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Characteristics Of An Effective Administrative Leadership Team

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CHARACTERISTICS OF AN EFFECTIVE ADMINISTRATIVE
LEADERSHIP TEAM

A dissertation

Presented to

The School of Graduate Studies

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Todd D. Bess

May 2009

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INDIANA STATE UNIVERSITY
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CERTIFICATE OF APPROVAL

DOCTORAL DISSERTATION

This is to certify that the Doctoral Dissertation of

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entitled

Characteristics of an Effective Administrative Leadership Team

has been approved by the Examining Committee for the dissertation requirement for the

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ABSTRACT

The primary purpose of this study was to determine the personal characteristics of the administrative team members and how these personal characteristics impact the administrative practices of an administrative team focused on positively impacting school performance.

Descriptive statistics and multiple regression were used to interpret and analyze the data for the study. Forty-one Indiana public school corporations participated in the study and a total of 186 team members submitted complete responses to the administrative team survey. This survey was developed by the researcher to measure administrative team effectiveness utilizing the self-rating of the six administrative team practices of planning, implementing, monitoring, communication, advocating, and supporting. Personal characteristics were based upon the Big Five personality traits of extraversion, conscientiousness, emotional stability, openness, and agreeableness. These traits and also administrative tenure within the current school corporation formed the model of predictor variables. Data was analyzed through multiple regression and the null hypotheses were tested at the .05 probability level or better.

Based on the significant findings of the data analysis of the research, the following conclusions are made:

1. Numerous positions make up a public school corporation administrative team.

These team members are members of professional organizations, though they

are not heavily involved in these organizations.

2. Administrative team members rate themselves above average on each of the five personality traits. This was true for the sample and for each administrative position with greater than ten respondents.
3. The model of all predictor variables does have a significant effect on the administrative practice of implementing. No additional predictive effects were found for the other administrative practices.
4. The personality trait of conscientiousness has a significant predictive effect on the administrative practices of implementing and planning.
5. The personality trait of extraversion has a significant predictive effect on the administrative practice of implementing.
6. The administrative practices carried out by those in the positions of assistant principal, assistant superintendent, principal, and superintendent are significantly affected by individual personality traits.
7. The personality trait of emotional stability was ranked second lowest for the sample, and for positions with greater than ten respondents, emotional stability was the lowest ranked of all traits and for all five positions.

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TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGMENTS.....	v
LIST OF TABLES	ix
LIST OF FIGURES.....	x
1. THE PROBLEM	1
Statement of the Problem	6
Purpose of the Study	7
Research Questions	7
Definition of Terms	8
Summary and Organization of the Study	9
2. REVIEW OF THE LITERATURE.....	11
Team Characteristics	11
Principal Professional Development Needs	21
Summary	33
3. RESEARCH METHODOLOGY	35
Research Questions	36
Null Hypotheses	36
Research Design.....	37
Data Sources.....	37

Instrumentation.....	38
Data Collection Process	39
Statistical Analysis	40
Summary	41
4. ANALYSIS OF DATA.....	42
Presentation of the Data	44
Summary	67
5. RESULTS, IMPLICATIONS, AND RECOMMENDATIONS.....	68
Results	69
Discussion	72
Conclusions.....	74
Recommendations for Further Study	75
Summary	77
REFERENCES.....	79
APPENDIX A: ADMINISTRATIVE TEAM SURVEY.....	89
APPENDIX B: LETTER TO SUPERINTENDENTS.....	93
APPENDIX C: RESPONSE FORM.....	95
APPENDIX D: LETTER TO ADMINISTRATIVE TEAM MEMBER.....	96
APPENDIX E: FOLLOW-UP LETTER TO ADMINISTRATIVE TEAM MEMBER ..	98

LIST OF TABLES

Table 1. Position and Administrative Experience by Respondents.....	45
Table 2. Professional Involvement by Administrative Team Position.....	46
Table 3. Corporation Average Daily Membership (ADM).....	47
Table 4. Administrative Team Size.....	48
Table 5. Team Definition Selection by Respondents	49
Table 6. Mean and Standard Deviation for Independent Variables	50
Table 7. Mean (Standard Deviation) for Independent Variables by Administrative Position.....	51
Table 8. Model Summary Statistics for Criterion Variables.....	53
Table 9. ANOVA Model Statistics for Criterion Variables	54
Table 10. Partial Correlation Coefficients for the Criteria Variable Implementing	55
Table 11. Significance and Correlation of Predictor Variables on the Criterion Variables	57
Table 12. Significant Predictive Effects by Administrative Position.....	60

LIST OF FIGURES

Figure 1. Regression standardized residual for Implementing.....	56
Figure 2. Normal probability plot for Implementing	56
Figure 3. Regression standardized residual for Planning.....	58
Figure 4. Normal probability plot for Planning.....	58
Figure 5. Regression standardized residual for Communicating for Assistant Principal	61
Figure 6. Normal probability plot for Communicating for Assistant Principal	61
Figure 7. Regression standardized residual for Monitoring for Assistant Principal	62
Figure 8. Normal probability plot for Monitoring for Assistant Principal.....	62
Figure 9. Regression standardized residual for Planning for Assistant Superintendent.....	63
Figure 10. Normal probability plot for Planning for Assistant Superintendent.....	63
Figure 11. Regression standardized residual for Implementing for Principal.....	64
Figure 12. Normal probability plot for Implementing for Principal	64
Figure 13. Regression standardized residual for Monitoring for Principal.....	65
Figure 14. Normal probability plot for Monitoring for Principal	65
Figure 15. Regression standardized residual for Supporting for Superintendent	66
Figure 16. Normal probability plot for Supporting for Superintendent	66

CHAPTER 1

THE PROBLEM

A superintendent who is developing an effective administrative leadership team should be aware of the difficulty of this task. Lencioni (2002) concludes that the concept of teamwork is difficult for organizations given that the team is comprised of individuals who are inherently dysfunctional. This dysfunction, however, can be addressed to allow a superintendent to develop an effective administrative leadership team that can positively impact student achievement within the school corporation. The team, consisting of central office administrators and building principals and assistant principals, provides direction for the school and corporation. This direction is accomplished through building administrators providing guidance to staff while operating within the superintendent's vision for the corporation.

The importance of the team to the organization is emphasized in leadership books. Maxwell (2005) pointed out that team leadership is now the desired approach to leadership due to organizational complexity and progress is achieved by developing a team of leaders. Maxwell (2001) also illustrated this point when he concludes the fourth law, the law of Mount Everest by stating, "Because as the challenge escalates, the need for teamwork elevates." (p. 47). Collins (2001) concluded the following:

The key point to this chapter is *not* just the idea of getting the right people on the team. The key point is that “who” questions come before “what” decisions – before vision, before strategy, before organization structure, before tactics. *First* who, *then* what – as a rigorous discipline, consistently applied. (p. 63)

The superintendent understands that creating the effective administrative team is important to school corporation and student success. These leadership positions, however, are occupied by individuals who possess unique personal characteristics that impact the success of the administrative team. In a review of research studies, Heslin (1964) found that “personality characteristics do influence group processes, even those as far removed from the individual member as group task performance” (p. 255).

In a study of personality and team effectiveness, Driskell, Goodwin, Salas, and O’Shea (2006) found that individual team member facets do positively impact teamwork dimensions. Specifically, adjustment and flexibility will have a positive effect on all of the teamwork dimensions while all of the identified team member facets exhibit a positive effect on at least three of the teamwork dimensions. These findings reinforce conclusions made by Neuman and Wright (1999) in their study of team effectiveness. After examining cognitive skills, job-related skills, and personality traits, they found that “the personality variables explained variance beyond that explained by the more traditional job-related skills and cognitive measures. This was true at both the individual level and the group level” (p. 385). Barrick, Stewart, Neubert, and Mount (1998) also focused their work on team composition and found that “conscientious teams and high cognitive-ability teams perform better than teams that are less conscientious and lower in cognitive ability. Results also indicate that teams that are more agreeable and more

emotionally stable are likely to have higher performance” (p. 387-388). Putting together a team of individuals to effectively lead schools and corporation can be positively impacted by the individual and team personality characteristics; the superintendent should consider these factors when hiring administrators or providing professional development. This approach, however, is complicated by the nature of education and the availability of administrative candidates.

Leadership in education is a complex and demanding position. The positions of leadership are generally identified with administrative positions which require advanced educational degrees and extended work hours beyond the normal teachers' workday. Complicating this situation is the availability of qualified administrative candidates for the principalship. As Malone, Sharp, and Thompson (2000) state in their study of the Indiana principalship, “the data confirm the shortage of candidates and the concern among superintendents about the quality of candidates in the applicant pool” (p. 23). Andrews and Grogan (2002) project that the shortage of "qualified" candidates available to fill vacancies may be as high as 55% for high school and middle school vacancies and 47% for elementary school vacancies. Of those who accept positions, there also appears to be a 45-55% attrition rate of principals over an eight-year period of time with the largest amount of attrition occurring during the first three years on the job (Andrews & Grogan).

A lack of qualified leadership and the potential change of leadership every few years become concerns for student achievement. Though teachers have the most direct contact with students and have been identified as having the most influence on student achievement (Sanders & Rivers, 1996), the building principal is also influential in the

success of the school. Leithwood, Seashore, Anderson, and Washburn (2004) reviewed the links between leadership and student performance and concluded that the contribution of leadership is second only to classroom instruction. Waters, Marzano, and McNulty (2003) also found that principal leadership does have an effect on average student achievement in school with a correlation size of .25.

District leadership also impacts student achievement. Waters and Marzano (2006) conducted a meta-analysis of research on the effect of district leadership on student achievement and found that when district leaders effectively address specific responsibilities, they can have a profound, positive impact on student achievement in their districts. These responsibilities fall under the headings of collaborative goal setting, non-negotiable goals for achievement and instruction, board alignment with and support of district goals, monitoring achievement and instruction goals, and the use of resources to support the goals for instruction and achievement (Waters & Marzano). All of these responsibilities involve other school corporation leaders, especially the building level administrators who impact student achievement. This interaction between the principal and superintendent to accomplish corporation goals does not establish that the principal is merely carrying out the desires of the superintendent. Conversely, Waters and Marzano found that one study of defined autonomy had a positive correlation of .28 with average student achievement in the district, indicating that an increase in building autonomy is associated with an increase in student achievement. The challenge, then, is to allow building administrators to focus on the needs of their building while also serving within the context of an administrative leadership team. This team supports and enables the superintendent's practices that allow for the achievement of the vision, mission, and goals

of the corporation. As Maxwell (2005) stated, “If you help lift the load, then you help your leader succeed. When the boss succeeds, the organization succeeds” (p. 95).

In order to achieve the goals of the corporation, building administrators require professional development based on the needs of the individual school building and their own personal and professional needs. University principal preparation programs focus on a preset curriculum that is developed within the context of the particular university. This licensure program, however, cannot contain all the necessary elements for a principal to be successful given the complexity of education today. “Conceptualizing the principalship, and the preparation and training needs associated with it, in this scientific/bureaucratic fashion, fails to take into account the complexity of educational environments” (Zellner, Skrla, & Erlandson, 2001, p. 1). Further professional development is thus necessary for a principal to be successful. According to Zellner, Ward et al. (2002) today's leadership model should include a process for building, supporting, and sustaining a leadership framework that's main focus is the school vision. Further, for the most successful learning to occur, professional development for the principal should use a variety of strategies that are related to the nature of the material taught and learner needs (Peterson, 2002). This professional development must also account for the personal development needs as principals work with teachers. As Hirsch, Emerick, Church and Fuller (2006) discovered, “17% more teachers in the highest-performing schools note a trusting environment than the schools with the lowest student achievement” (p. 5).

Superintendents do have guidance in the development of professional development for administrators. The National Staff Development Council [NSDC]

(2000) suggests that components of the program should be job embedded, focused on student achievement, and allow for interaction with peers for discussion and coaching. In addition, Conger and Benjamin (1999) identified that leadership development should include instilling the vision, values, and mission of the organization and developing skills and knowledge to implement long-term objectives. Further guidance for superintendents can be found in the Interstate School Leaders Licensure Consortium (ISLLC) standards for school leaders. This document identifies six standards for school administrators. Of these six standards, three seem to be linked directly to the relationships that must exist within the administrative leadership team. These state that a school administrator is an educational leader who promotes success of all students by “facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community” (Council of Chief State School Officers [CCSSO], 1996, p. 12), “advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth” (p. 14), and “understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context” (p. 22). When superintendents and principals work together to understand the complex educational issues that exist today along with the developmental needs of individuals and the administrative team, increased student achievement will result.

Statement of the Problem

A successful administrative leadership team is a critical component in allowing a superintendent to lead a school corporation. An existing superintendent can be faced with a high rate of turnover in building level administration, and qualified candidates to fill

these positions are not always available. A superintendent new to a corporation usually inherits an administrative leadership team that was intact, perhaps developed in the style comfortable to the former superintendent. In both scenarios, a more effective approach would allow a superintendent to develop an administrative team based upon the needs of the building administrators and the needs of the school corporation. Providing this information to superintendents will assist them in promoting an administrative leadership team that can positively impact student achievement.

Purpose of the Study

If the practices of principals and superintendents have an impact on student achievement, then the development of these practices should be a high priority of the school corporation. As the leader of the corporation, the superintendent is ultimately responsible for orchestrating the development of these practices within the administrative leadership team. The purpose of this study was to determine the personal characteristics of the administrative team members and how these personal characteristics impact the administrative practices of an administrative team focused on positively impacting school performance.

Research Questions

1. What are the personal characteristics of an administrative team?
2. How do these personal characteristics impact administrative practices focused on improving school performance?
3. How does the stability of administrative team members impact administrative practices focused on improving school performance?

The first research question was answered by analyzing the personality inventory taken by administrators. A null hypothesis was formulated and tested for the remaining questions.

Definition of Terms

The following terms have been defined for clarification in understanding this study:

Administrative Leadership Team: For the purposes of this study, an administrative leadership team is defined as corporation central office administrators, building level administrators, or personnel identified by the superintendent to conduct administrative functions.

Administrator: For the purposes of this study, an administrator is defined as a state licensed building level principal, assistant principal, or central office personnel, or a person identified by the superintendent to conduct administrative functions.

Central Office: For the purposes of this study, the central office is defined as the building that houses the operational functions for the entire school corporation.

Defined Autonomy: For the purposes of this study, defined autonomy is defined as the ability of the principal to determine how to meet corporation goals that are determined by the superintendent.

District Leadership: For the purposes of this study, district leadership is defined as the collection of administrators assigned to the school corporation central office.

Job Embedded: For the purposes of this study, job embedded is defined as skills that are learned while actively practicing as an administrator.

Leadership: For the purposes of this study, leadership is defined as the ability to affect human behavior so as to accomplish a mission designated by the leader.

Licensure Program: For the purposes of this study, a licensure program is defined as required university courses that must be completed to earn an administrative license issued by the state Department of Education.

Principal: For the purposes of this study, a principal is defined as the administrator assigned to an elementary, middle, or high school.

Professional Development: For the purposes of this study, professional development is curriculum or skills delivered to administrators through university coursework, professional seminars or meetings, or corporation developed programs.

School Corporation: For the purposes of this study, a school corporation is defined as the schools and central office that exist to educate students in grades kindergarten through grade 12.

Superintendent: For the purposes of this study, a superintendent is defined as the administrator in charge of the school corporation.

Student Achievement: For the purposes of this study, student achievement is defined as performance on the state standardized achievement test.

Teachers: For the purposes of this study, a teacher is defined as a state certified instructor for students in grades kindergarten through grade 12.

Summary and Organization of the Study

Educational leadership is a demanding task and one that is best accomplished through the collective efforts of the administrative leadership team. Student achievement is impacted by administrative team practices, and these practices are impacted by the personality traits of the administrative team members. Attention should thus be given to

team make-up when adding a new team member and to the existing personality traits of existing team members. Professional development should be provided to administrators that focus on personal and professional areas of weakness. Chapter 1 provided an introduction, statement of the problem, purpose of the study, research questions, null hypotheses, and definition of terms. Chapter 2 presents a current literature review and topical research. Chapter 3 provides information regarding the study methodology, the population sample, survey development and administration, and methods of statistical analysis. Chapter 4 presents study findings and addresses the study's research questions. Chapter 5 provides a summary of the findings, results, discussion of the findings, and recommendations for further study.

CHAPTER 2

REVIEW OF THE LITERATURE

Each leader beginning a new position voices the words team or teamwork in opening remarks to the company, corporation, or public. Even coaches of athletic teams preach the importance of the team when discussing the upcoming season. Bookstores and online retailers list thousands of books that talk of building teams, the dysfunctions of teams, and the characteristics of successful teams. This extensive discussion of this topic should shed some light on the mystery of how to build an effective team. A review of the literature will be presented in these sections: types of teams, effective team characteristics, professional development for administrators, and instructional leadership.

Team Characteristics

Types of Teams

Teams exist in different forms, for different purposes, and differ from groups. Clark (2007) provided a distinction between the characteristics of a group and a team. These distinctions center on roles and responsibilities, identity, cohesion, facilitator use, communication, flexibility, and morale. The team elevates their behaviors in these areas above those of the group.

Cohen and Bailey (1997) characterized a team as a group of individuals who operate independently but share organizational outcomes. This definition is echoed by

Rasmussen and Jeppesen (2006) as they described a team as a formally established group that operates with some autonomy and performs tasks that require interdependence among team members. The National School Boards Association (NSBA) (n.d.) summarizes this by stating “A team is a group organized to work together to accomplish a set of objectives that cannot be achieved effectively by individuals” (§ 1).

Dyer (1984), in her review of team literature suggested that a team includes two or more people, a common goal, specific role assignments, and interdependence between the team members. To this definition, Orasanu and Salas (1993) added that teams make decisions in the context of a larger task, team members have specialized knowledge and skills relevant to the task and decision, and task conditions under which teams operate often include high workload and time pressure.

Katzenbach and Smith (2003) found that a team is comprised of a small number of people with complementary skills who are mutually accountable for achieving a common set of performance goals through a common purpose and a common approach. Complementary skills provide synergy, common purpose is the driving force, performance goals are the energizing force, common approaches allow for expected behaviors and mutual accountability is the sharing of the team’s outcomes.

Duvall and Erickson (1981) described a school management team as “a group whose role is formalized and legitimized and whose purpose is problem solving and/or decision making” (p. 63). Hadderman (1998) emphasized these characteristics by stating, “The school management team usually includes a cross-section of experienced central office and building-level administrators committed to a structured decision-making process endorsed by the school board and the superintendent” (p. 89).

The common purpose of the team can be described in multiple ways. Mohrman (as cited in Sherer, 1995) established four categories for teams; “work teams, integrating teams, management teams, and improvement teams” (p. 2). Cohen and Bailey (1997) reviewed the literature on teams in organizations and identified four team types as “work teams, parallel teams, project teams, and management teams” (p. 241). Ratliff, Beckstead, and Hanks (1999) also described four team types; “simple work teams, relay teams, integrated work teams, and problem-solving teams” (p. 32). Sundstrom, McIntyre, Halfhill and Richards (2000) presented six categories for teams or groups in their review of work teams’ literature. These categories of “production groups, service groups, management teams, project groups, action or performing groups, and advisory groups are created based upon the type of work accomplished by the group” (pp. 46-47).

The NSBA (n.d.) presented three models for teams in their *Leadership Toolkit* online publication. Though they also involved stakeholders outside of the corporation administrative team, they represented the definitions of teams previously presented. These models provided structure for the superintendent depending upon the team objectives; *Executive Model* with only district managers, *District Model* with a representative from each key stakeholder group of the district staff, and *Community Model* that includes a mix of district staff and community leaders.

Specific to schools, teams are formed for varied purposes. Miller, Peterson, and Skiba (2002) presented school teams as those organized around “various grade level and subject teams, curriculum planning teams, school improvement teams student assistance teams, multidisciplinary teams, and individual education plan (IEP) teams” (§ 8). Snyder and Anderson (1986) categorized school-team types as “(a) production teams,

(b) curriculum-development teams, (c) councils and study groups, (d) task forces and (e) leadership teams” (pp. 177-178).

Oswald (1996) described the district-level team as a team that contains central office staff and building level principals. Their function is to provide structure and guidance for the district through decision-making and policy implementation. Oswald also described the district-level team as a vertical team given the inclusion of administrators from different levels of the corporation. She stated that a vertical team benefits from communication with others at the different levels resulting in better understanding. Cunningham and Gresso (1993) specifically stated “vertical teams facilitate the formation of bonds and cohesion, which are essential to a districtwide culture” (p. 154).

Effective Teams

All of the team models and types do not form naturally to produce an effective team. Collins (2001) emphasized how important the right team is to a company by devoting an entire chapter to the topic. He stated, “if we get the right people on the bus, the right people in the right seats, and the wrong people off the bus, then we’ll figure out how to take it someplace great” (p. 41).

Tuckman (1965) provided one model for team development, identifying four stages of team development as, forming, norming, storming, and performing. This foundation was utilized by Morgan, Salas, and Glickman (2001) as they developed the Team Evolution and Maturation (TEAM) model. Morgan et al. found that their stages allow for team development in task performance and teamwork skills resulting in increased communication, relations, and interaction between team members. Monahan

(2007) studied how the right training could assist school boards and superintendents to function better as an effective team to improve academic achievement for corporation students.

Lencioni (2002) approached the ideal of an effective team by identifying the five dysfunctions of a team. The five dysfunctions are absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. These five dysfunctions do not exist singularly; rather Lencioni connected them together so they form a model of effective team traits. To achieve these traits, he provides suggestions and activities teams can employ to overcome each dysfunction. Collins (2001) reinforced this necessary team building when he wrote that “good-to-great management teams are those consisting of people who debate vigorously in search of the best answers, yet who unify behind decisions, regardless of parochial interests” (p. 63).

Levi (2001) found that teams face the issues of managing conflict, power and social influence, decision making, leadership, problem solving, creativity, and diversity as they work to operate effectively. Teams that operate effectively are those possessing clear goals, appropriate leadership, organizational support, suitable tasks, and accountability. These characteristics reflect those of Fowler (1995) as he identified common characteristics of the effective team. He stated these as:

1. A common sense of purpose and a clear understanding of the team’s objectives.

2. The team has, or can obtain, all the resources it needs to achieve its objectives.
3. Among the team members there is the range of the skills and know-how needed to deal effectively with the team's tasks.
4. There is a range of team types within the team – ie, team members have different aptitudes for the various team roles required for effective teamworking.
5. Team members have respect for each other, both as individuals and for the contribution each makes to the team's performance. (p. 40)

Ultimately Fowler concluded that, “teams fail if their members cannot work together effectively, and this is a function of personality and attitude, not of specialist know-how” (p. 41).

Sevier (2003) addressed the issue of building a senior team in his paper directed to college presidents. He described those effective team qualities as:

1. Orbit a truly worthy vision.
2. Focus on fewer, more important goals.
3. Take the time to build trust.
4. Value conflict.
5. Collaborate.
6. Able to decide.
7. Execute.
8. Hold team members accountable.
9. Manage the middle managers.

10. Measure progress.
11. Reward right.
12. Celebrate success. (pp. 4-9)

Katzenbach and Smith (2003) provided a set of questions centered upon each element of their team definition to establish the level of team performance. A second set of indicators which differentiates between groups and teams are “themes and identification, enthusiasm and energy levels, event-driven histories, personal commitment, and performance results” (pp. 105-107). Once the performance level is established, the team will raise this level and achieve mutual accountability when individuals take risks involving conflict, trust, interdependence, and hard work.

Walker and Schutte (2004) typified team cohesiveness as a shared perception among team members that the team functioning as a unit is capable of achieving shared goals. Team cohesiveness can be improved through group facilitation, development of skills and procedures for conflict resolution, clear decision-making procedures, and the creation of opportunities for early successes. The team should engage in a high quality planning process consisting of clear goals, and a review process to monitor these goals. The effectiveness of planning can be achieved through sharing information, identifying specific short and long term goals, obtaining and using feedback through effective monitoring processes, and an ongoing review of outcomes.

Belbin (1981), in his study of effective management teams, identified eight team roles that should be filled for optimal team operations. Belbin proposed that a team with members filling these roles should also consider the following principles to achieve effectiveness.

1. Team members contribute to achieving objectives by performing a functional role (professional/technical knowledge) and a team role.
2. An optimal balance in other functional and team roles is needed depending on the team's goals and tasks.
3. Team effectiveness is elevated when members understand and adjust to the needs of the team based on their relative strengths to other team members.
4. An individual's personality and mental abilities will play a large part in allowing that person to fill a particular team role.
5. A range and balance of team roles will promote efficient team work and the best implementation of technical resources. (pp. 132-133)

Higgs (2007) utilized Belbin's (1981) eight team roles as the basis for his study of successful senior management teams. The interaction of individual member characteristics with team processes found that a balanced mix of Belbin Team Roles will yield higher performing teams when measured on performance outcomes, and other outcomes such as member satisfaction, cohesiveness, and attitude change. Higgs, Plewnia, and Ploch (2005) examined team composition relative to task complexity and team performance. They found that teams faced with highly complex tasks have higher performance levels when the team is comprised of diverse individuals as measured by the Belbin (2000) self-assessment questionnaire.

These studies, however, are tempered by the work conducted by Fisher, Hunter, and Macrosson (2001) as they examined Belbin's (1981) team roles. Ultimately they concluded that condensing Belbin's eight roles may present a better model for psychometric measurement. They then discussed the fit of Belbin's team roles to the Big

Five personality traits proposed by Goldberg (1990).

Studies of individual team member personality traits have yielded a relationship to team effectiveness. Mann (1959) reviewed studies conducted to determine the relationship between personality and performance. He measured seven personality traits on the dependent variables of leadership, popularity, total activity rate, task activity, social emotional activity, and conformity. He determined that intelligence and adjustment were positively related to five of the six dependent variables, and extroversion was positively related to four of the six dependent variables. Yukl (1989) conducted a review of leadership theory and practice and found that the personality of individuals can contribute to team effectiveness. He recognized that the presence of goal orientation, emotional stability, and maturity will positively impact productivity. The cohesive team, however, must guard against 'group think' that may produce poor decisions made to preserve group harmony.

Driskell et al. (2006) utilized the Big Five personality trait dimensions of emotional stability, extraversion, openness, agreeableness, and conscientiousness in their study of personality and team effectiveness. Breaking these five traits into sub-skills allowed for analysis of prediction for the teamwork dimensions. All the personality sub-skills exhibited positive prediction for three or more of the eight teamwork dimensions. Specifically, the sub-skills of adjustment (emotional stability) and flexibility (openness) exhibited positive prediction for all eight dimensions. They concluded that team membership or team member training can be improved by studying the team processes relative to the team member personality traits.

Stout, Salas, and Carson (1994) studied the behavior dimensions of mission analysis, assertiveness, decision making, adaptability/flexibility, situational awareness, leadership, and communication and determined that emphasizing these dimensions can improve team effectiveness. In conclusion, they found that the studied team coordination behaviors must be supported to improve team effectiveness. These results are similar to those of Bass (1980) who found that team effectiveness is impacted by the degree that team members interacted with members. This positive impact occurred beyond the member's individual skill level.

The collective personality of a team can also positively impact the team's effectiveness. A study of military teams by Halfhill, Nielsen, Sundstrom, and Weilbaeher (2005) found that, "Personality composition of military service teams correlates with group performance, and complementary, group-level traits may even interact to promote group synergy" (p. 50). Their study indicated that both individual measures and average group measures of conscientiousness and agreeableness correlated with group-level performance.

The study of personality traits and team effectiveness included the use of the Five Factor Model proposed by Costa and McCrae (1992). This model is similar to the Big Five proposed by Goldberg (1990) with both providing an effective approach to studying individual and group personality traits. Neuman and Wright (1999) in their study of team effectiveness determined that individual and group personality traits do impact team effectiveness. Neuman and Wright stated, "The personality variables explained variance beyond that explained by the more traditional job-related skills and cognitive ability measures. This was true at both the individual and the group level" (p. 385). Their work

also suggested that different types of work teams and work tasks may require different personality traits to positively impact team effectiveness.

The Five Factor Model was used by Smith, Hanges, and Dickson (2001) as they responded to criticism of the use of the Five Factor Model. Their study of job applicants, job incumbents, and students produced results that the Five Factor Model does accurately describe the individual personality traits of the population. Within the three groups studied, the results for the students were less desirable when compared to the applicant data with no difference between the job applicants and the job incumbents.

Principal Professional Development Needs

Maintaining an effective administrative team can be difficult due to the retirement of building administrators and the lack of qualified replacements. Doud and Keller (1998) reported a nationwide concern in filling vacant administrative positions due to the retirement of principals. This concern becomes greater when considering the increasing demands upon the principal and the new role as the instructional leader. One conceptualization of the principal's role includes this person being able to:

1. Develop a vision for learning.
2. Develop a school culture and instructional program conducive to learning.
3. Manage the school.
4. Collaborate with community members.
5. Promote student learning by acting in an ethical manner.
6. Respond to the larger political, social, economic, legal, and cultural context.

(Murphy & Shipman, 1998, pp. 1-33)

Partlow (2007) collected data for seven years on elementary principal turnover in southwestern Ohio. Though seven of the eight independent variables showed no predictive value for principal turnover, the percentage of students passing the fourth grade Ohio mathematics achievement tests was found to influence principal turnover. This limited effect, however, does suggest further study given the continued emphasis on state testing.

Adding to the retirement and turnover of building administrators is the fact that an increased number of building administrators will be necessary to run our schools. According to the United States Department of Labor (n.d.), they expect an increase of 17,000 jobs for elementary and secondary school administrators from 2006-2016. In sum, an expected 27,000 average annual job openings will occur over this same time period. This succession of leadership was identified by Grusky (1960) as a cause of dysfunction among the staff and organization.

Malone et al.'s (2000) study of the Indiana principalship reported the principal candidate pool was limited in number and was lacking quality. Serious barriers to entering the principal's position as identified by aspiring principals, principals, and superintendents were:

1. Loss of tenure as a teacher when moving to a new district principal's position.
2. Few experienced teachers interested in becoming assistant principal's/principals.
3. Societal problems (poverty, lack of family support, etc.) make it difficult to focus on instruction
4. Too much time required.

5. Compensation insufficient compared to responsibilities.
6. Job too stressful. (p. 15)

Malone et al. (2000) found the university principal preparation program was adequately preparing aspiring principals and this was confirmed by principals and superintendents. According to principals and aspiring principals, the top two very valuable skill areas in principal training programs were communication skills and instructional improvement.

The development of responsive university preparation programs was recommended by Forsyth (1987) as he summarized the recommendations from the National Commission on Excellence in Educational Administration. These programs should include both theory and experiential practice resting upon current administrative practices focused on student achievement. Elmore (2000) emphasized the need to reform current administrative practices amid the push for standards-based reform. Adopting content standards without modifying administrative practices will diminish the intended impact on student achievement. Elmore's principles for distributed leadership were:

1. The purpose of leadership is to improve practice and performance.
2. Improvement requires continuous learning, both by individuals and groups.
3. Leaders lead by exemplifying the values and behaviors they want others to adopt.
4. People cooperate with one another in achieving their goals when they recognize other people's expertise.
5. Leaders are responsible for helping to make possible what they are requiring others to do. (pp. 20-21)

Finally, Elmore concluded that this approach to school improvement required people who will learn within the purposes of the organization and in the context of the organizational processes.

Zellner, Ward, et al. (2002) described two principal leadership training programs that involved mentoring aspiring principals. Three activities that were of great value in developing aspiring principal leadership and principal leadership through the School Leadership Initiative (SLI) were “1) an e-mail list-serve that promoted networking with other district administrators, 2) summer training institutes, seminars, and retreats, and 3) the development of a professional development plan” (pp. 8-9). The Aspiring Principals program found that providing time for reflection on practice and professional growth assisted aspiring principals to develop leadership skills. Candidates also must be committed to the program for success to occur.

Zellner, Jenkins, Gideon, Doughty, and McNamara (2002) utilized the SLI as well as the Richardson Mentor Principal (RMP) program to determine what will assist principal preparation programs. They found:

Preparation programs need to stress the importance of:

1. Reflection on leadership practice.
2. Building a mentor network (cohorts of graduate students to work together through the duration of their graduate studies).
3. Linking theory to practice.
4. Contextual experiences in developing leadership skills prior to assuming an administrative position. (p. 15)

Chan, Webb, and Bowen (2003) studied assistant principals to determine if they

were prepared for the principalship. The five administrative duties and responsibilities identified by assistant principals as most important for their preparation for principalship are “curriculum development, instructional support, maintaining safe climate, meeting with parents, and teacher observation/evaluation” (p. 13). Curriculum development and instructional support, however, are not in the top five identified daily tasks that are completed by assistant principals.

Peterson (2002) examined principal preparation programs, principal professional development opportunities, models for administrator professional development, and recommendations for the design of principal professional development programs. Peterson stated that “topics being addressed should provide core skills and knowledge that will enhance leadership but also knowledge and skills related to specific administrative procedures, contractual requirements, and community characteristics of the district” (p. 231). Further, “learning should be job embedded where possible. Programs need to deeply engage the participants in thinking, reflection, analysis, and practice with a strong component of coaching and feedback” (p. 231). Providing this professional development in the context of the school environment can be facilitated by the superintendent. Lee (2005) studied the relationship of the superintendent and building principals and determined that a safe environment with the necessary resources can allow principals to implement school improvement efforts. Central to the environment is the superintendent and principal relationship that contains mutual respect and is seen as a partnership rather than a hierarchical relationship.

Andrews and Grogan (2002) illustrated the changing role of the principal over the century and found that “changes in the nature of principal preparation programs have

been slow to follow this change in the conceptualization of the work of the principal” (p. 4). Andrews and Grogan also compared principal preparation programs to the ISLLC (1996) folio standards. These standards were “vision of learning, school culture and instructional programs, management, collaboration with families and community, acting with integrity, fairness, and ethics, and political, social, economic, legal, and cultural context” (p. 11)”

Andrews and Grogan (2002) concluded that “when these standards have been used to review university-based aspiring principal preparation programs, few of the principal preparation programs in major universities have passed the folio review” (p. 11). Their review of the changing role of the principal leads them to conclude that:

The behavior of the school leader should be transformational and work to build a structure of relationships both inside the school and with the school community so that the creative human energy in the school is transformed into desired student performance. (p. 7)

Andrews and Grogan (2002) also examined the role of the superintendent and the superintendent preparation programs and find similar results given the current dynamics of the superintendent's position. As with the principal, they concluded that “superintendents must work with other stakeholders rather than manage them” (p. 20).

Murphy and Hallinger (1992) examined the changing nature of the principalship, the work environment, and the principal's transformed role. This change from manager to leader “highlights the importance of participatory leadership and principals' interpersonal communication skills” (p. 4). The authors found that principal preparation programs must adapt to this change and “suggest that governance-related reforms (e.g. school-based

management, shared decision making) stand little chance of penetrating the classroom in schools where principals lack a sound knowledge of curriculum, instruction and change implementation” (p. 6).

Waters, Alsbury, Else, and Reed (2006) summarized the participation of university professors with the Iowa Leadership Academy. This relationship assisted professors in developing coursework that culminated in a mentorship between the aspiring principal, university professor, and an administrator. The authors found “In addition to building the aspiring principal's knowledge base and developing essential leadership skills, this approach has the potential to bring the student and the mentor into a different, deeper relationship” (p. 6). Waters et al. described the aspiring principal's involvement as “the student becomes an active player in fulfilling responsibilities, practicing skills, receiving feedback, and practicing again” (p. 6).

Instructional Leadership

Phillips and Phillips (2007) formulated a model for identifying potential administrative candidates and described how to develop the identified successful characteristics for leaders. They first stated:

Two key attributes help define strong educational leaders and high-performing leadership teams. The first cluster of attributes and skills involves vision, goal setting, initiative, drive, high expectations, accountability and a focus on results.

We call this attribute cluster ‘leadership for results.’ (p. 2)

The ‘leadership through relationships’ cluster included attributes/skills related to “ability to build relationships, attention to process, trustworthiness, problem-solving abilities, political savvy, and culture building” (p. 2). As these attributes come together,

administrators will rank higher or lower in each area depending on their ability. The authors described those high in both areas as superstars and maintain “these superstars possess the vision and drive for results as well as the ability to build relationships to help realize those results” (p. 2). Realizing that many candidates or existing administrators do not excel in both cluster areas, they provided strategies for developing the weak areas. These included “nurturing the area of weakness through training, pairing the administrator with a coach who possesses the desired skills, and to use a 360-degree feedback system with the developing administrator” (p. 7). Finally, Phillips and Phillips suggested that the superintendent examine the culture of the leadership team and focus on “hiring new team members with personal strengths in the deficit area” (p. 7) to achieve a more effective leadership team.

Hipp (1996) established that principal’s leadership behaviors positively impact teacher efficacy. This study involving Wisconsin middle schools examined 11 leadership behaviors and their relationship with general teaching efficacy and personal teaching efficacy. Hipp concluded that the principal who models trust and risk-taking, and who emphasizes teamwork and personal support will influence teacher efficacy and thereby student achievement.

Waters et al. (2003) conducted a meta-analysis of leadership practices and their effect on student achievement. Results indicated 21 administrative responsibilities that have a positive correlation with student achievement. Waters et al. described these responsibilities as the balanced leadership framework and provided administrative practices for each responsibility that will impart either first-order or second-order change upon the organization. Waters et al. also provided the effect size upon student

achievement for each responsibility and concluded that the average effect size between leadership and student achievement was .25.

Goldring, Porter, Murphy, Elliott, and Cravens (2007) combined a review of the literature on learning-centered leadership with the ISLLC standards to formulate a framework to measure learning-centered leadership. The literature review established the “two dimensions of core components and key processes” (p. 2). The authors defined these to be:

Core components refer to characteristics of schools that support the learning of students and enhance the ability to teach. Key processes are leadership behaviors, most notably aspects of transformational leadership traditionally associated with processes of leadership that raise organizational members’ levels of commitment and shape organizational culture. (p. 3)

Goldring et al. (2007) identified the six components as “high standards for student learning, rigorous curriculum, quality instruction, culture of learning and professional behavior, connections to external communities, and systemic performance accountability” (p. 3). The key processes included planning, implementing, supporting, advocating, communicating, and monitoring. These processes were both linked to the ISLLC (1996) standards for school administrators and possessed finer distinctions than these standards. Their assessment measured “what leaders create and how they create it” (p. 3).

In a study commissioned by the Wallace Foundation, Leithwood et al. (2004) reviewed the literature concerning principal leadership and student learning. Their work identified that leadership should be built on setting direction, developing people, and

redesigning the organization. Ultimately, Leithwood et al. concluded that “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (p. 7). Hallinger and Heck (1996) also found this to be true in their review of research that examined the role of the principal in school effectiveness. Though they discovered that different study designs can yield different results, those studies that were more robust in their design and statistical analysis indicate that principal leadership can positively influence student achievement. Hirsch et al. (2006) cited a key finding in their report on teacher working conditions in North Carolina as “School leaders that can empower teachers, create safe school environments and develop supportive, trusting, climates will be successful in promoting student learning” (p. vii).

The CSSO (1996) developed the ISSLC standards for school leaders to define what core knowledge or skills a building administrator should possess. These standards stated that a school administrator is an educational leader who promotes the success of all students by

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community,
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth,
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment,
4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources,
5. acting with integrity, fairness, and in an ethical manner, and

6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (pp. 10-21)

Attaining these standards requires an emphasis on professional development for new and existing administrators. The NSDC provided recommendations at the federal, state, and school level for professional development, all designed to prepare administrators as instructional leaders and as a team leader.

Petersen (1998) conducted a case study of five superintendents identified as instructional leaders. Attributes identified as essential to being a successful leader were having a personal vision for district success; the creation of an organizational structure supporting instruction; hiring, transfer and/or replacement of personnel; and assessment and evaluation. Petersen typified the relationship between the principal and superintendent as “fairly standard” (p. 17) and that “each principal was required to write an instructional leadership plan for his or her school annually” (p. 17). A case study by Kellog (2006) supported the findings of Petersen. Kellog described the benefits to school improvement efforts when the superintendent employs distributed leadership. This organizational approach insulates school improvement initiatives from a change in superintendents.

Waters and Marzano (2006) detailed their quantitative study of district level leadership. They found that district level leadership matters, effective superintendents focus their efforts on creating goal-oriented districts, and that superintendent tenure is positively correlated with student achievement. Within these three findings, Waters and Marzano concluded that the responsibilities that are related to student achievement are “collaborative goal setting, non-negotiable goals for achievement and instruction, board

alignment with and support of district goals, monitoring achievement and instruction goals, use of resources to support the goals for instruction and achievement” (p. 11).

The researchers emphasized the need for all stakeholders to be involved in these responsibilities and that the superintendent provide clear direction regarding alignment of actions with district and building-level goals. Waters and Marzano further stated:

When this superintendent also encourages strong school-level leadership and encourages principals and others to assume responsibility for school success, he or she has fulfilled another responsibility; to establish a relationship with schools.

This relationship is characterized by “defined autonomy” which is the expectation and support to lead *within the boundaries defined by the district goals*. (p. 13)

Their findings also provided practices that support each responsibility; included within each category is the need for professional development for principals.

Hart (1987) in a study of California superintendents also found that superintendent leadership had an effect on student achievement, though it was limited to the standardized test scores of one grade level. However, Edwards (2007) studied superintendent instructional leadership practices and their relationship to district performance outcomes. Edwards found that instructional management and systems of practice contributed significantly to district performance outcomes.

The issue of administrative tenure and student achievement is a less studied facet of school administration. One study was found that studied superintendent tenure in urban cities. Yee and Cuban (1996) concluded that successful reform occurs in these cities independent of the length of superintendent tenure.

Summary

A current literature review addressed the topics of teams and educational leadership. The literature findings indicate themes regarding team types, effective teams, principal professional development needs, and instructional leadership.

Types of teams exist for differing purposes in both for-profit business and education. Similarly, numerous definitions for teams exist based upon their context and purpose. Central to these definitions is the tenet of a shared goal achieved through shared tasks or a common approach. School teams exist at a horizontal level (i.e., building focused) and a vertical level (i.e., district focused) with the latter benefiting the school corporation culture for its inclusion of school stakeholders from various levels.

Effective teams possess identifiable characteristics. Within these characteristics we find the theme that individual personality traits contribute to team performance. The personality of the team also impacts team effectiveness. Studies indicate that the Five Factor Model is an accurate approach to describing personality traits of individuals.

Principal professional development is critical for sustaining the efforts of the administrative team. This is true for potential administrative candidates and for the sustained efforts of existing principals. This development should focus not only on education related skills, but also interpersonal skills that will allow effective school reform implementation.

Instructional leadership impacts student achievement and weaknesses in this area should be addressed through individual professional development or through the hiring of new administrative team members. Standards and principles focused on instructional leadership that impact student achievement do exist to guide administrative professional

development. Within these standards is the expectation of administrative practices operating in conjunction between the superintendent and the principal.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to determine the personal characteristics of the administrative team members and how these personal characteristics impact the administrative practices of an administrative team focused on positively impacting school performance. Individual personality traits of administrators impact the interaction of fellow administrators functioning as a team. Administrative team effectiveness can be elevated by examining these personality traits and addressing deficiencies through professional development or when adding a new team member.

A meta-analysis by Barrick and Mount (1991) yielded a relationship between the Five-Factor Model of personality traits and individual and team performance. The five factors were identified by Goldberg (1990) and confirmed by Costa and McCrae (1992) as (a) extraversion, (b) emotional stability, (c) agreeableness, (d) conscientiousness, and (e) openness to experience. The use of the Five-Factor Model in evaluating job performance has been further validated by the meta-analysis conducted by Tett, Jackson, and Rothstein (1991) and studies by Barrick et al. (1998) and Neuman and Wright (1999). Administrative leadership has a positive effect on student achievement Leithwood et al. (2004), and a study by Judge, Bono, Ilies, and Gerhardt (2002) determined that the Five-Factor Model was a predictor of leadership.

Research Questions

1. What are the personal characteristics of an administrative team?
2. How do these personal characteristics impact administrative practices focused on improving school performance?
3. How does the stability of administrative team members impact administrative practices focused on improving school performance?

The first research question was answered by analyzing the personality inventory taken by administrators. A null hypothesis was formulated and tested for each of the remaining questions.

Null Hypotheses

H₀₁: The level of extraversion, agreeableness, conscientiousness, emotional stability, openness, and team member stability does not significantly predict administrative implementation of planning.

H₀₂: The level of extraversion, agreeableness, conscientiousness, emotional stability, openness, and team member stability does not significantly predict administrative implementation of implementing.

H₀₃: The level of extraversion, agreeableness, conscientiousness, emotional stability, openness, and team member stability does not significantly predict administrative implementation of supporting.

H₀₄: The level of extraversion, agreeableness, conscientiousness, emotional stability, openness, and team member stability does not significantly predict administrative implementation of advocating.

H₀₅: The level of extraversion, agreeableness, conscientiousness, emotional

stability, openness, and team member stability does not significantly predict administrative implementation of communicating.

H₀₆: The level of extraversion, agreeableness, conscientiousness, emotional stability, openness, and team member stability does not significantly predict administrative implementation of monitoring.

Research Design

The study utilized survey methodology to collect data from Indiana public school administrative teams. This approach allowed for anonymous submission of personal personality information and an evaluation of team effectiveness.

Data Sources

The Indiana Department of Education website indicated a total of 293 public school corporations for the school year 2008-2009. These corporations were rank ordered based on their reported 2008-2009 school year Average Daily Membership (ADM). A 2002 study for the NSBA found that large districts (i.e. 25,000+) are fundamentally different than small districts (Hess, 2002). Based on this study, the corporations comprising the top 5% of the ordered list were eliminated from participation due to the nature of their administrative team interaction. Within the remaining 279 corporations, every ninth corporation was invited to participate in the survey resulting in an initial population of 31 administrative teams. If a corporation declined to participate or did not respond, the next corporation in the rank order was then invited. Due to an initial poor response rate, a second set of corporations were randomly selected and invited to participate (i.e., every ninth corporation of the remaining population in alphabetical order until 31 teams agreed to participate). Original corporations that later indicated a

willingness to participate were included providing a final population of 41 administrative teams with a pool of 357 administrative team members. The number of respondents that completed the survey determined the actual sample size.

Instrumentation

The survey was developed after a review of the literature on personality research, effective teams, and administrative practices that were shown to positively impact student achievement. The first section elicited information regarding the level and years of individual administrative experience, the level of involvement in professional organizations, and a response to how team definitions apply to their administrative team. The second section used a five-point Likert-type scale that ranged from 1 = Never to 5 = Always to determine the degree to which the administrative team implemented the six administrative processes identified by Goldring et al. (2007). These six administrative processes are based upon the ISLLC standards (CSSO, 1996). Goldring et al. developed their framework to contain these standards and so that the framework pertains to both the individual administrator and the administrative team. Waters et al. (2003) also proposed a framework that contains the ISLLC standards. This framework integrates the standards into twenty-one leadership responsibilities which contain 66 administrative practices. The meta analysis by Waters et al. did demonstrate a relationship between the leadership responsibilities and student achievement. However, their framework was not selected due to the challenge of selecting which administrative practices relate to the work of the administrative team. Including all 21 responsibilities or all 66 practices would have lengthened the survey, diminishing the response accuracy. The final section is a personality inventory utilizing a nine point Likert-type scale with 1 = Extremely

Inaccurate to 9 = Extremely Accurate and was designed to measure the five personality traits of the Five-Factor Model. This personality inventory was shown to be a reliable measure of the five personality traits (Saucier, 1994) as compared to the original measure developed by Goldberg (1992).

The survey was provided to five current Indiana school administrators for the purposes of content validity and they were asked to provide feedback regarding the online and paper version of the survey on the following areas:

1. Ease of understanding instructions.
2. Clarity of the statements.
3. The length of the survey.

Edited sections were considered and incorporated into the survey design. The five participants were removed from the study sample.

Data Collection Process

A letter was sent to the superintendent of the randomly selected school corporation to explain the purpose of the study and to request the participation of the corporation administrative team in completing the survey (Appendix B). Superintendents indicated their desire to participate in the study by returning the provided response form to the researcher (Appendix C). Surveys were then provided to the 31 randomly selected Indiana public school administrative teams in two forms. A web address was provided to participating administrative team members and electronic submission of the survey from the administrative team members went to a secure server where all results would remain confidential. Administrative team members were also given the option to complete the survey on paper and to mail their survey responses directly to the researcher in the

stamped self-addressed envelope. Surveys completed in this fashion were then compiled with the electronic responses. A follow-up letter was sent 10 days after the survey was initially distributed to remind the administrative team members to complete the survey (Appendix D). All respondents were provided instructions on completing the survey and were assured that their responses would be kept confidential and would not be used for evaluative purposes. Individuals completing the online version of the survey were provided with informed consent prior to beginning the electronic survey (Appendix E).

Statistical Analysis

The statistical design provided six dependent variables and six independent variables. The dependent variables were (1) perceptions of the degree the administrative team implements planning, (2) perceptions of the degree the administrative team implements implementing, (3) perceptions of the degree the administrative team implements supporting, (4) perceptions of the degree the administrative team implements advocating, (5) perceptions of the degree the administrative team implements communicating, and (6) perceptions of the degree the administrative team implements monitoring. The independent variables were (1) extraversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, (5) openness, and (6) team member stability (i.e., as measured by years of administrative experience within the current corporation).

A simultaneous multiple regression was utilized with all independent variables as predictors for each dependent variable separately. Simultaneous multiple regression allows determination of the predictive value of all independent variables, taken as a set, on each dependent variable. Additionally, this regression allows determination of the

significance of the unique predictive relationship between each predictor and the criterion dependent variable.

Summary

A quantitative study was conducted to address the research questions focusing on the personal characteristics of the administrative team and the effect these characteristics have on student achievement. Indiana public school administrators were identified for potential participation and a web design for survey collection was provided to those participants. A null hypothesis was developed for each dependent variable and simultaneous multiple regression was utilized for statistical analysis. This methodology provided descriptive statistics and inferential statistics for the set of predictor variables and for the individual predictor variables.

CHAPTER 4

ANALYSIS OF DATA

The purpose of this study was to determine the personal characteristics of the administrative team members and how these personal characteristics impact the administrative practices of an administrative team focused on positively impacting school performance. The need to build an administrative team that is able to positively lead building and district practices is of critical importance to student success. Education continues to become an increasingly complex task and the leadership team is a necessary component to school improvement. Effective administrative team practices provide teachers with the necessary skills and resources to positively impact student achievement.

This study used survey methodology to gather data from school corporation administrative team members so that individual personality traits could be compared to administrative team effectiveness as measured by specific administrative practices. Other data including administrative positions, administrative experience, professional involvement, and the individual's perception of an effective team was gathered.

The Administrative Team Survey was developed by the researcher to quantitatively measure the predictive nature of individual personality traits as they related to administrative team practices. The survey was developed after a review of the literature, and drew upon the six key processes developed by Goldring et al. (2007) in

their assessment framework. This assessment was based upon the CCSSO (1996) standards as well as their own review of learning centered leadership. The personality inventory was based upon the Five Factor Model of personality traits. The 40 adjectives are grouped around the 5 traits of extraversion, agreeableness, conscientious, emotional stability, and openness. This specific inventory used to measure the five traits was developed by Saucier (1994) and is known as the Big Five mini-markers.

The survey was reviewed by five current Indiana superintendents and edit suggestions were incorporated into the survey design. Areas of consideration were:

1. Ease of understanding instructions.
2. Clarity of the statements.
3. The length of the survey.

The five participants' school districts were removed from the study sample.

The survey was divided into three sections: administrative experience and professional involvement, implementation of administrative practices, and personality inventory. The first section asked respondents to identify their administrative role and experience, degree of involvement in professional organizations, and to select a definition of a team. The second section asked administrative team members to rate the degree to which their administrative team practiced each of the six administrative practices utilizing a 5-point Likert scale that ranged from 1 = low implementation to 5 = high implementation. The final section asked respondents to rate themselves on the personality inventory using a 9-point Likert scale.

Sampling protocol was followed as described in chapter three. The administrative team survey was sent to 41 corporation administrative teams which provided a pool of

357 potential survey respondents. A total of 186 completed surveys were completed utilizing either a paper version or an online version of the survey. Therefore, 52% of the administrative team members invited to participate in the study submitted a complete response.

Presentation of the Data

Descriptive Analysis

Demographic information. Data was entered into SPSS software and into Microsoft Excel. These two programs were used to report the position of the respondents, years in this position, years in this corporation, and years in administration. The results indicate an emphasis on principals (41.9%) and assistant principals (15.1%) in administrative team make-up. The results also showed variation in the positions, i.e. 13 positions that are included in the administrative team as shown in Table 1. For positions with $n > 10$ respondents, the following observations were made. Principals have served the longest in that role ($M=8.0$, $SD=6.8$) while assistant principals have the shortest term in that role ($M=5.0$, $SD=4.4$). Superintendents have served the longest as an administrator in the corporation ($M=10.8$, $SD=9.3$) with assistant principals again serving the shortest term ($M=5.4$, $SD=4.9$). The same results are seen for the years in administration, superintendents ($M=23.3$, $SD=6.9$) and assistant principals ($M=6.1$, $SD=5.8$). It is noted that the total sample exhibited a fairly stable administrative tenure, though with a large variation in experience for years in the administrative role ($M=7.0$, $SD=6.5$), and years in corporation ($M=7.7$, $SD=7.1$) and total years in administration ($M=11.9$, $SD=8.8$).

Table 1

Position and Administrative Experience by Respondents

Position	Number Included in Sample	%	Years in this Role Mean (<i>SD</i>)	Years in Corporation Mean (<i>SD</i>)	Years in Administration Mean (<i>SD</i>)
Assistant Principal	28	15.1	5.0 (4.4)	5.4 (4.9)	6.1 (5.8)
Assistant Superintendent	12	6.2	4.6 (4.5)	8.9 (7.9)	15.4 (7.0)
Athletic Director	4	2.1	13.3 (7.4)	9.3 (9.9)	12.8 (7.9)
Business Manager	3	1.5	8.8 (8.9)	5.8 (3.8)	12.5 (7.1)
Curriculum Director	5	2.7	3.2 (.84)	3.0 (.71)	8.2 (5.5)
Guidance Services Dir	2	1.0	1.5 (.71)	1.5 (.71)	1.5 (.71)
Other	7	3.7	2.7 (7.6)	7.1 (5.8)	12.1 (10.0)
Physical Plant	2	1.0	30.0 (0.0)	18.5 (9.2)	22.5 (3.5)
Principal	80	41.9	8.0 (6.8)	7.9 (6.7)	11.4 (7.7)
Special Services Dir	11	5.8	7.0 (8.1)	8.3 (9.3)	9.7 (8.9)
Superintendent	23	12.0	5.9 (3.9)	10.8 (9.3)	23.3 (6.9)
Technology Director	5	2.6	10.4 (8.1)	6.1 (5.6)	7.0 (4.6)
Treasurer	4	2.2	6.5 (3.7)	2.0 (0.0)	4.3 (4.3)
Total	186	100.0	7.0 (6.5)	7.7 (7.1)	11.9 (8.8)

Note: $n=186$

Table 2

Professional Involvement by Administrative Team Position

Position	Number (<i>n</i>) Included in Sample	Number Involved in One or More Organizations	Percentage Involvement	Mean Level of All Organizational Involvement
Assistant Principal	28	22	78.6	1.59
Assistant Superintendent	12	12	100.0	1.58
Athletic Director	4	4	100.0	No data
Business Manager	3	3	100.0	3.00
Curriculum Director	5	5	100.0	3.00
Guidance Services Dir	2	1	50.0	No data
Other	7	7	100.0	1.91
Physical Plant	2	2	100.0	1.50
Principal	80	78	97.5	2.15
Special Services Dir	11	10	90.9	2.50
Superintendent	23	23	100.0	2.61
Technology Director	5	5	100.0	No data
Treasurer	4	4	100.0	3.50
Total	186	176	94.6	2.2

The analysis of involvement in professional organizations demonstrated that a large percentage (94.6%) of administrative team members are involved in at least one professional organization. However, a low level of involvement was observed for the

majority of the administrative team positions and for the total sample ($M=2.2$) as shown in Table 2.

The participating corporations presented a representative sample of Indiana public school corporations ($M=3303$, $SD=2769$). The average daily membership (ADM) ranged from a low of 768 to a high of 14,272 students with a median population of 2,034 students as reflected in Table 3.

Table 3

Corporation Average Daily Membership (ADM)

Number of Corporations	Range of ADM
5	<1000
8	1000-1499
7	1500-1999
7	2000-2499
3	2500-2999
3	3000-3499
1	3500-3999
1	4000-4499
0	4500-4999
2	5000-5499
6	>5500

The number of administrative team members included in the administrative team did vary greatly without regard to the size of the corporation. The range for the number of

administrative team members was a low of 4 to a high of 20 ($M=8.7$, $SD=4.0$) as reflected in Table 4.

Table 4

Administrative Team Size

Team Membership Size	Number of Corporations
4	6
5	1
6	9
7	6
8	1
9	4
10	2
11	2
12	1
13	4
14	1
15	1
16	1
17	1
18	0
19	0
20	1

The survey also provided an opportunity to view the administrative team member perceptions of the team definition that best described their corporation administrative team. These definitions were a result of the research and were selected for their representation of either a business model (Definitions A and B), or an education model (Definitions C and D). Appendix A contains the actual definitions. The respondents

Table 5

Team Definition Selection by Respondents

Position	Number (<i>n</i>) included in sample	Def. A	Def. B	Def. C	Def. D	None of the definitions
Assistant Principal	28	8	13	5	1	0
Assistant Superintendent	12	5	3	2	2	0
Athletic Director	4	1	1	2	0	0
Business Manager	3	0	0	1	2	0
Curriculum Director	5	4	0	1	0	0
Guidance Services Dir	2	1	0	1	0	0
Other	7	3	2	0	1	1
Physical Plant	2	0	0	0	1	1
Principal	80	20	29	14	11	6
Special Services Dir	11	4	2	5	0	0
Superintendent	23	7	10	4	2	0
Technology Director	5	1	2	1	1	0
Treasurer	4	2	1	0	0	1
Total	186	56	63	36	21	10

were more aligned with those definitions representing the business model (64%) versus the education model (36%). This was also true when examining the selections made by administrative team position as reflected in Table 5. For positions with greater than ten respondents, the special services director represented the closest balance between the business model (55%) versus the education model (45%). The superintendent (74%) and assistant principal (75%) both exhibited extremely high ratings for the business model. This may be explained due to the fact that the superintendent must often focus on the business of the school corporation, while the assistant principal may not be provided the exposure to curriculum while handling disciplinary and attendance issues.

Research question 1. This question, *The personal characteristics of an administrative team*, was addressed by examining the mean of each personality trait for each administrative position and also the number of years a person had served as an administrator in the current corporation. The means and standard deviations for the five personality traits and for the years the administrator had served in the corporation are Table 6

Mean and Standard Deviation for Independent Variables

Personality Trait	Mean	SD
Extraversion	6.51	1.25
Agreeableness	7.63	0.89
Conscientiousness	7.44	0.92
Emotional Stability	6.55	1.12
Openness	6.65	0.99
Corporation Years	7.68	7.13

shown in Table 6. The personality traits were self-rated by respondents on a nine point Likert-type scale with one representing extremely inaccurate and nine equal to extremely accurate. All mean personality trait rankings ranged from slightly accurate, i.e., 6, to moderately accurate i.e. 7, suggesting that Indiana public school administrative teams positively exhibit the five traits.

When this same information is analyzed by administrative position ($n > 10$), we see that superintendents rank themselves highest among the four administrative positions for the personality traits of extraversion ($M=7.20$, $SD=0.94$), agreeableness ($M=7.89$, $SD=0.88$) and openness ($M=7.09$, $SD=0.82$). Assistant principals had the highest mean self-rating for conscientiousness ($M=7.75$, $SD=0.86$) while principals rated were ranked first for emotional stability ($M=6.10$, $SD=0.79$). It is interesting to note that for this sample of administrators, the superintendent's position had the longest longevity in the corporation as an administrator ($M=10.78$ years). The large standard deviation, however, Table 7

Mean (Standard Deviation) for Independent Variables by Administrative Position

	Assistant Principal ($n=28$)	Assistant Superintendent t ($n=12$)	Principal ($n=80$)	Special Services Director ($n=11$)	Superintendent t ($n=23$)
Extraversion	6.66 (0.88)	6.84 (1.08)	6.77 (0.98)	7.16 (0.96)	7.20 (0.94)
Agreeableness	7.75 (0.76)	7.40 (1.06)	7.77 (0.77)	7.77 (1.17)	7.89 (0.88)
Conscientiousness	7.75 (0.86)	7.54 (0.89)	7.49 (0.89)	7.76 (0.55)	7.34 (1.02)
Emotional Stability	5.91 (0.85)	5.66 (0.92)	6.10 (0.79)	6.43 (0.70)	6.07 (0.93)
Openness	6.60 (0.85)	6.66 (0.90)	6.78 (0.90)	7.14 (0.89)	7.09 (0.82)
Corporation Years	5.36 (4.93)	8.92 (7.91)	7.93 (6.71)	8.27 (9.26)	10.78 (9.30)

illustrates that the corporation tenure has a wide range as shown in Table 7. The researcher also noted that emotional stability had the lowest mean score for the five personality traits for the five administrative positions of assistant principal, assistant superintendent, principal, special services director, and superintendent. This particular finding would be worth further study to explain this low rating and the subsequent potential effect on team effectiveness.

Research questions 2 and 3. These questions were addressed by using multiple regression with all predictor variables entered simultaneously. The data was also split by position and then tested using the same multiple regression methodology.

Model Summary for Dependent Variables

The statistics contained in Table 8 are presented for the dependent variables of advocating, communicating, implementing, monitoring, planning and supporting when analyzed against the predictor variables of extraversion, agreeableness, conscientiousness, emotional stability and openness and corporation years.

The R value provides a degree of the relationship between the set of predictors and the criterion variables. A significant R -value is between 0.60 and 0.70 and the values presented in this study are all below this level. It is noted that the highest R -value for the set of criterion variables is the administrative practice of implementing.

The R^2 value is the proportion of the total variance in the criterion variable that is shared with the total combination of the predictor variables. The adjusted R^2 value is a measure which adjusts R^2 for our specific population. This value is compared to the R -value and the difference in the two values gives us a measure of shrinkage. The smaller the amount of shrinkage, the better the sample is able to be generalized to the population.

The standard error of the estimate is provided as a measure of the accuracy of predicting the criterion variable. This measure provides a value of the standard error of the predicted value as shown in Table 8.

Table 8

Model Summary Statistics for Criterion Variables

	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	Shrinkage	Standard Error of Estimate
Accommodating	0.172	0.029	-0.003	0.032	0.914
Communicating	0.146	0.021	-0.012	0.033	0.926
Implementing	0.275	0.076	0.045	0.031	0.812
Monitoring	0.216	0.047	0.015	0.032	1.038
Planning	0.253	0.064	0.032	0.032	0.879
Supporting	0.202	0.041	0.009	0.032	0.881

ANOVA Summary for Criterion Variables

To test the null hypotheses in this study, an ANOVA test was conducted and the following statistics are presented in Table 9. From this table it can be evidenced that the model of the five personality traits and the number of years a person has been an administrator in the corporation is a significant predictor for only the administrative practice of implementing, ($F_{6,179}=2.45, p<.05$). The null hypothesis is rejected, hence the model significantly predict administrative implementation of implementing. It is noted, however, that the administrative practice of implementing has an R^2 value of .076 indicating that only 7.6% of the variance in the criterion variable is due to the linear

combination of the predictor variables. Similarly, the difference between R^2 and adjusted R^2 is greater than preferred, though the value of .031 is acceptable. The remaining null hypotheses are not rejected given that the significance values are all greater than .05 for the remaining criterion variables. The two negative adjusted R^2 values are due to the minimal amount of explained variance (i.e., R^2) for our sample for these criterion variables. Adjusting R^2 when given a low level of variance can result in a negative value and represents that the model would not explain a high level of variance for the population for these criterion variables.

Table 9

ANOVA Model Statistics for Criterion Variables

	<i>F</i> Value	Sig. Value
Accommodating	0.906	0.492
Communicating	0.648	0.692
Implementing	2.448	0.027
Monitoring	1.462	0.194
Planning	2.034	0.063
Supporting	1.274	0.272

Given the significant effect observed on implementing in Table 9, the partial and semi-partial correlation coefficients are presented in Table 10. The semipartial coefficient demonstrates the relationship between the predictor variable and the criterion variable while partialling out the other predictors. The partial correlation coefficient also removes the relationship of the other predictors from both the predictor and the criterion variables.

Both statistics are a measure of the magnitude and direction of the relationship between the single predictor and the criterion variable. As expected from the results of the ANOVA test, the strongest relationship with implementing is the personality trait of conscientiousness ($r_p=.178$). Note that there is a slight negative relationship between agreeableness ($r_p=-.023$), extraversion ($r_p=-.188$), and corporation years ($r_p=-.028$) with the criterion variable.

Table 10

Partial Correlation Coefficients for the Criterion Variable Implementing

	Partial (r_p)	Part (r_{sp})
Agreeableness	-0.023	-0.022
Conscientiousness	0.178	0.174
Emotional Stability	0.104	0.100
Extraversion	-0.188	-0.184
Openness	0.028	0.027
Corporation Years	-0.028	-0.027

Due to the significant effect of the model on the criterion variable of implementing, the normal probability plot and histogram for the residuals are presented for this dependent variable to insure the assumption of normality is not violated as shown in Figures 1 and 2. The scores are distributed normally on the histogram. There is a level of variation from the regression line in Figure 2, but the majority of ratings for implementing are in reasonable alignment with the line.

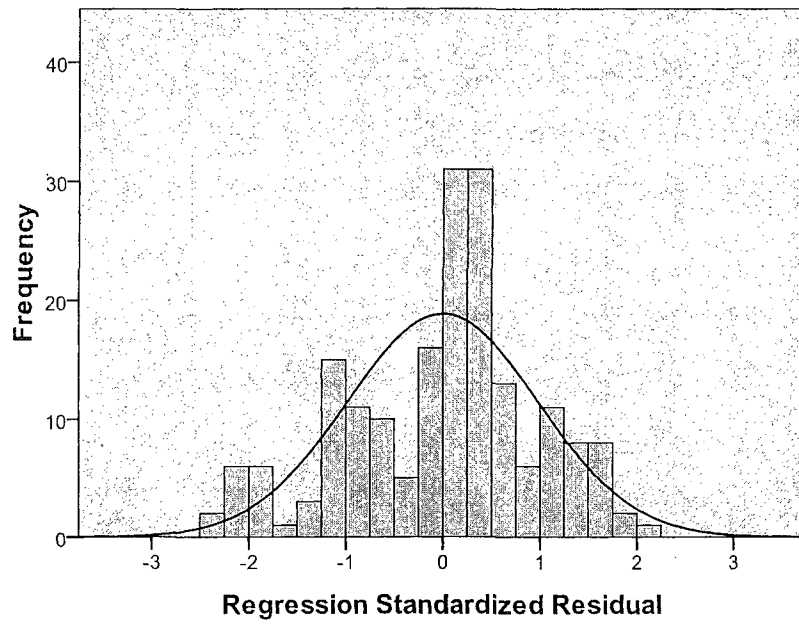


Figure 1. Regression standardized residual for Implementing

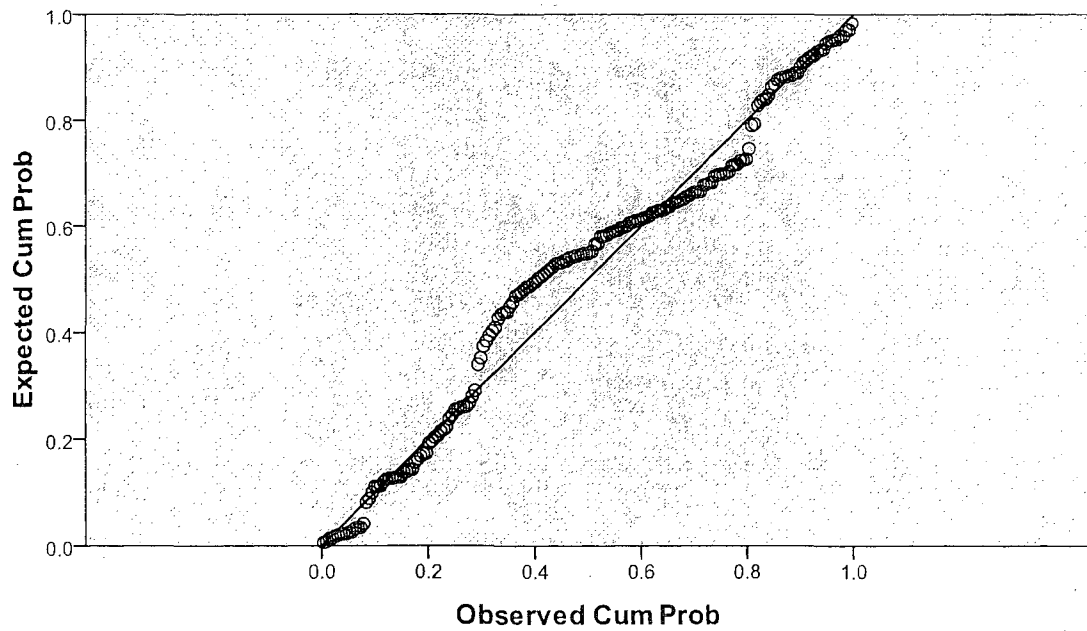


Figure 2. Normal probability plot for Implementing

A *t*-test was conducted on the individual predictor variables to determine the significance of the individual predictors on the criterion variable and the results are presented in Table 11. A significant predictive effect exists if the significance value is less than .05. The unstandardized coefficient (*b*) predicts the change in the criterion variable given a one-unit change in the predictor variable. Tolerance is a measure of collinearity, or the degree to which the predictor variables are related. Tolerance levels for all predictor variables were well above the minimum .20 level. For our sample, conscientiousness was found to be a significant predictor for implementing and for planning. A one-unit change in conscientiousness would result in a .197 change in the rating for implementing and in a .177 change in the rating for planning. Extraversion was found to have a significant predictive effect for implementing, though a one-unit increase in extraversion would result in a -0.132 change in the rating for implementing. The partial (r_p) and semipartial (r_{sp}) correlation coefficients are also provided in Table 11. The strength of the relationship between the predictor variables and the criterion variables is relatively weak. A significant predictive effect was not found for all other predictor variables on the criterion variables. The histogram and normal probability plot are

Table 11

Significance and Correlation of Predictor Variables on the Criterion Variables

Predictor Variable	Criterion Variable	<i>t</i> Value	Sig Value	<i>b</i>	Tolerance	Partial Correlation	Semi partial Correlation
Conscientiousness	Implementing	2.601	0.010	0.197	0.823	0.178	0.174
Conscientiousness	Planning	2.150	0.033	0.177	0.823	0.182	0.180
Extraversion	Implementing	-2.556	0.011	-0.132	0.842	-0.188	-0.184

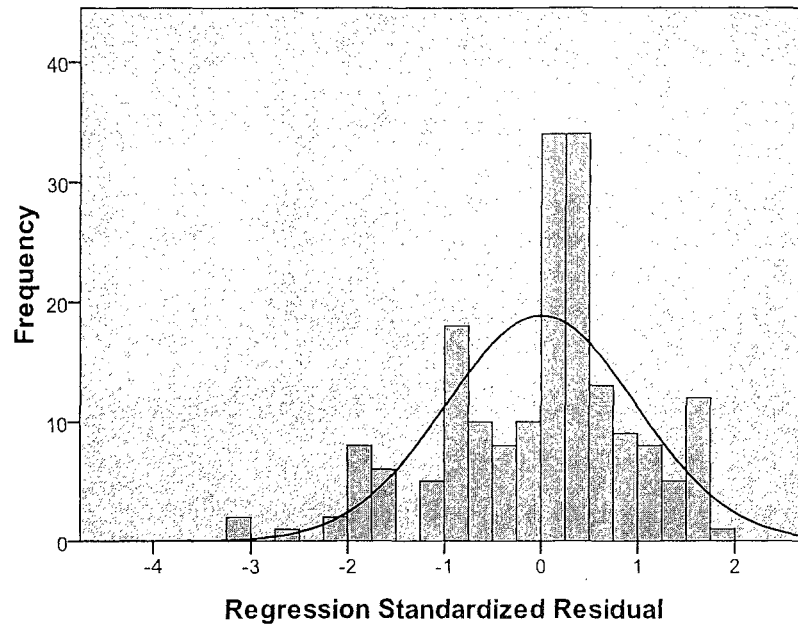


Figure 3. Regression standardized residual for Planning

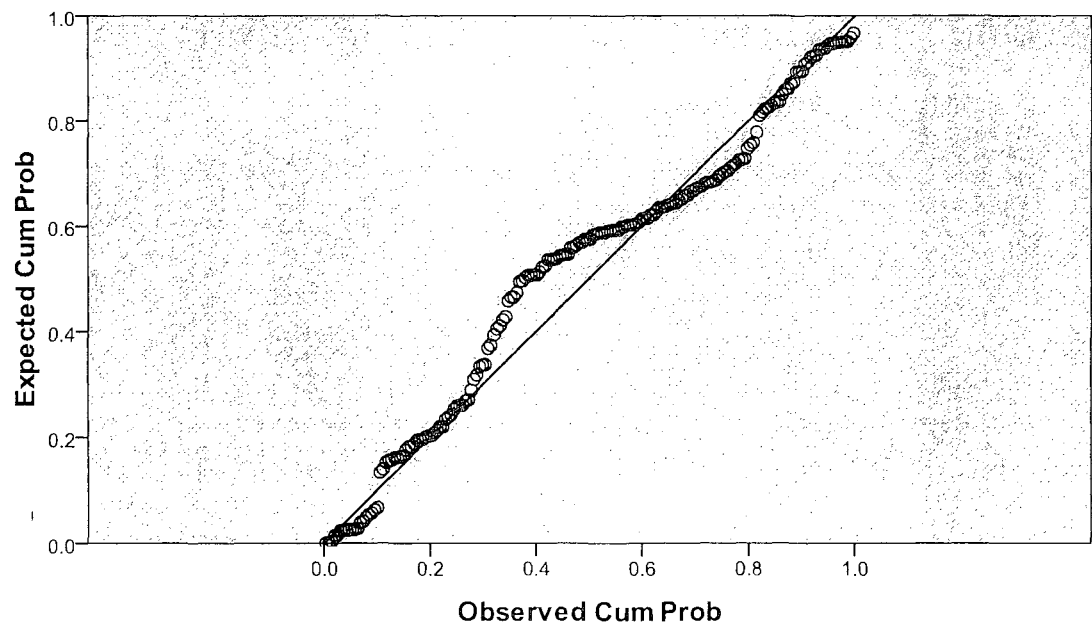


Figure 4. Normal probability plot for Planning.

provided for the criterion variable planning due to the observed significant predictive effect of conscientiousness on planning as shown in Figures 3 and 4. The assumption of normality is not violated.

Analysis of Data by Administrative Position

In order to further determine the personal characteristics of the administrative team, the data was split by position and multiple regression tests were conducted. This data is presented by the 10 administrative positions to provide a perspective on the traits the administrative positions contribute to the administrative team. Though the results are reported for these positions to provide further information on the personal characteristics of the administrative team members, the low number of respondents for the positions of assistant principal ($n=28$), assistant superintendent ($n=12$), and superintendent ($n=23$) temper the significant predictive effect of the predictor variables. The traits of conscientiousness, extraversion, and openness have a significant predictive effect on a criterion variable for at least one administrative position as shown in Table 12. There is a negative effect for the predictor variable on the criterion variable in two circumstances. This occurs one time for the principal's position and the personality trait extraversion ($b=-.173$) and one time for the assistant superintendent's position and the personality trait openness ($b=-.713$). In these instances, the principal and assistant superintendent may be too receptive to suggestions, resulting in poor administrative practice implementation. This finding would be worth further study to determine why this occurred for these positions. The traits of emotional stability and agreeableness and the predictor variable corporation years did not have a significant predictive effect for any of the administrative

Table 12

Significant Predictive Effects by Administrative Position

Position	Predictor (Criterion)	<i>t</i> value	Sig Value	<i>b</i>	Toler- ance	Partial Correla- tion	Semi partial Correla- tion
Assistant Principal	Extraversion (Communicating)	2.261	0.035	0.372	0.708	0.442	0.424
Assistant Principal	Extraversion (Monitoring)	2.175	0.041	0.496	0.708	0.429	0.396
Assistant Superintendent	Openness (Planning)	-2.273	0.039	-0.713	0.742	-0.778	-0.644
Principal	Extraversion (Implementing)	-2.454	0.017	-0.173	0.930	-0.276	-0.264
Principapl	Openness (Monitoring)	2.078	0.041	0.260	0.820	0.236	0.221
Superintendent	Conscientiousness (Supporting)	2.242	0.039	0.443	0.355	0.489	0.323

positions ($n > 10$). Stronger correlation coefficients are noted when analyzing the data by position, though this again may be due to the small sample size for assistant principal ($n = 28$), assistant superintendent ($n = 12$), and superintendent ($n = 23$). No significant predictive effects were found when considering only the administrative position of special services director ($n = 11$). The histogram and normal probability plot for the criterion variables as analyzed by administrative positions are provided in Figures 5 through 16 due to the observed significant predictive effects evidenced in Table 12. The assumption of normality is not violated for these combinations of predictor and criterion variables.

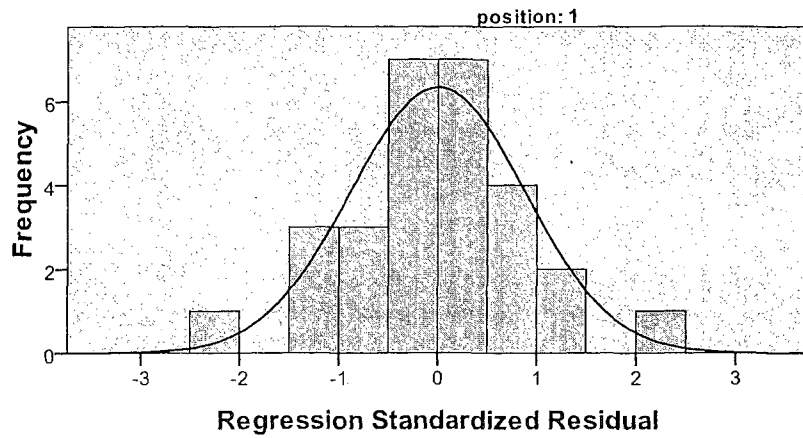


Figure 5. Regression standardized residual for Communicating for Assistant Principal

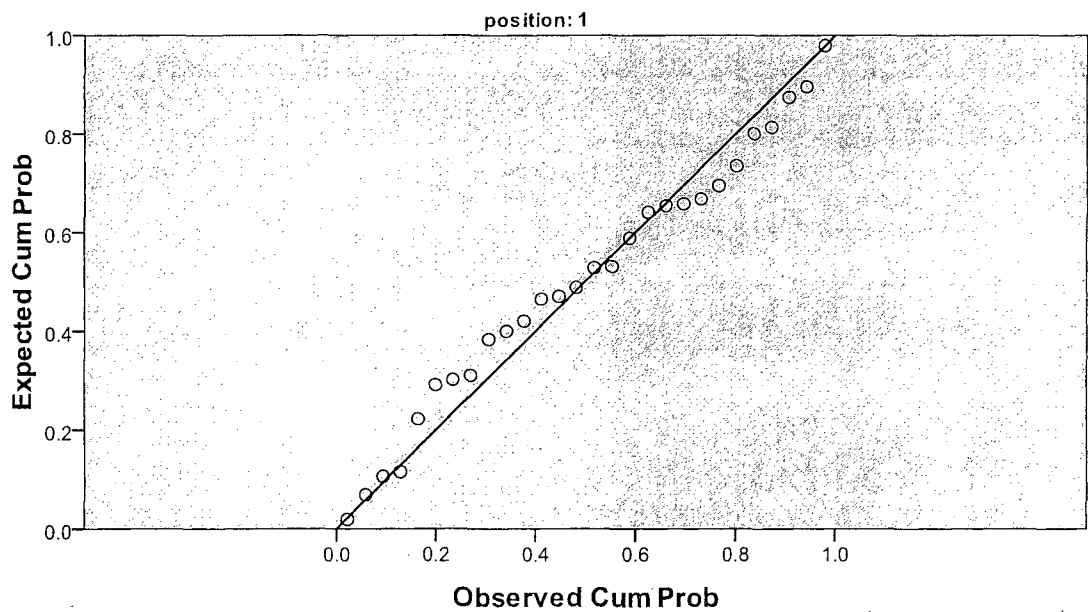


Figure 6. Normal probability plot for Communicating for Assistant Principal

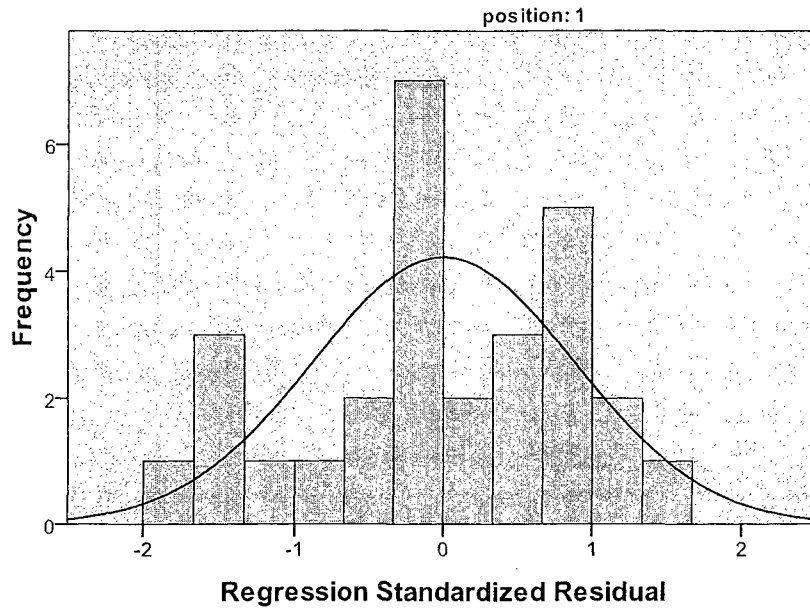


Figure 7. Regression standardized residual for Monitoring for Assistant Principal

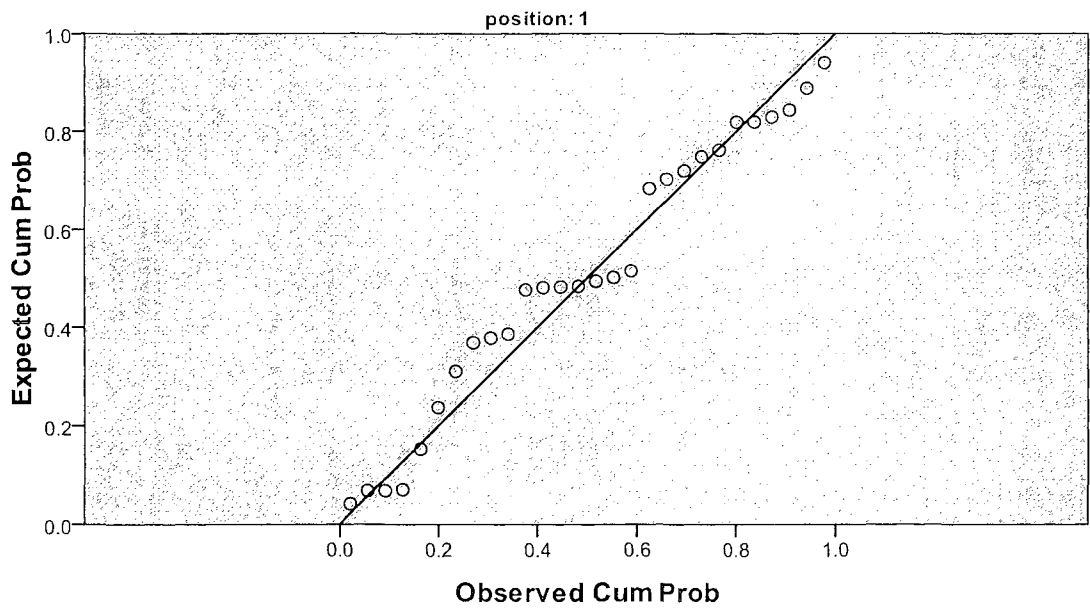


Figure 8. Normal probability plot for Monitoring for Assistant Principal

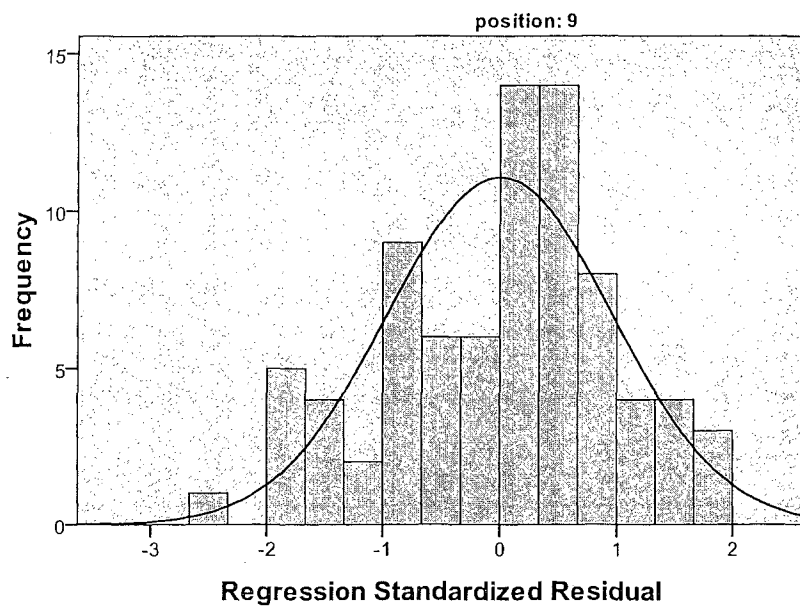


Figure 9. Regression standardized residual for Planning for Assistant Superintendent

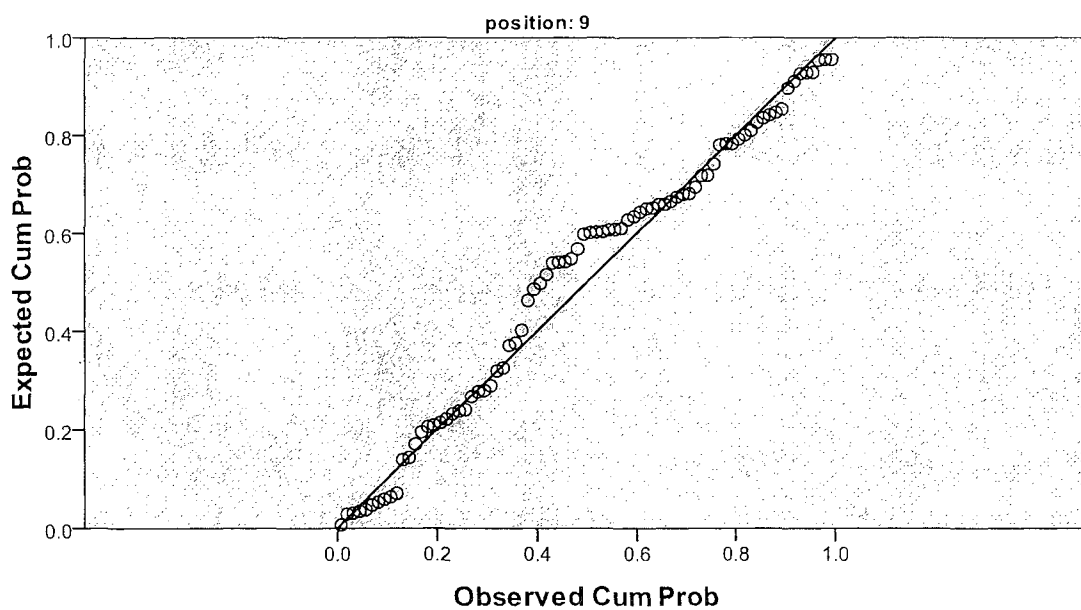


Figure 10. Normal probability plot for Planning for Assistant Superintendent

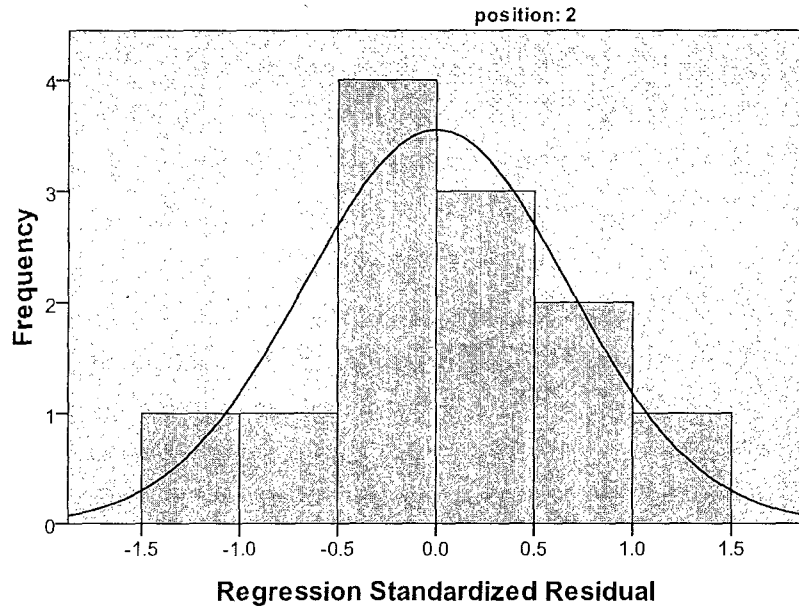


Figure 11. Regression standardized residual for Implementing for Principal

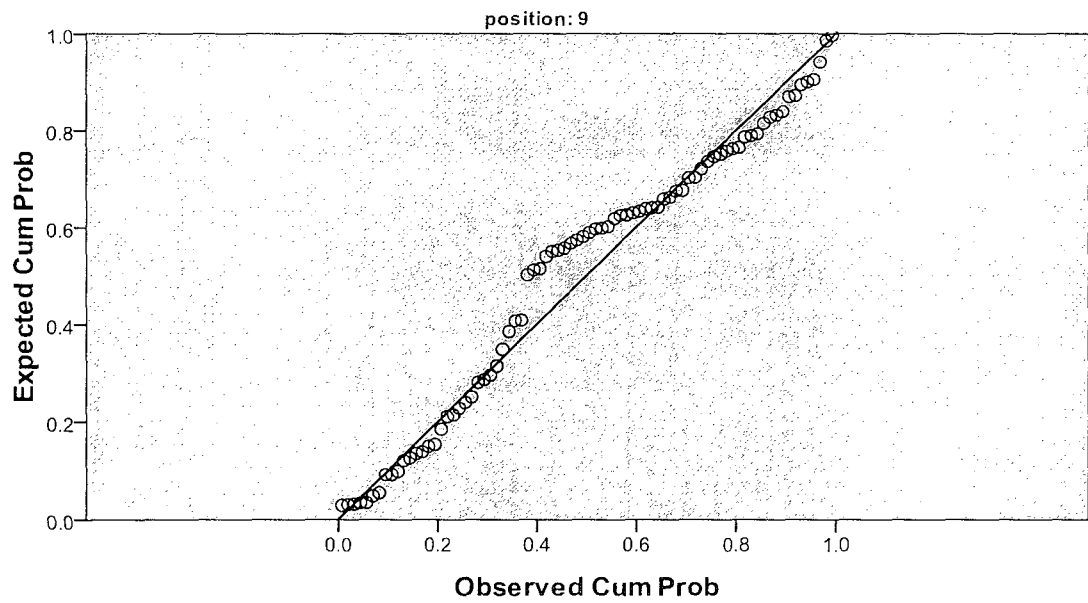


Figure 12. Normal probability plot for Implementing for Principal

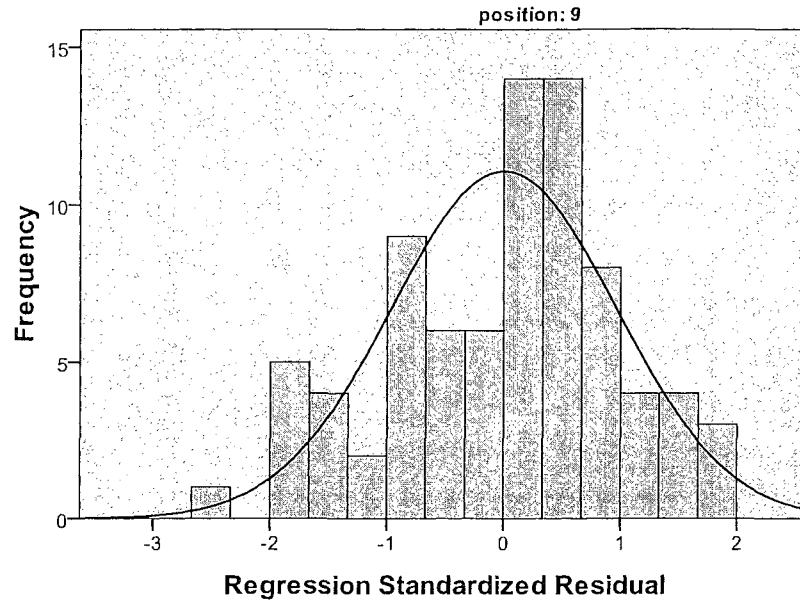


Figure 13. Regression standardized residual for Monitoring for Principal

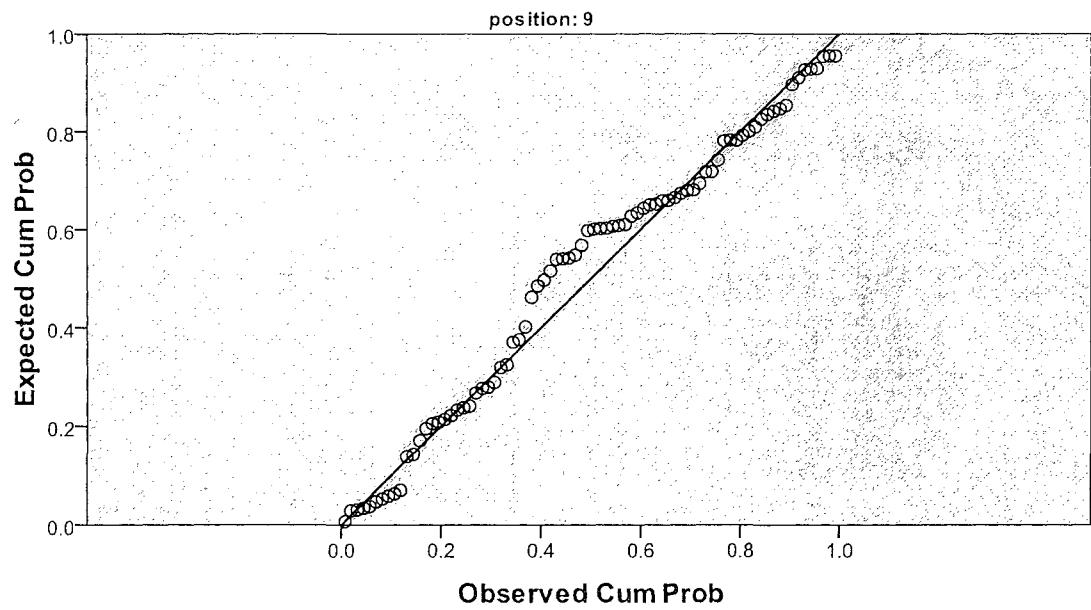


Figure 14. Normal probability plot for Monitoring for Principal

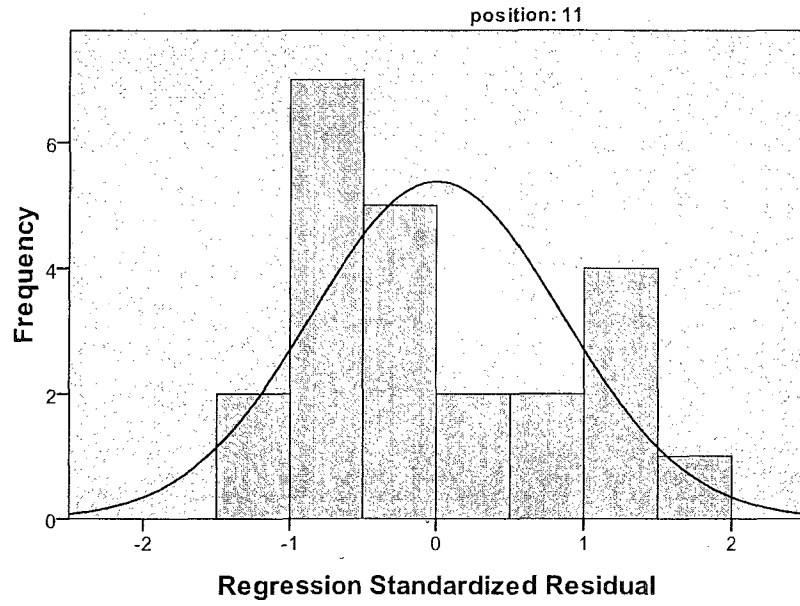


Figure 15. Regression standardized residual for Supporting for Superintendent

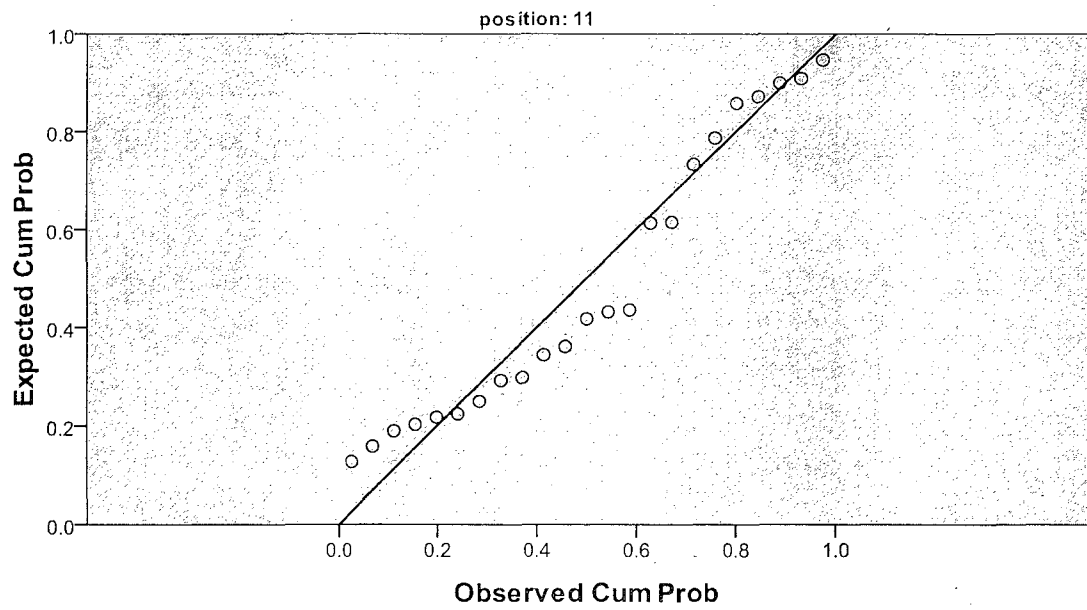


Figure 16. Normal probability plot for Supporting for Superintendent

Summary

The six null hypotheses were tested utilizing Microsoft Excel and simultaneous multiple regression through SPSS. Administrative teams are comprised of a variety of administrative positions. Those employed in these positions have a high level of professional membership, though at a low level of involvement. Respondents presented a wide range for the years of administrative experience within their current school corporation. Superintendents had the highest mean ranking for the personality traits of extraversion, agreeableness, and openness while assistant principals and principals had the highest mean ranking for conscientiousness and emotional stability respectively. Emotional stability was ranked lowest among all five personality traits for all administrative positions which had greater than ten respondents. A significant predictive effect was found for the set of predictor variables on the criterion variable implementing. Conscientiousness was found to be a significant predictor for the criterion variables implementing and planning. A negative effect was demonstrated for extraversion upon the criterion variable implementing. For the position of assistant principal, a significant predictive effect was found for extraversion on the criterion variables communicating and monitoring. The position of principal had a significant predictive effect for openness on the criterion variable monitoring, and the position of superintendent had a significant predictive effect for conscientiousness on the criterion variable supporting. Openness had a negative significant effect on the criterion variable planning for the assistant superintendent's position. The position of principal also had a negative significant effect demonstrated for extraversion on the criterion variable implementing.

CHAPTER 5

RESULTS, IMPLICATIONS, AND RECOMMENDATIONS

Chapter 5 is divided into 4 sections: introduction, results, discussion, conclusions, and recommendations for further research. While the presentation of data was provided in the previous chapter, the conclusions of the study are presented in more detail in this chapter.

Indiana public school administrators work daily to develop a vision for the education of their students while also conducting administrative functions that will insure student success. This complex role must meet the demands of federal and state legislation, community stakeholders, parents, teachers, while also meeting student educational needs. The nature of this task demands a team approach so that individual administrators may function and grow professionally to the benefit of the corporation. The purpose of this study was to determine the personal characteristics of public school corporation administrative team members and the effect these characteristics have on the implementation of administrative practices. Further, this study sought to determine the effect administrative tenure in a corporation had on the implementation of the administrative practices.

This study was conducted by administering a survey developed by the researcher to public school administrative team members. The survey elicited information on

administrative roles and experience, professional organization involvement, and the personal concept of team definition applicable to their own school corporation administrative team. The survey asked respondents to rate their administrative team implementation level on the administrative practices of advocating, communicating, implementing, monitoring, planning, and supporting. This rating was completed using a 5-point Likert scale with a range of 1=low implementation to 5=high implementation. Administrative team members were also asked to rate themselves on forty personal characteristics utilizing a 9-point Likert scale with a range of 1=extremely inaccurate to 9=extremely accurate. The 40 characteristics were divided equally into five categories, summed and averaged, thus resulting in an individual rating for the five personality traits of extraversion, agreeableness, conscientiousness, emotional stability and openness.

Results

The findings of this study were presented in Chapter 4 as were the result of statistical analysis. Administrative team members are currently members in professional organizations, though the level of involvement in these organizations is low. The complex nature and demands of school administration suggests that time is spent on school administrative tasks versus participating at a high level in professional organization activities. This finding may also be due to the degree to which a corporation pays the membership dues for the administrative team members. This administrative benefit merely provides professional membership rather than a commitment to individual involvement within the professional organization.

Administrative team members rank themselves above the median rating on the five personality traits of extraversion, agreeableness, conscientiousness, emotional

stability, and openness and demonstrate the personal nature of Indiana administrators. This provides an insight into the personal characteristic of school administration and thus the recruitment and training of administrators. The traits of agreeableness and conscientiousness rank highest for the sample. This finding reflects the fact that school and district administrators must work with numerous facets of the school community and must attend to the detailed operations of school administration.

The personality trait ratings are also reflected when examined by administrative position. Agreeableness and conscientiousness rank the highest for each of the five administrative positions of assistant principal, assistant superintendent, principal, special services director and superintendent. These two traits appear to be beneficial to the administrative team. Care should be exercised, however, that an administrator does not become so agreeable that a person lacks the ability to make a firm decision which may anger a person or group. Additionally, administrators that are too conscientious may become mired in the details and fail to consider the broad spectrum of options. Emotional stability ranks the lowest of the five traits for each of the five positions. This ranking was not expected given the performance expectations of administrators. Pressure is a requisite part of these administrative positions and responding positively enables the administrator effectively lead the school or corporation.

The five personality traits of extraversion, agreeableness, conscientiousness, emotional stability and openness along with the number of years a person has served as an administrator in the current corporation was able to significantly predict the administrative practice of implementing (e.g., program facilitation or assessment systems.) This result allows a superintendent to focus coaching efforts for the

development of the personality traits and to sustain administrators within the corporation. Though it is only one of the six administrative practices, this finding still supports the premise that administrative leadership does positively impact student achievement. No significant predictive effect was found for the remaining administrative practices.

The individual personality trait of conscientiousness was found to be a significant predictor of implementing and planning. This finding is understood as we consider the details involved in carrying out these administrative practices. Further, conscientiousness was ranked highest among all five traits for the administrative positions of assistant principal and assistant superintendent. These positions are heavily involved in the daily operations of a school building and school corporations and people in these positions must focus on implementing policies and guidelines. Conscientiousness was rated second for the administrative positions of principal and superintendent. These roles must consider the operational details while also maintaining a long range perspective. Extraversion is a significant predictor of implementing, though an increase in extraversion leads to a decrease in the rating for implementing. An increase in extraversion may involve the administrators in other tasks resulting in a decrease in the attention to the necessary details involved in implementing a decision or program.

Individual personality traits were found to be positive significant predictors for the administrative practices of supporting, communicating and monitoring when the data was split by administrative position. This same analysis yielded a negative significant predictive effect for the administrative practices of planning and implementing. These results reflect both the tasks each administrative position undertakes as well as the personality necessary to successfully implement the administrative practice. This finding

guides the superintendent when replacing individual administrative team members or when evaluating team performance. Both present opportunities for improving team effectiveness through hiring team members possessing particular personality traits or when determining why the administrative team is weak in the individual administrative practice.

The personality trait, emotional stability, did not exhibit a significant predictive effect on any administrative practice for the sample or for individual administrative positions. This trait was self-rated second lowest for the sample and the lowest for the five administrative positions of assistant principal, assistant superintendent, principal, special services director, and superintendent. This result is surprising given that administrators must maintain composure with numerous school stakeholders. One possible explanation is that administrators have learned how to remain calm in tense situations, but actually are in doubt with regard to their own emotions or in their administrative actions.

Discussion

A team approach to administrative leadership is well documented in the literature. Murphy and Shipman (1998) gave breath to this concept as they stated, "Tomorrow's leaders will need to disavow tenets of organizing consistent with bureaucracies (controlling, directing, supervising, evaluating, and so forth) and embrace those principles associated with heterachies (cooperation empowerment, community, participation, and so forth)" (pp.14-15). Elmore (2000) discussed this concept further as he debated the merits of a distributed leadership model. He suggested that this approach

provides leadership to the people in the school corporation so they may use their skills and strategies built around a common goal of student achievement.

It is also recognized that district and building leadership is critical for student success. This is reflected in the development of the CCSSO (1996) standards and the synthesis by Goldring et al (2007) of these standards into the six administrative practices that focus on student achievement. Waters and Grubb (2004) found that the “corporation practices of setting goals for achievement and instruction, school board support for these goals, corporation monitoring of the goals and the allocation and use of resources to support the goals have a positive correlation with student achievement” (p. 6).

We understand also that the dynamics of a team due to individual personality traits impact team effectiveness. This fact was verified in findings by Barrick et al. (1998) and also by Driskell et al. (2006) as they studied team effectiveness and individual personality traits. As this dissertation study determined, personality traits and corporation administrative tenure can significantly predict levels of administrative practices in specific instances. This predictive effect can have a positive or negative result on the implementation level of the administrative practice. This illustrates the need to focus attention on the personality traits of existing administrative team members and the development of these traits to the betterment of the administrative team. Attention should also be given to the personality traits of administrative candidates so that current administrative practices are maintained or improved when adding a new administrative team member.

Conclusions

As a result of the research and subsequent data analysis, the following conclusions were proposed. Numerous positions make up a public school corporation administrative team. Table 1 evidenced this with 12 individual positions represented in the sample. These team members were members of professional organizations, though they were not heavily involved in these organizations. The ratings by administrative position were reflected in Table 2.

Administrative team members rated themselves above average on each of the five personality traits. This was true for the sample and for each administrative position with greater than ten respondents. Emotional stability, though still rated above average, was rated lowest for specific administrative positions.

The predictor variables did have a significant effect on the administrative practice of implementing. This effect was significant at the .05 level as presented in Table 9. No other significant predictive effect was found for the other administrative practices.

The personality trait of conscientiousness had a significant predictive effect on the administrative practices of implementing and planning. Table 10 provided the directional effect levels.

The personality trait of extraversion had a significant predictive effect on the administrative practice of implementing. This was presented in Table 10.

The administrative practices carried out by those in the positions of assistant principal, assistant superintendent, principal, and superintendent were significantly affected by individual personality traits. These effects were both positive and negative and were referenced in Table 11.

The personality trait of emotional stability was ranked second lowest for the sample (see Table 6). For positions with greater than 10 respondents, emotional stability was the lowest ranked of all traits and for all 5 positions. This information was evidenced in Table 7 and demonstrated clearly the low rating for emotional stability for these positions.

Recommendations for Further Study

The researcher provides the following recommendations to further this study of personal characteristics of administrative team members as they relate to administrative team practices.

A follow-up study should be conducted that provides analysis of team effectiveness for the individual administrative team. This study would provide useful insights into the composition and practices of individual administrative teams. Further analysis could then be conducted in this study for differences in administrative team size and for the size of the corporation as determined by the average daily membership.

Another study could be conducted that analyzes personality traits and the administrative practice implementation for the individual team member. This study would provide pertinent information on the individuals that comprise the administrative team thus allowing for a proactive approach to the construction of an effective administrative team. This would extend the findings that predictor variables had a significant effect on administrative practices when analyzed by position. This study should include analysis for gender to provide an understanding of trait differences and administrative practice implementation for males and females.

Researchers are encouraged to examine developments in the measurement of effective schools. Relying on self-evaluation of team effectiveness introduces an uncontrolled facet to the statistics. Utilizing an objective measure will assist researchers as they seek to improve school performance through team personality traits.

This current study could be replicated while controlling for the years a superintendent has been employed in that role. This would allow a researcher the ability to study only those administrative teams where a superintendent has had an influence on the practices of an administrative team. Similarly, the researcher could analyze the data by various demographic variables and by corporation location and size.

Another study should examine team effectiveness and the influence felt on the team by the superintendent's leadership. This would provide superintendents information on the professional development needs for themselves and for the administrative team. This study could also help guide school board members and university search team members in the hiring and placement of superintendents. Understanding further both the needs of the administrative team from the previous superintendent, and what skills and approach a superintendent candidate possesses will hopefully result in a better match between the individual and the school corporation.

A study should seek to determine the professional development needs that address the personality traits utilized in this study. This would expand the current knowledge base of professional development for administrators and would relate to the fact that personality traits do have a predictive effect on administrative practices.

A study should examine the personality traits of individual school building administrative teams and team effectiveness. Team effectiveness in this study could be

measured by student achievement despite the numerous uncontrolled factors impacting standardized test scores. This study would allow for multiple points of analysis, including building size, grade configuration, location, and student socio-economic status.

A study should be conducted to determine the impact administrative team personality has on building instructional practices. Teachers have been shown to have the largest impact on student achievement; this research would provide a further connection between administrative personality traits and student achievement.

A study should determine the impact administrative team personality has upon school building or school corporation climate. Multiple points of analysis would again provide insights into the relationship of climate with instructional practices and student achievement.

A study should examine school building administrative team and individual administrator personality traits and the quality of education as perceived by the community. Public education must be responsive to the school community and administrative leadership traits impact this perception as school leaders interact with the community. This study will also assist superintendents and school board members as they seek to hire new building administrators.

Summary

Personality traits of the administrative team and of the individual administrative team members do impact administrative team practices. It is interesting to note that emotional stability was ranked last among the five personality traits for all administrative positions. Further study would extend this research by investigating individual team effectiveness and individual team member administrative practice implementation.

Additional study would identify the necessary professional development to address personality trait deficiencies. Additional studies should also examine administrative team personality traits and the impact on instruction, student achievement, school building and corporation climate, and community perceptions.

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APPENDIX A: ADMINISTRATIVE TEAM SURVEY

My name is Todd Bess and I am a doctoral candidate at Indiana State University. For my dissertation, I have chosen to study and compare the characteristics of an effective administrative team. Therefore, I am requesting your participation in this research study. Your participation is voluntary and there is no consequence if you do not participate. If you do choose to participate, do not write your name on the survey so your responses will not be associated with you and so they may be kept anonymous. This survey will ask questions regarding your perception of how well your administrative team implements certain administrative practices. Your responses in this section will not affect your present or future employment. Although you do not benefit directly from participating in this study, your responses could assist the development of effective administrative teams in the future.

Section I: Administrative Experience and Professional Involvement

Directions: Please answer each question as it pertains to you. Indicate your response by filling in the blank provided.

1. What is your administrative position within this school corporation? _____
2. Including this school year, how many years have you served in this role? _____
3. Including this school year, how many years have you served as an administrator with this school corporation? _____
4. Including this school year, how many total years have you served as an administrator with any school corporation? _____

Directions: Check if you currently belong to any of the following professional organizations and list the number of years of membership. Then indicate your degree of involvement within each organization to which you belong.

		Low Involvement			High Involvement	
		1	2	3	4	5
5.	_____ ASCD: Association for Supervision and Curriculum Development _____ Years			_____	Involvement	
6.	_____ IASP: Indiana Association of School Principals _____ Years			_____	Involvement	
7.	_____ IAPSS: Indiana Association of Public School Superintendents _____ Years			_____	Involvement	
8.	_____ AASA: American Association of School Administrators _____ Years			_____	Involvement	
9.	_____ ISBA: Indiana School Board Association _____ Years			_____	Involvement	
10.	_____ IASBO: Indiana Association of School Business Officials _____ Years			_____	Involvement	
11.	_____ Other _____ Years			_____	Involvement	

Please list other organization:

12. Directions: Based on your own perception, please select one definition that best describes your corporation administrative team. To indicate your selection, circle the letter of the definition.
- A. A formally established group that operates with some autonomy and performs tasks that require interdependence among team members.
 - B. A small number of people with complementary skills who are mutually accountable for achieving a common set of performance goals through a common purpose and a common approach.
 - C. A cross-section of experienced team members committed to a structured decision-making process endorsed by a formal hierarchy.
 - D. A team is a group organized to work together to accomplish a set of objectives that cannot be achieved effectively by individuals.
 - E. None of the Above

Section II: Implementation of Administrative Practices

Directions: Following are phrases describing administrative practices. Please use the rating scale below to describe the extent to which your administrative team currently implements the administrative practices. Be sure to describe the current level of implementation and consider the entire administrative team when providing your response. Read each statement carefully, and then circle the number that corresponds to the scale.

		Low Implementation				High Implementation			
		1	2	3	4	5			
13. Planning:	Articulating shared direction and coherent policies, practices and procedures for realizing high standards of student performance.	1	2	3	4	5			
14. Implementing:	Putting into practice the activities necessary to realize high standards for student performance.	1	2	3	4	5			
15. Supporting:	Creating enabling conditions by securing and using financial, political, technological, and human resources necessary to promote academic and social learning.	1	2	3	4	5			
16. Advocating:	Promoting the diverse needs of students within and beyond the school.	1	2	3	4	5			

17. Communicating: Developing, utilizing, and maintaining systems of exchange among members of the school and with its external communities. 1 2 3 4 5
18. Monitoring: Systematically collecting and analyzing data to make judgments that guide decisions and actions for continuous school improvement. 1 2 3 4 5

Section III: Personality Inventory

19. Directions: Please use this list of common human traits to describe yourself as accurately as possible. Describe yourself as you see yourself at the present time, not as you wish to be in the future. Describe yourself as you are generally or typically, as compared with other persons you know of the same sex and of roughly the same age. Before each trait, please write the number indicating how accurately that trait describes you, using the following rating scale:

Extremely Inaccurate	Very Inaccurate	Moderately Inaccurate	Slightly Inaccurate	Neither Inaccurate or Accurate	Slightly Accurate	Moderately Accurate	Very Accurate	Extremely Accurate
1	2	3	4	5	6	7	8	9
___	Bashful	___	Energetic	___	Moody	___	Systematic	
___	Bold	___	Envious	___	Organized	___	Talkative	
___	Careless	___	Extraverted	___	Philosophical	___	Temperamental	
___	Cold	___	Fretful	___	Practical	___	Touchy	
___	Complex	___	Harsh	___	Quiet	___	Uncreative	
___	Cooperative	___	Imaginative	___	Relaxed	___	Unenvious	
___	Creative	___	Inefficient	___	Rude	___	Unintellectual	
___	Deep	___	Intellectual	___	Shy	___	Unsympathetic	
___	Disorganized	___	Jealous	___	Sloppy	___	Warm	
___	Efficient	___	Kind	___	Sympathetic	___	Withdrawn	

APPENDIX B: LETTER TO SUPERINTENDENTS

November 2008

Dear Superintendent:

My name is Todd Bess, and I am the Assistant Superintendent at Twin Lakes School Corporation in Monticello, Indiana. I am a doctoral candidate at Indiana State University. For my dissertation, I am studying the characteristics of an effective administrative leadership team. As a part of this study, I am requesting that you and your administrative team take part in the study by completing an Administrative Team Survey.

These survey responses are an extremely valuable part of this research. Your responses, as well as the responses from your individual administrative team members, will ensure that your perceptions about effective administrative leadership teams are included. Please return the enclosed information sheet to indicate your willingness for your administrative team to participate in the study and complete the survey.

Completion of the survey can be accomplished online or with a paper copy. If you select online participation, I will send to you by email the website link and ask that you forward this link to the members of your administrative team. You will determine the members that will complete the survey. Each administrative team member will then take the online survey and the responses will be submitted to a secure server that is intended to be accessible only by me. Every attempt will be made to insure that no internet IP addresses will be retained.

If you select participation through the paper version of the survey, I would ask that you inform me of the number of surveys you require for your administrative team. I will then mail the appropriate number of surveys to you along with a postage-paid envelope for each survey. As each team member completes the paper survey, they will return the survey to me in the provided envelope. This information will be compiled with all other survey responses and only shared in aggregated form. All survey responses will be kept confidential and no one will know whether you or any of your administrative team members participated in the study. Should the data be published, no individual information will be disclosed.

Please feel free to contact me or call collect for clarification if needed. My email address is _____, my school number is (574) xxx-xxxx, and my home number is (765) xxx-xxxx. Dr. Bradley Balch, dissertation Committee Chairman, may also be contacted at _____ or at Indiana State University at (812) xxx-xxxx. If you have any

questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at 114 Erickson Hall, Terre Haute, IN 47809, by phone at (812)237-8217, or by email at irb@indstate.edu.

Thank you in advance for your assistance with my study.

Sincerely,

Todd D. Bess
Doctoral Candidate

Dr. Bradley Balch
Committee Chairman

APPENDIX C: RESPONSE FORM

Please select your response to the following statements.

_____ Yes, I desire that the administrative team of this school corporation participate in the proposed study of the characteristics of an effective administrative leadership team.

_____ Online Survey Submission: Our participation in this study will be conducted by submitting our survey responses online through a website address provided by the researcher.

_____ Paper Survey Submission: Our participation in this study will be conducted by completing the survey on paper and then submitting this paper survey directly to the researcher.

_____ No, I wish to decline participation in the study of the characteristics of an effective administrative leadership team.

School Corporation Name

Superintendent Signature

Date

Superintendent email address

APPENDIX D: LETTER TO ADMINISTRATIVE TEAM MEMBER

November, 2008

Dear Administrative Team Member,

You are being invited to participate in a research study about the Characteristics of Effective Administrative Leadership Teams. This study is being conducted by Todd D. Bess, PhD candidate, and Dr. Bradley Balch, Sponsor, from the Educational Leadership, Administration, and Foundations Department at Indiana State University. This study is being conducted as part of the candidate's dissertation program.

Indiana public school administrative team members have been selected to participate in this endeavor to determine the characteristics of effective administrative leadership teams. There are no known risks if you decide to participate in this research study. There are no costs to you for participating in the study. The information you provide will assist university educational leaders in determining the characteristics of effective administrative leadership teams. The questionnaire will take about fifteen minutes to complete. The information collected may not benefit you directly, but the information learned in this study should provide more general benefits.

This survey is anonymous. Do not write your name on the survey. Although complete confidentiality is virtually impossible, every attempt will be made to insure that no internet IP addresses will be retained. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. Individuals from the Institutional Review Board may inspect these records. Should the data be published, no individual information will be disclosed.

Your participation in this study is voluntary. By completing and submitting the online survey you are voluntarily agreeing to participate.

If you have any questions about the study, please contact:

Student

Sponsor

Mr. Todd D. Bess
7102 North 50 West
West Lafayette, IN 47906

Dr. Bradley Balch
501 N. 8th St.
Terre Haute, IN 47809

If you have any questions about your rights as a research subject or if you feel you've been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at 114 Erickson Hall, Terre Haute, IN, 47809, by phone at (812) 237-8217, or by e-mail at irb@indstate.edu.

Date of IRB Approval:	To Be Determined
IRB Number:	Determined upon IRB approval
Project Expiration Date:	Applicable if the study is not exempt.