |
|---|----|----|----|----|----|
| | % | % | % | % | % |
| 1. Memos and bulletins are the most common methods for communicating the majority of important district information | 4 | 44 | 6 | 44 | 2 |
| 2. The Superintendent/Principals meetings are where the majority of important district information is communicated. | 15 | 40 | 23 | 23 | 0 |
| 3. Informal checks with colleagues is the most common method for communication of important district information. | 2 | 13 | 29 | 21 | 33 |

Table 6

Networking: How Important District Information Ought to be Communicated.

(n = 48)

| ISSUES: | SA | A | U | D | SD |
|--|----|----|----|----|----|
| | % | % | % | % | % |
| 1. A threat free atmosphere in meetings is crucial for a quality exchange of ideas. | 58 | 35 | 2 | 4 | 0 |
| 2. Superintendent/Principals' meetings which are structured for an exchange of ideas is the best method for communication of important district information. | 27 | 56 | 15 | 0 | 2 |
| 3. The family of schools meeting is a good structure for communication and idea exchange. | 23 | 56 | 10 | 10 | 0 |
| 4. Small group, face to face meetings between central office administrators and building principals is the best way to communicate important information about the district. | 0 | 13 | 60 | 19 | 8 |

DISCUSSION:

There is moderate agreement and disagreement suggesting no clear cut process for communication of important district information. It would appear that all three methods are used at various times for particular types of information exchange. However, the data clearly suggest that the formal structures already in place, the Superintendent / Principals' meetings and the family of schools meetings are desirable structures for an exchange of information. The data also clearly suggest that a threat free atmosphere in such structures be present so that a quality level of exchange can take place.

A Senior Level Administrator comments: "At Superintendent / Principals meetings there is an absence of interflow."

An Elementary Principal suggests: "There ought to be a large chunk of quality time for leaders to talk about vision."

A third structure, the small group format is also suggested as another method for discussion of district information.

An Elementary Principal comments: "Much honesty and sharing is lost in larger groups. Small, like minded groups functioning informally would work better."

A Senior Level Administrator comments: "Face-to-face meetings are good. District leaders need to be out and around, just to listen. They should practise management by walking around."

The data from the corporate literature suggest that excellent companies have a vast network of informal, open communications (Peters & Waterman, 1982) . There is usually an insistence on informality and a deployment of simple configurations. Head tables are seldom used, first names almost always are. The cultural network is the primary means of communication within the organization. It is the informal source of information and goes on before, during and after formal meetings (Deal & Kennedy, 1984) . Virtually all information should be shared with everyone. Such sharing not only confirms the employee's value as a partner and problem solver, it also provides the critical knowledge necessary for making effective decisions (Peters, 1987).

While the most common method for information communication is currently through memos and bulletins, the data from this study also suggest that administrators prefer a more interactive process through group discussion. The structures for information communication, although formal, are satisfactory to the North Vancouver Administrators. However, the nature of communication

within the structures is not. The more informal and trusting atmospheres recommended by the corporate literature would appear to be consistent with the desires on the part of administrators for a more fluid and open exchange of ideas. More small group, face to face meetings of an informal nature preferred by administrators is also consistent with the corporate literature.

Sub Problem 4:

Rites and Rituals

4.1 What are the current behavioural norms among Administrative Officers?

4.2 What ought to be the ideal behavioural norms among Administrative Officers?

Findings:

Rites and rituals are the common interactions which typically occur among members within a group. They can be described as similar to behavioural norms. Tables 7 and 8 display the opinions of North Vancouver Administrators about current rites and rituals and what they believe ought to be typical behaviours.

In Table 7, only one ritual was commonly subscribed to by the members of the Elite Group and there is moderate consistency of agreement by colleagues; 40% agree that maintaining a low profile is the current norm, while 48% disagree and 13% are uncertain. However, Table 8 displays four recommendations for ideal typical behaviours and there is significant agreement among all four. Ninety-nine percent agree that honesty and integrity be fundamental beliefs of all administrators and 98% agree that district leaders ought to adopt an attitude of "how can we help?". Eighty-one percent

agree that the regularly scheduled Superintendent/Principals' meetings ought to deal with substantive, abstract ideas and concepts rather than just 'nuts and bolts'. As well, 79% agree that at meetings, all agendas ought to be on the table.

Table 7
Rites and Rituals: What are the Typical Behavioural Norms Among
Administrative Officers?

(n = 48)

| ISSUES: | SA | A | U | D | SD |
|---|----|----|----|----|----|
| - | % | % | % | % | % |
| Maintaining a low profile is the current norm for getting along in the leadership group. | 17 | 23 | 13 | 33 | 15 |

Table 8
Rites and Rituals: What Ought to be the Typical Behaviour Norms Among
Administrative Officers?
($n = 48$)

| ISSUES: | SA | A | U | D | SD |
|--|----|----|----|----|----|
| | % | % | % | % | % |
| 1. Honesty and integrity ought to be fundamental beliefs for all administrators. | 70 | 29 | 0 | 0 | 0 |
| 2. District leaders ought to adopt an attitude of "how can we help?". | 33 | 65 | 2 | 0 | 0 |
| 3. Superintendent /Principals' meetings ought to deal with substantive, abstract ideas and concepts rather than just nuts and bolts. | 35 | 46 | 6 | 12 | 0 |
| 4. At meetings, all agendas ought to be on the table. | 25 | 54 | 12 | 6 | 2 |

DISCUSSION:

The findings suggest that there is considerable disagreement among administrators about the only behavioural norm suggested by their Elite colleagues.

An Elementary Principal notes: "Don't draw attention to yourself and defer to the more senior principals in the group."

However, the significant consistency among the group for the four recommendations suggests that a shift to a more open and trusting model of

interaction is greatly desirable. The data also suggest that the administrators wish to engage in honest discussions about more substantive issues.

An Elementary Principal comments: "At present, you can get things to happen more easily by approaching certain people; you have to know who the medicine men are. We need more honesty in interactions."

The corporate literature suggests that ritual symbolizes a belief central to the organization and the most important management ritual continues to be the formal meeting. However, it continues to suggest that no one meeting form appears to be better than another; the meeting is simply a reflection of the culture (Deal & Kennedy, 1982). A return to the 'softer management' skills, the interpersonal skills and caring about people in the workplace is strongly recommended throughout the literature. It suggests that managers live and work with confidence in their beliefs, and that they live them with integrity. Convictions about people as a vital part of the enterprise must be clear and strong (Peters and Austin, 1986)

A Senior Level Administrator notes: "The district expects a standard of high performance and expects that others should be treated as human beings. We are not a formal school district."

There is strong consistency between the recommendations of the administrators and the literature on corporate cultures. Administrators recognize the necessity of the formal meeting, but wish to see it reflect the cultural values which they view as fundamental, honesty and integrity. Discussions about more substantive issues with all agendas open and on the table reflect the belief that trust and honesty are valued. The desire on the part

of administrators for a higher level practice of interpersonal skills among all members of the leadership group is consistent with corporate literature.

Sub Problem 5:

Ceremony and Celebration

5.1 What are the current methods for ceremony and celebration in the district?

5.2 What types of ceremony and celebration should be in place in the district?

Findings:

Ceremony and celebration are the typical events deemed important enough to be held with some degree of regularity to bring together the members of the group in a more informal manner. Tables 9 and 10 display the opinions of North Vancouver Administrators related to the types of events which are typical and the types of events which they believe ought to be in place.

Table 9 shows that a significant percentage (81%) agree that the late summer Bar-B-Que is a good way to start the year and 75% agree that the annual administrators' conference is an important event. Table 10 displays three recommendations. There is significant agreement (80%) that there ought to be an annual retreat for all administrators to surface critical issues and develop district goals. There is substantial agreement (62%) that there ought to be more opportunities for informal gatherings among all administrative officers (teas, wine and cheese, dinners, etc.) There is low agreement (33%), low disagreement (33%) and significant uncertainty (31%) about whether the district ought to create a facility designed especially to accommodate frequent informal gatherings.

Table 9
Ceremony and Celebration: What Types of Ceremony and Celebration are
Currently in Place?
($n = 48$)

| ISSUES: | SA | A | U | D | SD |
|---|----|----|----|----|----|
| | % | % | % | % | % |
| 1. The annual late summer Bar-B-Que is a good way to start the year. | 31 | 50 | 10 | 4 | 4 |
| 2. The annual administrators' conference is an important event for administrators in this district. | 33 | 42 | 13 | 13 | 0 |

Table 10
Ceremony and Celebration: What Types of Ceremony and Celebration Ought
to be in Place?
($n = 48$)

| ISSUES | SA | A | U | D | SD |
|---|----|----|----|----|----|
| | % | % | % | % | % |
| 1. There ought to be an annual retreat for all administrators to surface critical issues and develop district goals. | 38 | 42 | 19 | 2 | 0 |
| 2. There ought to be more opportunities for informal gatherings among all administrative officers (teas, wine and cheese, dinners, etc.). | 14 | 48 | 16 | 16 | 4 |
| 3. The district ought to create a facility designed especially to accommodate frequent, informal gatherings. | 8 | 25 | 31 | 25 | 8 |

DISCUSSION:

The data suggest that the administrators not only agree significantly that the two ceremonial events are worthy of retaining, but also significantly agree that a third be added; a retreat for the purpose of surfacing critical issues and developing district goals.

An Elementary Principal notes: "We are seldom able to have a crystal clear view of a goal."

A substantial number also agree that more informal occasions ought to be in place. These recommendations would suggest that administrators favour informality with a purpose. They believe it is important to gather together in a less formal atmosphere and that at times, important matters can be raised and discussed.

A Senior Level Administrator comments: "Too much formality hinders discussion; important thoughts might go unsaid."

While some feel that it would be beneficial for the district to provide an informal gathering facility, many feel that is not necessary.

Successful corporations have devised elaborate strategies for celebration and ceremony. They range from informal beer busts (which everyone attends) at Tandem Corporation to evangelical like extravaganzas staged by Mary Kay Cosmetics (Deal & Kennedy, 1982; Peters & Austin, 1986, Peters & Waterman, 1982). These events are regular ceremonial features and are strategically planned to celebrate success.

While North Vancouver Administrators believe that regular informal ceremonies are important, they do not subscribe to the current beliefs of their corporate counterparts. The administrators are much more conservative, much

less flamboyant and are not given to the trappings of corporate hoopla. Rather, they favour informal opportunities to meet together to discuss issues of mutual interest.

A Senior Level Administrator suggests: "Ceremonies can create a bonding, a sense of identity, but acknowledgement can be done without a gathering of the masses."

Sub Problem 6:

Recognition, Incentives and Rewards

6.1 What forms of recognition, incentives and rewards are currently available for administrators?

6.2 What forms of recognition, incentives and rewards ought to be available for administrators?

Findings:

Corporations frequently provide tangible rewards and incentives for their employees to help them maintain a competitive edge and to boost morale. Tables 11 and 12 display the opinions of North Vancouver Administrators about recognition, incentives and rewards for members of the leadership group. Table 11 shows that a significant percentage (75%) agree that currently no formal methods for recognizing contributions and accomplishments of administrators exist while a substantial percentage (60%) agree that an informal pat on the back by superiors is a typical form of recognition. A moderate percentage (48%) agree that principals are recognized through invitations by superiors to sit on or chair district committees while a significant percentage (38%) is uncertain. Table 12 shows that a significant percentage (75%) agree

that quiet praise through informal visits, notes or telephone calls by superiors is the best way to recognize contributions and accomplishments of administrative officers. A moderate percentage (58%) agree and a low percentage (27%) disagree that administrators ought to be recognized publicly through bulletins and /or formal meetings. A low percentage (35%) agree, a low percentage (29%) disagree and a significant percentage (33%) are uncertain about whether recognition and reward ought to take the form of sabbaticals or leave plans. A substantial percentage (67%) disagree and a substantial percentage (21%) are uncertain that it is inappropriate to recognize or reward administrative officers.

Table 11

Recognition, Incentives and Rewards: In What Ways are Administrative Officers Recognized or Rewarded?

(n = 48)

| ISSUES: | SA | A | U | D | SD |
|---|----|----|----|----|----|
| | % | % | % | % | % |
| 1. There are no formal methods for recognizing contributions and accomplishments of principals. | 31 | 44 | 8 | 17 | 0 |
| 2. An informal pat on the back is a typical form of recognition for administrators. | 6 | 59 | 13 | 23 | 2 |
| 3. Recognition of principals is through invitation by superiors to sit on or chair district committees. | 4 | 44 | 38 | 15 | 0 |

Table 12

**Recognition, Incentives and Rewards: What Forms of Recognition , Incentives
and Rewards Ought to be in Place for Administrators?**

(n = 48)

| ISSUES: | SD | SA | A | U | D |
|--|----|----|----|----|----|
| | % | % | % | % | % |
| 1. Personal, quiet praise through informal visits, notes or telephone calls by central office administrators is the best way to recognize contributions and accomplishments of administrators. | 23 | 52 | 10 | 14 | 0 |
| 2. Principals ought to be recognized publicly for their contributions and accomplishments through bulletins and / or formal meetings. | 4 | 54 | 15 | 25 | 2 |
| 3. Recognition and rewards for accomplishments and contributions of principals ought to take the form of sabbaticals and / or leave plans. | 12 | 23 | 33 | 29 | 0 |
| 4. It is inappropriate to recognize or reward district administrators. | 6 | 6 | 21 | 52 | 15 |

DISCUSSION:

The data suggest that there is no formal method for recognizing accomplishments and contributions of administrators, yet there is some agreement that conservative, informal gestures on the part of superiors do occur on occasion. However, there is significant agreement that some form of informal, low key recognition ought to occur and some agreement that it occur in a more open and formal forum.

"There are fine examples of exemplary behaviour, but these people haven't received recognition."

"We need informal ceremonies where these people can be recognized." Elaborate and strategic incentive and reward systems are at work in successful corporations (Deal & Kennedy, 1982; Peters & Austin, 1986). In each case rewards are viewed as incentives and are given to top performers or those who have made the best sales. In the corporate world, competition in the field promotes competition within the workplace. However, Hickman and Silva (1984) suggest that sensitivity to personnel is highly rewarding and motivating. They suggest that there is a recent trend in corporations to move away from hierarchical structures to more informal networks where people share ideas, information and resources. This type of sensitivity is rewarding to employees; it boosts morale and contributes to increased productivity. They further suggest that every excellent company practices sensitivity.

It would appear that North Vancouver Administrators are desirous of the type of sensitivity described by Hickman and Silva. They do not subscribe to the competitive nature of their some of their corporate counterparts. Rewards based on competitive performance do not reflect the conservative, humanitarian type of culture preferred by educational leaders. The interpersonal interactions and personal, quiet praise reflects the type of sensitive culture which is described by Hickman and Silva.

A Senior Level Administrator notes: "We have substance without flash."

Sub Problem 7 :

Innovation

7.1 In what ways are new ideas typically generated?

7.2 How is innovation viewed by superiors and colleagues?

7.3 How should new ideas be generated?

7.4 How should innovation be viewed?

Findings:

Innovation, the generation of new ideas, is what keeps corporations ahead of their competitors and what keeps school districts on the cutting edge. Tables 13 and 14 display the opinions of North Vancouver Administrators about innovation in the district. Table 13 shows that substantial percentage (65%) agree that most new ideas in the district are currently generated at the school level while 19% are uncertain. It also shows that only 17% agree that most new ideas are generated by Central Office Administrators while 52% disagree that such is the case and 19% are uncertain. A significant percentage (77%) agree that innovations by principals are typically viewed by colleagues with respect and only 25% agree that innovations by principals are viewed by colleagues with skepticism and 61% disagree that such is the case. Table 13 also shows that a moderate percentage (54%) agree that innovations by principals are viewed by superiors with respect, 23% disagree and 23% are uncertain. A low percentage (25%) agree that innovations by principals are viewed by superiors with skepticism while a moderate percentage (54%) disagree and 19% are uncertain.

Table 14 shows significant agreement for all three opinions about what ought to be. Ninety-seven percent agree that committed leaders ought to be involved in the process of idea generation and implementation of innovation and 94% agree that innovation ought to be nurtured and encouraged through a

district wide commitment (both moral and financial support). Eighty-six percent agree that a think tank structure with a safe, nurturing environment and composed of both Central Office Administrators and building administrators ought to be created for the purpose of generating new ideas and innovations.

Table 13

Innovation: How New Ideas are Generated and Viewed by Colleagues and Superiors.

($n = 48$)

| ISSUES: | SA | A | U | D | SD |
|--|----|----|----|----|----|
| - | % | % | % | % | % |
| 1. Most new ideas in the district are typically generated by building principals and staffs. | 15 | 50 | 19 | 15 | 2 |
| 2. Central Office Administrators typically generate new ideas for the district. | 2 | 15 | 29 | 48 | 4 |
| 3. Innovation by school based administrators are most typically viewed by other principals with respect. | 8 | 69 | 13 | 8 | 2 |
| 4. Innovations by building principals are most typically viewed by other principals with skepticism. | 4 | 21 | 15 | 48 | 13 |
| 5. Innovations by building principals are most typically viewed by superiors with respect. | 4 | 50 | 23 | 17 | 6 |
| 6. Innovations by building principals are most typically viewed by superiors with skepticism. | 10 | 15 | 19 | 46 | 8 |

Table 14
 Innovation: How Innovation Ought to Take Place.
 (n = 48)

| ISSUES: | SA | A | U | D | SD |
|---|----|----|----|---|----|
| | % | % | % | % | % |
| 1. Innovation ought to be nurtured and encouraged through a district wide commitment (both moral and financial). | 40 | 54 | 6 | 0 | 0 |
| 2. Committed leaders ought to be involved in the process of idea generation and implementation of innovation. | 66 | 31 | 2 | 0 | 0 |
| 3. A think tank structure with a safe, nurturing environment and composed of Central Office Administrators and building administrators ought to be created for the purpose of generating new ideas and innovations. | 40 | 46 | 12 | 2 | 0 |

DISCUSSION:

Innovations in the district are currently generated primarily at the school level and are most typically viewed with respect by colleagues and somewhat less so by superiors. Little innovation is generated by Central Office Administrators. However, there is very high preference to see innovation nurtured and encouraged by Central Office Administrators.

An Elementary Principal comments: "There ought to be an empowering ability by Central Office Administrators by way of a green light."

A Senior Level Administrator suggests: "We ought to establish an environment with a reasonable acceptance of new ideas where they won't get stomped on."

A Secondary Principal notes: "We need to continually support and assign credibility to new ideas."

In addition, there is very high agreement that a think tank structure be established for the purpose of creating district wide innovation.

In the corporate world, most of the true innovation comes from the market-place; excellent companies are better listeners. Wang Labs is establishing a joint research and development program in which the company will work along with its customers to determine new ways to use integrated systems. The user is the supreme generator and tester of ideas. Excellent companies are closely in touch with the creative users of their products. They support and encourage champions (Peters & Waterman, 1982).

Champions are a must, not a luxury if companies truly seek innovation. A climate that nurtures and makes heroes of experimenters and champions must be created if innovation is believed to be important. The effective environment for champions is an abundance of small bands of mavericks or small groups of highly creative individuals. This is the hallmark of innovative corporations (Peters & Austin, 1986).

The recommendations suggested from the data in this study are highly consistent with the literature about successful corporations. If the individual schools can be considered the users, it would be incumbent upon the district to pay close attention to their needs and to involve them in joint operations to generate and test ideas. The think tank structure is highly consistent with the

suggestion that bands of creative individuals be created to generate and implement innovation. The role of the Central Office Administrators is to create a climate which nurtures and encourages innovation and which makes heroes of experimenters and champions.

Sub Problem 8

Commitment

8.1 In what ways can commitment for the advancement of district goals be gained?

Findings:

Commitment to the advancement of district goals is critical for a strong organizational culture. In a school district, administrators not only have commitments to the district, they also have commitments to their individual schools. Table 15 displays the opinions of North Vancouver Administrators about how commitment to district goals can be attained. There is significant agreement among administrators for all recommendations. The table shows that 98% agree that administrators ought to be involved at the earliest possible point in decision making and problem solving processes and 98% also agree that principals ought to be involved in the development of a shared vision or mission statement for the district. In addition, 80% agree that all administrators ought to become involved in learning how to establish and nurture a strong culture for the district and finally, 77% agree that the district ought to become a more eventful place.

Table 15
Commitment: How Best Can Commitment for the Advancement of District Goals
Be Gained?
(n = 48)

| ISSUES: | SA | A | U | D | SD |
|--|----|----|----|---|----|
| | % | % | % | % | % |
| 1. In order to gain commitment to the advancement of district goals, administrators ought to be involved at the earliest possible point in decision making and problem solving process. | 48 | 50 | 0 | 2 | 0 |
| 2. In order to gain their commitment to the advancement of district goals, principals ought to be involved in the development of a shared vision or mission statement. | 50 | 48 | 0 | 2 | 2 |
| 3. All administrators ought to become involved in learning how to establish and nurture a strong culture for the district. | 25 | 65 | 10 | 0 | 0 |
| 4. The district ought to become a more eventful place through increased opportunities for administrators and teachers to participate in committee work, social activities, educational events and displays, etc. | 21 | 56 | 19 | 4 | 0 |

DISCUSSION:

The data strongly suggest that administrators would like to become involved in district processes which deal with substantive issues and the

creation of shared visions and goals. Such involvement they believe would create higher levels of ownership and commitment to the advancement of district goals.

A Secondary Principal comments: "Commitment is strong when individuals have input in the development of a vision or mission statement."

There is some discrepancy related to created shared visions in the corporate literature. Hickman and Silva (1984) suggest that successful corporations are those whose senior level executives have clear and lofty visions for the corporation, the abilities to articulate them and motivate their employees to embrace them. However, Peters and Waterman (1982) and Peters and Austin (1986) refer frequently to involvement of employees at all levels. Successful corporations trust their employees and treat them with respect and dignity. In such corporations, senior level executives believe that people have greater commitment when they have control over their destinies. They believe that leadership is liberating; that people need to be involved and accountable and to reach for their potential. Employees need to have a covenantal relationship with the company, one which is based upon shared commitments to ideals, values and goals.

The desire for more involvement in the creation of a shared vision is consistent with some of the corporate literature. Certainly the desire by administrators for greater responsibility and accountability related to important district activity requires a high level of trust on the part of senior level administrators. According to the literature, once such trust once given, commitment is returned tenfold by employees.

Sub Problem 9:**Symbols**

9.1 What message is given to the general public about district beliefs through tangible symbols such as its buildings?

9.2 What messages ought to be given?

Findings:

Symbols tangibly display what is valued by organizations. School buildings, as a symbol of education, reflect the cultural beliefs of the district. Tables 16 and 17 display the opinions of North Vancouver Administrators about the messages given by the buildings. Table 16 shows that a significant percentage (75%) agree that the interiors of schools give the message to the general public that children are valued. There is less consistency of agreement about the exterior of schools. Fifty per cent agree that the exteriors give the message that education is the victim of neglect, while 35% disagree and 15% are uncertain. However, in Table 17, there is significant agreement (92%) that the appearance of district buildings ought to give the message to the general public that they are places of enlightenment and stimulation.

Table 16
 Symbols: What Message is Given Through the Appearance of School
 Buildings?
 ($n = 48$)

| ISSUES: | SA | A | U | D | SD |
|--|----|----|----|----|----|
| | % | % | % | % | % |
| 1. The interiors of district schools give the message that children are valued. | 33 | 42 | 13 | 10 | 0 |
| 2. The exteriors of district schools give the message that education is the victim of neglect. | 8 | 42 | 15 | 33 | 2 |

Table 17
 Symbols: What Message Ought to be Given Through the Appearance of
 School Buildings?
 ($n = 48$)

| ISSUES: | SA | A | U | D | SD |
|--|----|----|---|---|----|
| | % | % | % | % | % |
| 1. The appearance of district buildings ought to give the message to the general public that they are places of enlightenment and stimulation. | 46 | 46 | 6 | 0 | 2 |

DISCUSSION:

The data suggest that although the exteriors of schools have been neglected recently, the interiors still reflect the beliefs and values of administrators. Unfortunately, the majority of the general public only see the exteriors. The Administrators wish to give the message that schools are places of enlightenment and stimulation. This suggests that it likely will be necessary to improve the outward appearance or attempt to bring the general public into the schools.

A Senior Level Administrator comments: "The buildings show how education is valued by the government."

A Secondary Principal suggests: "Parents sometimes feel put off by secondary school buildings. They don't often feel as comfortable as they do in elementary schools."

An Elementary Principal notes: "The building should be a place where kids want to be. It should be ready for business; shouldn't look run down or shoddy."

In the corporate world, every system, every seating arrangement, every visit is symbolic behaviour. This symbolic behaviour reflects the cultural beliefs of the corporation. Cleanliness is a symbol which is a hallmark of the Disney parks and MacDonald's. It is symbolized by the remarkable attention paid to it by all employees (Peters & Waterman, 1986).

Administrators believe that children are valued and this is reflected by the attention paid to the interior trappings of the schools. They believe that this message is important for the general public, hence the desire to extend the message beyond the interior of the schools.

Sub Problem 10:**Myths and Legends**

10.1 What behaviours or events ought to form the basis for myths and legends about the district?

Myths and legends are the stories typically told by members of a group about the organization and/or the people in it. The stories reflect what people believe to be important and they serve to let newcomers know what the organization is all about.

Table 18 displays the opinions of administrators about the qualities of the district they would like to see as the basis for myths and legends about the district. In each of the four cases, there is only moderate agreement and significant uncertainty. Table 18 shows that 58% agree that the quality of leadership ought to form the basis for stories and anecdotes about the district, while 18% disagree and 23% are uncertain. Fifty-one percent agree that creative, risk taking behaviour among central office administrators ought to form the basis for stories and anecdotes about the district, while 20% disagree and 25% are uncertain. The table continues to show that 50% agree that risk taking activities among principals ought to form the basis for stories and anecdotes about the district, while 25% disagree and 25% are uncertain. Forty-six percent agree that the resourcefulness of district leaders in attaining worthy goals ought to form the basis for stories and anecdotes, while 21% disagree and 33% are uncertain.

Table 18

Myths and Legends: What behaviours and /or events ought to form the basis for stories and anecdotes about the district?

(n = 48)

| ISSUES: | SA | A | U | D | SD |
|---|----|----|----|----|----|
| | % | % | % | % | % |
| 1. The quality of leadership ought to form the basis for stories and anecdotes about the district. | 10 | 48 | 23 | 12 | 6 |
| 2. Creative, risk taking activities among central office administrators ought to form the basis for stories and anecdotes about the district. | 10 | 41 | 25 | 14 | 6 |
| 3. Risk taking activities among principals ought to form the basis for stories and anecdotes about the district. | 6 | 44 | 25 | 21 | 4 |
| 4. The resourcefulness of district leaders in attaining worthy goals ought to form the basis for stories and anecdotes about the district. | 6 | 40 | 33 | 19 | 2 |

DISCUSSION:

There is only moderate agreement and considerable uncertainty about whether or not the issues suggested by the Elite Group form worthy bases for myths and legends about the district. When interviewed, the Elite Group found it difficult to recount stories about the district but did feel that the issues displayed in Table 18 have some merit. The reason for the moderate agreement and significant uncertainty may rest in the fact that few stories are told throughout the district and this is unfamiliar behaviour for administrators.

Corporate storytellers are vital to the interests of the company. They interpret what goes on based on their own perceptions. The stories they tell, reflect what is important to the employees. Through their stories, cohesion is maintained and guidelines for everyone to follow are provided. This is a powerful way to convey information and shape behaviour Deal and Kennedy (1982).

In North Vancouver, the absence of, or inability to recall stories provokes interesting speculation in light of the importance placed upon them in corporations. Perhaps the stories are there, but members of the Elite Group may not be the storytellers. However, the recommendations they believe ought to form the basis for stories, convey that risk taking and quality of leadership ought to be strongly valued in North Vancouver.

A Senior Level Administrator suggests: "We ought to become a more eventful kind of district. Right now, we just don't generate great characters."

Sub Problem 11

Characteristics of Leadership

11.1 What ought to be the ideal qualities of an educational leader?

11.2 What ought to be the ideal characteristics of a group of educational leaders?

Findings:

Tables 19 and 20 display the opinions of North Vancouver Administrators relative to the ideal qualities of educational leaders and ideal characteristics of a group of educational leaders. The Elite Group was asked to list what they consider to be ideal qualities and characteristics. In the subsequent questionnaire, administrators were asked to select the five most important qualities and characteristics. The tables display their ratings. Table 19 shows that a significant percentage (96%) agree that interpersonal skills are ideal qualities for an educational leader, while a substantial percentage (67%) agree that visionary qualities are also important. The next three qualities have moderate agreement: honesty, 58%; intelligence, 50%; flexibility, 44%. The following five have low agreement: creative insight, 38%; energy, 38%; proactive, 27%; inspirational, 27%; risk taker, 25%. The last two have insignificant agreement: high expectations for self, 17%; perceptiveness, 13%. Table 20 displays the characteristics of a leadership group. It shows a substantial percentage of agreement for the first two: visionary, 63%; flexible/adaptive, 60%. The following six have moderate agreement: creative/innovative, 58%; intelligent/wise, 52%; co-operative, 50%; supportive, 50%; sensitive, 40%; committed, 40%. Action oriented received a low percentage (38%) agreement

and risk taking, (19%), confident, (19%), and current (8%), all received an insignificant agreement.

Table 19

Qualities of Educational Leaders: What are the Ideal Qualities for Educational Leaders?

($n = 48$)

| QUALITIES: | AGREEMENT |
|--------------------------------|-----------|
| | % |
| 1. Interpersonal skills | 96 |
| 2. Visionary | 67 |
| 3. Honesty | 58 |
| 4. Intelligence | 50 |
| 5. Flexibility | 44 |
| 6. Creative Insight | 38 |
| 7. Energy | 38 |
| 8. Pro-active | 27 |
| 9. Inspirational | 27 |
| 10. Risk taker | 25 |
| 11. High expectations for self | 17 |
| 12. Perceptiveness | 13 |

Table 20
 Ideal Characteristics : What are the Ideal Characteristics for a Group of
 Educational Leaders?
 (n = 48)

| CHARACTERISTICS: | AGREEMENT % |
|--------------------------|----------------|
| 1. Visionary | 63 |
| 2. Flexible / Adaptive | 60 |
| 3. Creative / Innovative | 58 |
| 4. Intelligent / Wise | 52 |
| 5. Co-operative | 50 |
| 6. Supportive | 50 |
| 7. Sensitive | 40 |
| 8. Committed | 40 |
| 9. Action oriented | 38 |
| 10. Risk taking | 19 |
| 11. Confident | 19 |
| 12. Current | 8 |

DISCUSSION:

The data is clear that as individual leaders, administrators agree that interpersonal skills are highly desirable and that the capacity for vision, coupled with intelligence, honesty and flexibility are very important. Although the Elite Group suggested that all qualities are important, the five top rated received most common agreement among administrators. For group characteristics, there was less consistent agreement among the administrators. However, they did agree that the capacity for vision rated as most important, while the ability to be flexible, to be creative, intelligent, co-operative and supportive were among the

top ratings. The capacity for vision, for intelligence and for flexibility are common qualities for both individuals and the group.

An Elementary Principal comments: "Right now, as a group, we don't have the courage of conviction. We are somewhat like a hyena, whose actions convey a notion of cowardice."

A Secondary Principal suggests: "We are like a domestic cat; a little bit dul, a little bit sleepy with the potential to be spirited, but usually not."

A Senior Level Administrator notes: "We ought to be more like a falcon. It has a clear sense of what it wants to achieve, yet there is some creative tension involved in how it gets it."

A Secondary Principal suggests: "Our group ought to be like an eagle. An eagle is confident, competent, assertive and gets along with other members in its species."

The corporate literature suggests six skills for new age executives which are critical for the achievement of corporate excellence: Creative insight; the capacity to ask the right questions, to view issues from a variety of perspectives and to get to the heart of a problem. Sensitivity; the capacity for working with people and knowing how to motivate. Vision; the ability to take a mental journey to the future. Versatility; the ability to anticipate issues and concerns and to adapt comfortably to change. Focus; the capacity for successful implementation of new ideas and change. Patience; the ability to live with long term perspectives, to see a vision through to fruition (Hickman & Silva, 1984). The literature recommends a shift to a new kind of management and a new kind of structure. Destandardization increases organizational complexity and the problems of decision making. Thus adherence to traditional bureaucratic

procedures and traditional rule books do not match with today's fast changing pace. Managers of the future must be creative, intelligent and capable of rapid learning in order to cope with first time or one time problems. As well, these individuals must be capable of exercising judgement and possess the ability to make complex value decisions (Toffler, 1985) .

The ideal qualities suggested by administrators are for the most part, consistent with the corporate literature. Certainly the capacity for vision is valued by both administrators and their corporate counterparts. Intelligence, flexibility and interpersonal skills (referred to as sensitivity by Hickman and Silva) are critical for success. However, the administrators did not agree that creative insight is as highly valued nor did they list such qualities as patience or focus.

Summary

The data in this chapter displays the opinions of North Vancouver Principals, Vice-Principals, and Senior Level Administrators relative to the extent of their agreement with their Elite colleagues. There is generally high consistency of agreement about what ought to be, but much less consistency about the current status. For the most part, administrators prefer a shift in leadership practice from the current status. The shift they prefer is consistent with the data from the corporate literature about excellent companies. The major difference between preferences of administrators and literature on corporations is related to the issue of recognition and celebration. For these two issues, corporations depend heavily on the competitive aspect of their businesses to recognize and celebrate accomplishments. Administrators do not

believe in using competition as a basis for recognition and celebration, nor do they prefer flamboyant displays. An interesting anomaly is related to the issue of risk taking. Administrators moderately agree that risk taking is currently tolerated, but believe that it is good for the system and prefer to see it encouraged and nurtured. However, when asked to rate ideal qualities of educational leaders and characteristics of an ideal leadership group, administrators rank risk taking for both issues at ten out of a possible twelve.

The desire for general shift in leadership practice reflects a preference to move from a somewhat insular and loosely organized leadership system to a more cohesive and unified structure. The cohesive and unified form of leadership culture is consistent with the literature on successful corporations. Implications relating to the findings are discussed in Chapter Five.

CHAPTER FIVE

Conclusions

Summary

The Problem

Corporate researchers have traced the cultural development of successful companies. Chief Executive Officers and their managers have a visionary capacity and the ability to practice a high level of interpersonal skills. They pay close attention to their employees and clients and value people, quality and service. Little comparable research has been done in the field of education. Like the branch outlets of a large corporation, individual schools operate semi-autonomously within a sphere of influence by the larger entity; the head office in the case of a company, and the Central Office in the case of a school district. While the branch outlets operate according to particularistic needs, they still identify with the corporation and there is a sense of bonding, a sense of common identity and a sense of working together toward the advancement of company ideals. While not all aspects of the corporate world lend themselves for comparison with the world of education, perhaps the issues related to leadership practice do. The purpose of this study is to discover what it is that educational leaders view as the current level of professional leadership culture and they believe ought to be the ideal.

Methodology

An initial meeting was held with the Superintendent of Schools and one of the Assistant Superintendents of North Vancouver School District to describe the purpose of the study and to seek permission to undertake the study in North

Vancouver. Permission was granted. Subsequently, at a meeting of all school building Principals and Vice-Principals, information about the study was given and support for it was granted. The study had two phases. The first, a personal interview and the second, a questionnaire. The personal interview involved a small group of Principals who were selected by their colleagues. A letter was sent to all Principals and Vice-Principals asking each to nominate three colleagues who would represent them in an initial round of interviews. From this reputational sampling, the nine Principals whose names were most frequently mentioned were selected to participate as the Elite Group in the first interview. In addition, the six Senior Level Administrators from the Central Office were also included in the Elite Group, making a total of fifteen.

The Interview Schedule was constructed based on ten themes which emerged from the corporate literature. Questions relating to each theme were designed to obtain opinions from the participants about the current status of professional leadership culture in the district and to obtain opinions about what the ideal professional leadership culture ought to be. Each participant was personally interviewed and responses were recorded both on audio tape and in written format. Each interview lasted from one hour to one and one half hours. The data from these interviews were summarized and rewritten into statements. The summarized statements were used to create a scalar questionnaire and this document was sent to all 84 Principals, Vice-Principals and Senior Level Administrators in the district. The respondents were asked to rate the extent of their agreement using a five point scale with the 86 summarized statements.

Forty-eight questionnaires were submitted for analysis. The responses were tallied and transcribed into percentages. The findings were summarized, analyzed and discussed in Chapter Four.

Essential Findings

The data suggest that Principals, Vice-Principals and Senior Level Administrators in North Vancouver, like their counterparts in successful corporations, value the humanistic, interactive qualities of leadership practice. They believe in the quality of leadership, intelligence, and flexibility coupled with honesty and integrity. However, they differ in aspects of culture related to competitive qualities. It is recognized that corporations live and work in a highly competitive world. As a result, some of their internal structures, such as recognition and rewards for employees and celebrations of success are based on internal competition. Administrators realize that the world in which they function is based on human growth and development. A co-operative, cohesive, unified and adaptable approach is one best suited to bring success in the educational world. If one were to remove the issue of competition from workplace in the corporate literature, the humanistic and interpersonal qualities valued by Educational Leaders are consistent with the values subscribed to by their successful corporate counterparts.

The data from Chapter Four has been combined to create portraits of the current status of professional leadership culture in North Vancouver and what administrators believe ought to be the ideal form of professional leadership culture.

The Current Status

The data suggest that important decisions, discovery and training of potential leaders tend to occur at the individual school level. However, there is no systematic district wide process for such practice. In light of the absence of a district wide process, it would appear that the manner in which important decisions are made and potential leaders are discovered and trained, is left to the discretion of building principals.

The data suggest that risk taking behaviour among principals is tolerated by colleagues and somewhat less tolerated by Senior Level Administrators. The high level of uncertainty about how risk taking behaviour is viewed could indicate that either little risk taking occurs or that many administrators are not aware of what their colleagues are doing. The data further suggest that formal communication methods such as memos and bulletins and Superintendent/Principals' meetings are somewhat passive. The least common method for communicating, informal checks with colleagues, is informal and interactive, but there is considerable inconsistency in its use. This would suggest that networking among administrators is primarily passive, somewhat inconsistent, with little involvement or discussion about substantive issues. This may account for the high level of uncertainty about risk taking behaviours among principals. The inconsistent agreement about whether or not principals typically maintain a low profile when involved in formal meetings might also be explained by the passive nature of the communication process. The inconsistency could suggest that the current methods for communication of important information are not as effective as they might be.

The two annual celebratory and ceremonial functions are highly regarded as important events. Perhaps they are held in such high regard since unlike the formal methods of communication, such functions are more informal in nature and tend to encourage a higher level of social interaction in a more relaxed atmosphere. These functions, although informal, are purposeful and bring administrators together so they can jointly focus on issues of district importance and mutual interest.

While there is no systematic process in place for recognizing accomplishments and contributions of administrators, informal occasional gestures from superiors do occur. The absence of a systematic process suggests that such recognition is left to the discretion of senior level administrators. The data continue to suggest that innovation most frequently occurs at the school level and is viewed with respect by colleagues and somewhat less so by superiors. In addition, the data suggest that little innovation is generated by Senior Level Administrators. It would appear that while some innovation does occur at the school there is no district wide process for fostering such innovation and that the generation and implementation of new ideas is left to the discretion of individual building principals.

As a symbol of what is valued, the interiors of schools portray the message that children are valued, but the exteriors proclaim neglect. This dichotomy may be explained by the fact that interior decor can be manipulated by the teachers and building administrators of the individual schools, but the exteriors are less amenable to such manipulation. The exterior decor is more dependent on district funding for maintenance and repairs. The issue of

restraint has had a vital impact on the symbolic message. District funds have been allocated to other priorities, leaving a slim budget for exterior upkeep.

The portrait of current professional leadership culture created by the data shows a diversity of leadership practice. The data do not suggest that a high level of hierarchical bureaucratic structures exist for the purpose of issuing edicts for building principals to implement. Rather, the absence of district wide processes for involvement of administrators in decision making and problem solving activity related to district interests and the absence of an interactive communication process suggest a loosely structured organization. Each school operates as a unique sub-culture and little interaction and common direction among members of the leadership group exists. While diversity and destandardization are essential elements for successful corporations of the future (Toffler, 1985), fragmented sub cultures do not work well together when they need to (Deal & Kennedy, 1982). District wide interests such as decisions about critical issues and identification and training of potential leaders are viewed by the administrators as issues which are currently dealt with at the school level at the discretion of the individual building principals rather than through a systematic district wide process.

What Ought To Be

The data suggest that some district wide interests of a leadership nature ought to have a systematic, unified approach. Decisions about issues of a critical nature ought to be made through a representational team approach, similar to a study group format and composed of teachers, Principals, Vice-Principals and Senior Level Administrators. However, identification of potential

administrators is currently made primarily at the school level through observations by the building principal and somewhat less so through work of individuals on district committees. The preference among administrators is for this practice to continue. The data suggest that training of potential leaders be through a district wide systematic approach; primarily through a mentorship arrangement where identified potential leaders are matched with highly competent administrators and coupled with district wide training sessions designed to increase knowledge and expertise beyond the classroom level. The data also suggest that maverick behaviour ought to be viewed by administrators as good for the system and that it ought to be nurtured and encouraged. Individuals who engage in villainous behaviour ought to be provided with a rehabilitative process.

The preference among administrators is to maintain the formally structured meetings, the Superintendent /Principals' meetings and the Family of Schools meetings, but that the structure of the meetings promote greater interaction and deal with more substantive issues. They prefer to see open, honest discussion with all agendas on the table. In addition, there is some support to see more frequent small group interactions of a formal nature. However, informality is also valued, and an increase in the number of informal occasions is preferred by a significant percentage. The atmosphere is more relaxed in informal settings. It would appear that administrators value the opportunity to discuss important matters of mutual interest with colleagues under such conditions. Ideas surface more easily in relaxed settings and discussion is more fluid.

The data suggest that administrators prefer to have a process in place for the recognition of accomplishments and contributions, but that it be rather conservative in nature. While some administrators prefer to see public recognition through the more formal channels of bulletins and regularly established meetings, the majority prefer quiet, individual recognition. Flamboyant displays and rewards based on competition are not valued. Administrators value innovation and believe that it ought to be encouraged and nurtured through a district wide commitment in the form of both moral and financial support from Central Office Administrators. The preferred process for generating and testing new ideas ought to be through a think tank structure and involve committed administrators.

The data continue to suggest that the best way to gain commitment from administrators to the advancement of district goals is to involve them in processes for making major decisions about important district issues and problem solving district concerns. In addition, administrators believe that their involvement in the creation of a shared vision for the district will gain their commitment and result in higher levels of responsibility and accountability. They strongly agree that an annual retreat for such a purpose is desirable.

Administrators prefer to see attention paid to what it is they fundamentally believe. Among those beliefs is that children are valued. Although attention is paid to this belief at the school level through the activities within, outward appearances do not reflect this belief. The data suggest that outward appearances ought to reflect the belief that schools are places of stimulation and enlightenment. This requires not only a desire on the part of school building administrators, but also a reallocation of district funds for this purpose.

Quality of leadership and risk taking behaviours are valued by administrators. However, when asked to rank qualities of educational leaders, risk taking was listed as tenth from a list of twelve. Perhaps this can be explained by the fact that administrators value risk taking because such activity keeps the system dynamic and forward moving, yet not all administrators need to be risk takers. It would also appear that risk takers are admired, though not everyone has the courage or the desire to be one. Those who are risk takers ought to be encouraged and nurtured; they are valued members of the leadership group. If administrators believe that risk taking is encouraged and nurtured, perhaps more would seek the challenge. These individuals could make contributions to the district as members of a think tank study group or research and development project team whose mandate is to generate and test new ideas. The data also strongly suggest that the practice of a high level of interpersonal skills among all administrative officers is critical for a strong professional culture and that the capacity for vision, intelligence and flexibility is highly valued.

Conclusions

The passive communication system currently in place in North Vancouver contributes to the individualistic nature of the culture. Members of the leadership group are not always aware of the activities in which their colleagues are engaged. The primary focus for members of the leadership group appears to be what happens in the individual schools and there appears to be little common focus on issues critical to the district as a unit or to the

leadership group of Administrators. The passive nature of the communication system reflects the generally passive nature of the group.

The portrait of a strong professional leadership culture created by the data suggest that such a culture has a healthy balance between the particularistic demands of the individual schools and the universalistic demands of the district. A strong professional leadership culture is process oriented in the sense that its leaders are constantly involved in open and honest discussions and make joint decisions about important district issues. Systematic district wide processes for the training of potential leaders are in place. Formal methods for interactive communication are in place. Administrators are frequently and informally recognized for their accomplishments and contributions. Informality is a hallmark. Administrators respect and value colleagues and frequently participate in informal, yet purposeful gatherings. Fundamental beliefs of honesty, integrity and respect are the foundations upon which all activity functions.

The ideal professional leadership culture is highly interactive and composed of visionary, intelligent, adaptive and supportive members who trust and respect one another and work in harmony for the creation and advancement of district visions, ideals, values and goals.

It is significant to note that Administrators in North Vancouver currently view themselves as somewhat conservative, passive, lacking in spirit and spark, yet competent, individualistic professionals. Although they view themselves collectively as quietly conservative, they believe that they have not only the capacity but also the desire to act as a highly cohesive, professionally active unit. The Administrators see themselves as they are and how they would like to

be. Even though the group has the capacity to create a vision for how it ought to be, the reality is that most Administrators tend to operate where they experience the greatest amount of success, in their own schools. To bring about fruition to their vision, a certain degree of risk taking by some members of the group is necessary. According to the data, risk taking is a valued characteristic, but is seldom practiced. The vision which has been created demands significant shifts in orientation and direction from current practice.

Implications

The data from the study indicates that the loosely organized structure with diverse leadership practice focussed at the school level is not generally preferred practice. It would appear that the balance between district demands and individual school demands is weighted more heavily toward the school. The absence of district wide processes for involvement and interactive communication may tend to encourage building administrators to attend to the business of operating their individual schools according to their own unique styles, needs and interests. While destandardization and diversity are important for the success of individual sub cultures, district wide interests and issues provide common direction. The balance ought to see a district moving in the same general direction and carried in that direction by the individual schools. Each school ought to have the freedom to adapt to its own environmental needs yet move forward in concert with the larger environment of the district.

The data suggest that the preferred practice requires a shift in leadership behaviour. Those issues specific to the individual schools ought to remain as they are, and continue to be dealt with at the discretion of the building

administrators. The issues which are more universal in nature require greater involvement on the part of all administrative officers. The shift to a more interactive status requires a climate of openness and trust as well as a number of formal and informal structures which are strategically designed to promote interaction among all members of the group. In addition, a high level of interpersonal skills, an overt valuing of people and their abilities, ought to be practiced at all times in order to bring about a climate where the potential of leaders can be maximized.

The current culture is fragmented in nature, diverse and passive. The preference for a more unified, cohesive and interactive professional leadership culture is substantiated by the data from this study. The data from the corporate literature suggests that successful corporations believe in their employees and pay close attention to them. They have clear visions which are carefully articulated and involve their managers in the creation of visions, ideals, goals and values. They value creative behaviour and support champions and experimenters by providing them with opportunities to develop and test ideas. New managers are matched with competent individuals for training and group training processes are carefully planned and implemented. Managers in successful companies are visionary, adaptable, have the ability to focus on goals and the patience to see them through to fruition.

Successful corporations focus on service, on quality, on people, on informality (Peters & Waterman, 1982). They need to be more resilient, more flexible, and more responsive (Toffler, 1985). When times are tough, successful companies can reach deep into their well of shared values and beliefs for the

truth and courage to see them through. When new challenges arise, they can adjust (Deal & Kennedy, 1982). Such is the stuff of successful corporations.

The Administrative Officers in North Vancouver believe in the humanistic values characteristic of successful corporations. They believe in the softer management skills of human relations; trusting one another, and treating one another with respect, dignity, and integrity. They believe in strong interactive processes which build common goals and values and which result in greater responsibility and accountability.

To create the strong leadership culture desired by North Vancouver Administrators, the district will need to reorient some of its current practices.

- * A system of adhocracy, the creation of a series of project teams should be created. These teams could be established on a long or short term basis, may be large or small and created for the purpose of decision making about substantive issues, problem solving, innovation generation and testing and the like.
- * Formal communication structures should remain, but should be restructured to encourage a quality exchange of ideas and information. Substantive issues should be brought to the table for discussion. A threat free, open climate should be the norm.
- * Potential leaders ought to be surfaced through observations by building principals, but a district wide process for training ought to be established. Once identified as a potential leader, the individual should be carefully matched with a competent mentor and district level training sessions designed to broaden knowledge and expertise beyond the classroom level ought to be created.

- * Creative, imaginative behaviour ought to be nurtured and encouraged by Senior Level Administrators. Individuals who demonstrate such behaviour should be recognized, given support (both financial and moral) and opportunities to generate and test ideas.
- * Accomplishments and contributions ought to be recognized in quiet, informal ways. A process for recognizing administrators ought to be established.
- * More opportunities for informal gatherings of administrators ought to be created.
- * A rehabilitative process for those individuals who have a negative impact on the district ought to be established.
- * A high level of interpersonal skills ought to be practiced at all times by all administrators.

The purpose of this study was to examine the current level of professional leadership culture and to discover what ought to be the ideal professional leadership culture in North Vancouver. The Administrators have made their views very clearly. The current status is not preferred status. However, enhancement and validation of some of the current practices can contribute to bringing the ideal vision to fruition.

APPENDIX A
LETTER AND NOMINATION FORM TO
NORTH VANCOUVER PRINCIPALS AND VICE-PRINCIPALS

2144 Whitman Ave.,
North Vancouver B.C.,
V7H 2C5

Dear Colleague:

As you may be aware, I am currently enrolled in the Administrative Leadership Program at Simon Fraser University and am beginning to gather data for my study, **Images and Visions of the Professional Leadership Culture of Educational Administrators in North Vancouver School District.**

Some of the data about corporate cultures in successful businesses appears to have parallels with school district leadership, but there is little documentation related to educational systems. I would like to explore the issue of professional leadership culture by attempting to identify current leadership practice and perceptions of ideal leadership practice.

Culture is the collective set of often unstated beliefs and values that guide the actions of members of an organization. When these beliefs and values are clearly articulated, understood and shared by the members, productivity and strength increases. I would like to discover what educational leaders hold to be of value in an educational system.

Two methods will be used to collect the data. The first will be in the form of a personal Interview Schedule with six Central Office Administrators and nine school based Administrative Officers from both elementary and secondary schools.

From this data, a questionnaire will be constructed and circulated to all Administrative Officers in the district.

The nine school based Administrative Officers will be selected as a result of nomination by colleagues and this is where I need your help.

Would you please consider which three of your colleagues you would recommend for participation in the initial round of personal interviews. Please fill in the attached nomination form and return it to me at Queensbury Elementary School in the next milk run.

To assist you in making the nomination, the following scenario might be useful:

" The Board of School Trustees is planning to establish a task force to look into the issue of leadership in the district. The mandate of the task force is to propose thoughtful and imaginative recommendations which have strong potential for enhancing the effectiveness of leadership in the district. "

Which three of your colleagues from among the Principals and Vice-Principals (both elementary and secondary) would you most like to represent your interests?

Anonymity is guaranteed throughout the entire process.

Thank you for your prompt assistance.

Sincerely,

Maureen Neuman

NOMINATION FORM

**I NOMINATE THE FOLLOWING THREE PEOPLE TO PARTICIPATE
IN THE FIRST ROUND OF INTERVIEWS:**

1. _____

2. _____

3. _____

**Please explain briefly why you feel these people are best qualified
to represent your interests.**

APPENDIX B
INTERVIEW SCHEDULE FOR ELITE GROUP

Interview Schedule

Perceptions of Professional Leadership Culture

Culture is a set of shared values and guiding beliefs which forms the basis for patterns of behaviour in an organization. It reflects what the enterprise stands for, what its members believe in and what they take pride in.

Organizations develop unique cultures which can be strong or weak, and are created by accident or design over a period of time. The culture of an organization has a major impact on how its members think, feel and act.

Values are personal conceptual preferences which stem from deep rooted beliefs. They form the basic underlying concepts of the organization and are at the heart of the culture. "...shared values define the fundamental character of the organization....They create a sense of identity for those in the organization, making employees feel special. It is this sense of pulling together that makes shared values so effective" (Deal 1982, p. 23).

Society is rapidly changing and requires more and varied services to meet its increasing demands. In order to be responsive and at the same time responsible, it is important that educational leaders take an active role in the shaping and design of their cultures; cultures that are richly interwoven with recurring themes and patterns which reflect their collective vision of excellence.

This study will create a portrait of a strong professional leadership culture in a school district. Such a portrait can make a valuable contribution to a district whenever it endeavours to design, develop, validate or successfully alter its culture to reflect the highest ideals of its leadership and collective membership.

A number of themes have emerged from the literature on corporate culture and these themes form the major categories for the questionnaire.

The professional leadership culture of a school district reflects the shared beliefs and values of group members. The following questions ask what you believe is the current status in North Vancouver relative to a professional leadership culture and what you believe ought to be valued in such a culture.

Perceptions of Professional Leadership Culture

1. Critical Issues; True grit:

Critical issues are matters at the very heart of any organization. Decisions about these issues will have a profound impact on the organization as a whole and commit it and its members to specific directions and allocation of resources. District goals and curriculum thrusts are examples of critical educational issues.

- 1.1 Having been involved on the educational scene for some time now, it is likely that you have observed a number of trends. Think about the critical issues which have been surfaced during the last few years. In what ways are they typically identified?
- 1.2 Once identified, how and by whom are critical issues dealt with?
- 1.3 How do you think critical issues ought to be surfaced?
- 1.4 Which groups or individuals should deal with these issues?
- 1.5 What is it about these groups or individuals that makes them best suited for dealing with critical issues?

2. Heroes, Heroines, Mavericks and Villains; The good, the bad and the ugly:

In corporations, certain individuals are characterized as heroes or heroines because they personify the ideals of the organization. In our district, certain individuals, because of their consistent actions, stand out as true

advocates for the advancement of educational ideals. These individuals may be from the past or present.

- 2.1 From your experience in this district, which individuals "stand out" or represent for you the ideal of a true professional educator? The names which you use will remain confidential and will be fictionalized in the final report.
- 2.2 What are the characteristics of these people that make them heroes or heroines?
- 2.3 What do you think ought to be the characteristics of educational leaders?
- 2.4 In what ways are potential leaders discovered?
- 2.5 In what ways should they be discovered?
- 2.6 How are potential leaders trained and groomed so that they can become strong and inspirational?
- 2.7 In what ways should they be trained and groomed?
- 2.8 Mavericks are competent individuals, yet they do not conform to expected behaviour. Do you know of any mavericks from this district, past or present? Again, the names will remain confidential and will be fictionalized in the final report.
- 2.9 How is maverick behaviour viewed or dealt with?
- 2.10 How should it be viewed or dealt with?
- 2.11 Villains are those who have a distinctly negative impact on the culture of an organization. How are villains dealt with in current practice?
- 2.12 In what ways should villains be dealt with?

3. Networking; Who's who and what's what.

Information networks not only serve to communicate vital information, they also interpret and pass on the culture of the organization. In education, bulletins, memos, meetings and the telephone are typical methods for communication.

- 3.1 In this district, how do educational leaders find out what they want or need to know?
- 3.2 What are the best ways for the district's leaders to find out what they want or need to know?
- 3.3 Which of these processes should be formalized? In what ways?
- 3.4 Which are best to remain informal?

4. Rites and Rituals; The rules of the game:

Rites and rituals are traditions or unwritten rules of the game for getting along. They are somewhat like behavioural norms. These traditions provide a sense of collective identity for the members and serve to dramatize the culture. At IBM, the long sleeved white shirt is the norm. At Apple, people address each other by first names. At Mars Inc., all people on the factory floor wear white lab coats. In some organizations it is clearly known who sits where at meetings, who speaks first and who ends the discussion. In education, monthly superintendent/principal meetings can be considered a rite and informal chats around the coffee urn can be considered a ritual.

- 4.1 As a member of the leadership group, what do you consider are the unwritten rules for getting along?
- 4.2 What do you think ought to be the unwritten rules for getting along?

5. Ceremony and celebration; Applause, Applause

Ceremonies are those events which bring organization members together for a particular purpose. They can be formal, in the sense of annual conferences, or informal like Tandem Corporation's weekly beer bust, or an evangelical like extravaganza that occurs regularly at Mary Kay Cosmetics to celebrate success. Whatever their form and purpose, they serve to place the culture on display. Ceremonies traditional to educational leadership tend to be less flamboyant and are more of the type that welcome new members and say goodbye to those who are retiring.

- 5.1 From your experience in this district, what types of ceremonies would you say are typical?
- 5.2 Describe the types of ceremonies you think are important for enhancing a district's leadership culture.
- 5.3 Who should be involved in these ceremonies and celebrations?

6. Incentives and Rewards; The Envelope, Please...

Corporations use a variety of ways to recognize employees. Some provide tangible rewards in the form of monetary bonuses, paid vacations, cars, and improved office accommodation. Recognition of educational leaders is usually much less extravagant.

- 6.1 From your experience in this district, what would you say are typical of the rewards and incentives available for members of the leadership group?
- 6.2 What rewards and incentives ought to be available to members of the leadership group?
- 6.3 How should recipients for rewards and incentives be identified?

6.4 How and under what circumstances should rewards and incentives be endowed?

7. Innovation; Penicillin and Post-it Notes:

Innovation is the development of new and better ideas to improve and enhance the organization. Most corporations depend heavily on innovation to help them keep themselves "on top". School districts like to pride themselves for being "on the cutting edge".

7.1 In what ways do you perceive this district to be "on the cutting edge"?

7.2 In what ways are ideas and innovations typically generated?

7.3 How are new ideas typically viewed by colleagues? By superiors?

7.4 What do you think are the best ways to encourage the generation of new ideas?

7.5 What are the best ways to ensure that innovations are not only developed, but also implemented?

8. Commitment; On The Buses Or Off The Buses:

In successful corporations, employees and particularly leaders, have a firm commitment to the organization and work collectively to advance its goals. They identify with the company and experience a strong sense of belonging.

8.1 In your opinion, on a scale of one to ten, with one the lowest and ten the highest, where would you rate the district's educational leaders (as a group) in terms of their commitment to the advancement of district goals?

8.2 Where should they rate?

8.3 What do you think are the best ways to gain commitment from organization members?

9. Symbols; Logos, Language and Labels:

Corporations often use slogans which encapsulate the visions of their organizations. Examples from the automobile industry are as follows:

Mercedes; Engineered like no other car in the world

Toyota; Who could ask for anything more

BMW; The ultimate driving machine

Saab; The defeat of habit by innovation

In education, we tend not to sloganize our visions. However, we express what we value in other ways. Buildings and their interior and exterior appearances are symbols of organizational culture and what is held to be of value.

- 9.1 Think about the interior and exterior of buildings in this district that you know about. What kind of message is given about what is valued?
- 9.2 What message should be given? In what ways can this message be given?
- 9.3 Animals are often used as symbolic representations. Think of an animal which best characterizes the leadership culture of this district.
- 9.4 What is it about this animal which characterizes the district?
- 9.5 Which animal do you think best characterizes the ideal professional leadership culture?
- 9.6 Which characteristics of this animal describe the culture?
- 9.7 If you were to use single words to describe the ideal professional leadership culture, which words would you choose?

10. Myths, Sagas and Legends:

Members of corporate cultures often relate favourite stories about people or things that happen in the organization. The stories are important in that they serve to interpret the culture to newcomers and perpetuate the values shared by the organization.

10.1 From your years of experience in this district, you have probably heard a number of stories; some perhaps humourous, others sad and still others inspiring. Is there a story you recall which you can share?

10.2 What is it about this story that characterizes the district?

10.3 In a district with an ideal professional leadership culture, what are the kinds of things that would happen to provide grist for the story mill?

11. Are there other issues or ideas related to professional culture which you feel ought to be discussed?

APPENDIX C
QUESTIONNAIRE TO ADMINISTRATORS

The Questionnaire

Dear Colleague:

What is "successful leadership"? How do we know when we are making a difference? What are the practices in which we engage that contribute to an enhanced quality of leadership in this district? While corporate cultures have been the focus of much investigation, little comparable research has been conducted about leadership culture in school districts.

Culture is the collective set of often unstated beliefs and values that guide the actions of an organization. When these beliefs and values are clearly articulated, understood and shared by the members of an organization, productivity and strength increases. I would like to discover what educational leaders in our district hold to be of value in an educational system.

Our shared and collective beliefs can be used as a basis from which visions, goals, directions, and practices can grow and eventually be measured against. The process used to identify and speculate about district culture can be transferred to the school building level where it can be used to involve staff in the development of school visions, goals and directions.

Attached is a questionnaire developed from the opinions of your colleagues about professional leadership culture in North Vancouver. Your contribution to the study is most appreciated.

Please record your responses on the questionnaire and return to me in the milk run by Friday, June 3, 1988.

Thank you for your assistance.

Yours very sincerely,

Maureen Neuman

**IMAGES AND VISIONS
OF PROFESSIONAL LEADERSHIP CULTURE
IN NORTH VANCOUVER**

In previous interviews, your colleagues offered opinions about the current leadership culture in North Vancouver. They also speculated about the characteristics of an ideal professional leadership culture.

This questionnaire has been created from those opinions and is divided into two parts; **what is**, and **what ought to be**.

Think about the statements in both sections and decide the extent to which you agree or disagree with each.

- SA STRONGLY AGREE
- A AGREE
- U UNCERTAIN
- D DISAGREE
- SD STRONGLY DISAGREE

SECTION ONE:

What is the current status of professional leadership culture in North Vancouver?

- | | SA | A | U | D | SD |
|--|----|---|---|---|----|
| 1. The annual late summer Bar-B-Que is a good way to start the year. | ó | ó | ó | ó | ó |
| 2. Most new ideas in the district are typically generated by building principals and staffs. | ó | ó | ó | ó | ó |
| 3. The Superintendent/Principal meeting is where the majority of important district information is communicated. | ó | ó | ó | ó | ó |

| | SA | A | U | D | SD |
|--|----|---|---|---|----|
| 4. Critical issues (e.g. curriculum focus, allocation of resources, etc.) about which important decisions must be made and which strongly affect district directions are most frequently identified through legislation or ministry mandate. | Ó | Ó | Ó | Ó | Ó |
| 5. Memos and bulletins are the most common methods for communicating the majority of important district information. | Ó | Ó | Ó | Ó | Ó |
| 6. There are no formal methods for recognizing contributions and accomplishments of principals. | Ó | Ó | Ó | Ó | Ó |
| 7. Critical issues (e.g. curriculum focus, allocations of resources, etc.) are most frequently identified by Central Office Administrators. | Ó | Ó | Ó | Ó | Ó |
| 8. This district is no longer recognized in the province for excellence in innovation. | Ó | Ó | Ó | Ó | Ó |
| 9. Critical issues are most frequently identified by school building administrators and staffs. | Ó | Ó | Ó | Ó | Ó |
| 10. Once identified, decisions about how best to deal with critical issues are usually made at Superintendent/Principal meetings. | Ó | Ó | Ó | Ó | Ó |
| 11. There is no systematic process for discovering potential leaders. | Ó | Ó | Ó | Ó | Ó |
| 12. The interiors of district schools give the message that children are valued. | Ó | Ó | Ó | Ó | Ó |
| 13. Once identified, decisions about how best to deal with critical issues are usually made at the school level. | Ó | Ó | Ó | Ó | Ó |
| 14. Potential leaders are most commonly surfaced through their involvements on district committees. | Ó | Ó | Ó | Ó | Ó |
| 15. Informal checks with colleagues is the most common method for communication of important district information. | Ó | Ó | Ó | Ó | Ó |
| 16. Potential leaders are most frequently discovered through observations by the building principal. | Ó | Ó | Ó | Ó | Ó |
| 17. The annual administrators' conference is an important event for administrators in this district. | Ó | Ó | Ó | Ó | Ó |

| | SA | A | U | D | SD |
|--|----|---|---|---|----|
| 18. Recognition of principals is through invitation by superiors to sit on or chair district committees. | ó | ó | ó | ó | ó |
| 19. There is no systematic process for training and grooming potential leaders. | ó | ó | ó | ó | ó |
| 20. Maintaining a low profile is the current norm for getting along in the leadership group. | ó | ó | ó | ó | ó |
| 21. Potential leaders are trained and groomed through involvement in leadership roles at the school. | ó | ó | ó | ó | ó |
| 22. This district is recognized for excellence in the province because of its good relationships among the various groups. (Central Office, Board, Principals, NVTA, etc.) | ó | ó | ó | ó | ó |
| 23. Potential leaders are trained and groomed through their work on district level committees. | ó | ó | ó | ó | ó |
| 24. The exteriors of district schools give the message that education is the victim of neglect. | ó | ó | ó | ó | ó |
| 25. Maverick principals are creative, competent risk takers who do not conform to expected behaviours. They are currently viewed by other principals as a threat. | ó | ó | ó | ó | ó |
| 26. An informal pat on the back by superiors is a typical form of recognition for administrators. | ó | ó | ó | ó | ó |
| 27. Innovations by building principals are most typically viewed by other principals with skepticism. | ó | ó | ó | ó | ó |
| 28. This district is recognized for excellence in the province because of the high quality of its teaching staff. | ó | ó | ó | ó | ó |
| 29. Creative, risk taking behaviour among principals is viewed by other principals as an integral part of how we work. | ó | ó | ó | ó | ó |
| 30. Central office personnel most typically generate new ideas for the district. | ó | ó | ó | ó | ó |
| 31. Incompetent administrative officers who have a distinctly negative impact on the district are usually protected. | ó | ó | ó | ó | ó |
| 32. Innovations by school based administrators are most typically viewed by other principals with respect. | ó | ó | ó | ó | ó |

| | SA | A | U | D | SD |
|--|----|---|---|---|----|
| 33. Incompetent administrative officers are dealt with through a fair and just process. | ó | ó | ó | ó | ó |
| 34. Once identified, decisions about how best to deal with critical issues are most typically made by Central Office Administrators through established hierarchical structures. | ó | ó | ó | ó | ó |
| 35. Innovations by building principals are most typically viewed by superiors with skepticism. | ó | ó | ó | ó | ó |
| 36. Competent, yet creative, risk taking behaviour among principals is viewed by superiors as an integral part of how we work. | ó | ó | ó | ó | ó |
| 37. Competent, yet creative, risk taking principals are currently viewed by superiors as a threat. | ó | ó | ó | ó | ó |
| 38. Innovations by school based administrators are most typically viewed by superiors with respect . | ó | ó | ó | ó | ó |

COMMENTS:

SECTION TWO:

Your colleagues speculated about the ideal professional leadership culture and the following statements reflect their opinions about what ought to be.

Think about the extent to which you agree or disagree with the statements and respond to the following:

| | SA | A | U | D | SD |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 39. School based opportunities for teachers to become involved in leadership roles is the best way to surface potential leaders. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. The best groups or individuals for making decisions about dealing with critical issues are teachers because they have the greatest impact on students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. A superintendent with a clear vision is the best person to make decisions about how to deal with critical issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. Potential leaders ought to be trained and groomed through involvements in district leadership roles which are designed to expand knowledge and expertise beyond the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Superintendent/Principals' meetings which are structured for an exchange of ideas is the best method for communication of important district information. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Central office administrators are the best people to make decisions about how to deal with critical issues because they have a broader perspective and can see where particular issues have the greatest impact. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Creative, risk taking behaviour among principals ought to be viewed as good for the system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. The family of schools meeting is a good structure for communication and idea exchange. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. There ought to be an annual retreat for all administrators to surface critical issues and develop district goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | SA | A | U | D | SD |
|--|----|---|---|---|----|
| 48. A representative study group from among principals, teachers, and central office administrators is the best group for making decisions about how to deal with critical issues because they bring a range of interests. | Ó | Ó | Ó | Ó | Ó |
| 49. Creative, risk taking behaviour among central office administrators ought to be viewed as good for the district. | Ó | Ó | Ó | Ó | Ó |
| 50. Potential leaders ought to be discovered through their involvements in district opportunities (committees, workshops, etc.). | Ó | Ó | Ó | Ó | Ó |
| 51. Principals ought to be recognized publicly for their contributions and accomplishments through bulletins and/or formal meetings. | Ó | Ó | Ó | Ó | Ó |
| 52. Creative, risk taking behaviour among principals ought to be encouraged and nurtured. | Ó | Ó | Ó | Ó | Ó |
| 53. A think tank structure with a safe, nurturing environment and made up from among both central office administrators and building administrators ought to be created for the purpose of generating new ideas and innovations. | Ó | Ó | Ó | Ó | Ó |
| 54. Incompetent administrative officers who have a distinctly negative impact on the district ought to have their employment terminated immediately. | Ó | Ó | Ó | Ó | Ó |
| 55. Recognition and rewards for accomplishment and contributions of principals ought to take the form of sabbaticals or leave plans. | Ó | Ó | Ó | Ó | Ó |
| 56. The resourcefulness of district leaders in attaining worthy goals ought to form the basis for stories and anecdotes about the district which administrators like to tell . | Ó | Ó | Ó | Ó | Ó |
| 57. It is inappropriate in education to recognize or reward district administrators. | Ó | Ó | Ó | Ó | Ó |
| 58. A threat free atmosphere in meetings is crucial for a quality exchange of ideas. | Ó | Ó | Ó | Ó | Ó |

| | SA | A | U | D | SD |
|---|----|---|---|---|----|
| 59. Potential leaders ought to be carefully matched with highly competent administrators with whom they can be trained and groomed. | Ó | Ó | Ó | Ó | Ó |
| 60. Honesty and integrity ought to be fundamental beliefs for all administrators. | Ó | Ó | Ó | Ó | Ó |
| 61. Committed leaders ought to be involved in the process of idea generation and implementation of innovation. | Ó | Ó | Ó | Ó | Ó |
| 62. Superintendent/Principals' meetings ought to deal with substantive, abstract ideas rather than just nuts and bolts. | Ó | Ó | Ó | Ó | Ó |
| 63. There ought to be more opportunities for informal gatherings among all administrative officers (teas, wine and cheese, dinners, Friday afternoon get togethers, etc.) | Ó | Ó | Ó | Ó | Ó |
| 64. The district ought to create a facility designed especially to accommodate frequent informal gatherings. | Ó | Ó | Ó | Ó | Ó |
| 65. There ought to be a healthy balance between the particularistic demands of building principals and the universalistic demands of the district. | Ó | Ó | Ó | Ó | Ó |
| 66. At meetings, all agendas ought to be on the table. | Ó | Ó | Ó | Ó | Ó |
| 67. Innovation ought to be nurtured and encouraged through a district wide commitment. (both moral and financial support) | Ó | Ó | Ó | Ó | Ó |
| 68. In order to gain their commitment to the advancement of district goals, administrators ought to be involved at the earliest possible point in decision making and problem solving processes | Ó | Ó | Ó | Ó | Ó |
| 69. Personal, quiet praise through informal visits, notes or telephone calls by central office administrators is the best way to recognize contributions and accomplishments of principals and vice principals. | Ó | Ó | Ó | Ó | Ó |
| 70. The quality of leadership ought to form the basis for stories and anecdotes about the district which administrators like to tell. | Ó | Ó | Ó | Ó | Ó |
| 71. District leaders ought to adopt an attitude of "how can we help?" | Ó | Ó | Ó | Ó | Ó |

| | SA | A | U | D | SD |
|---|-----------|----------|----------|----------|-----------|
| 72. In order to gain their commitment to the advancement of district goals, principals ought to be involved in the development of a shared vision or mission statement | ó | ó | ó | ó | ó |
| 73. The appearance of district buildings ought to give the message to the general public that they are places of enlightenment and stimulation. | ó | ó | ó | ó | ó |
| 74. The district ought to become a more eventful place through increased opportunities for administrators and teachers to participate in committee work, social activities, educational events and displays, etc. | ó | ó | ó | ó | ó |
| 75. The meaningful ways in which people are socialized into the system ought to form the basis for stories and anecdotes about the district. | ó | ó | ó | ó | ó |
| 76. Important decisions ought to be made on the basis of educational soundness rather than for political expediency. | ó | ó | ó | ó | ó |
| 77. Risk taking activities among principals ought to form the basis for stories and anecdotes about the district. | ó | ó | ó | ó | ó |
| 78. Principals need district support for developing systematic strategies which can best prepare them for life under the new system. | ó | ó | ó | ó | ó |
| 79. All administrators ought to become involved in learning how to establish and nurture a strong culture for the district. | ó | ó | ó | ó | ó |
| 80. Creative, risk taking activities among central office administrators ought to form the basis for stories and anecdotes about the district. | ó | ó | ó | ó | ó |
| 81. All administrators ought to believe that education is a system geared for success rather than follow the view of government and some parts of society that education is a sorting system. | ó | ó | ó | ó | ó |
| 82. Small group, face to face meetings between central office administrators and building principals is the best way to communicate important information about the district. | ó | ó | ó | ó | ó |

SA A U D SD

83. Incompetent administrative officers who have a distinctly negative impact on the district ought to be provided with a rehabilitative process.

84. The eagle is a good creature to characterize the ideal professional leadership culture because it has strength, vision and the capacity for swift action.

85. The following is a list of characteristics of educational leaders. Choose the five most critical qualities which administrators in an ideal professional culture ought to possess:

| | | | |
|----------------------|-----------------------|----------------------------|-----------------------|
| Interpersonal skills | <input type="radio"/> | High expectations for self | <input type="radio"/> |
| Proactive | <input type="radio"/> | Risk taker | <input type="radio"/> |
| Flexibility | <input type="radio"/> | Honesty | <input type="radio"/> |
| Visionary | <input type="radio"/> | Inspirational | <input type="radio"/> |
| Perceptiveness | <input type="radio"/> | Creative insight | <input type="radio"/> |
| Energy | <input type="radio"/> | Intelligence | <input type="radio"/> |

86. The following is a list of characteristics of an ideal professional leadership culture. Choose the five most critical to the strength and success of an ideal culture.

| | | | |
|---------------------|-----------------------|-------------------|-----------------------|
| Risk taking | <input type="radio"/> | Intelligent/Wise | <input type="radio"/> |
| Sensitive | <input type="radio"/> | Confident | <input type="radio"/> |
| Visionary | <input type="radio"/> | Committed | <input type="radio"/> |
| Current | <input type="radio"/> | Action oriented | <input type="radio"/> |
| Creative/Innovative | <input type="radio"/> | Flexible/adaptive | <input type="radio"/> |
| Supportive | <input type="radio"/> | Co-operative | <input type="radio"/> |

COMMENTS:

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