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thesis entitled

THE APPLICABILITY OF SELECTED PRINCIPLES
OF MANAGEMENT BY OBJECTIVES TO THE
LEADERSHIP/MANAGEMENT STYLES
OF CHORAL CONDUCTORS

presented by

Walter Harris, Jr.

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Music

A handwritten signature in cursive script, reading "Robert S. Eber". The signature is written in dark ink and is positioned above a horizontal line.

Major professor

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THE APPLICABILITY OF SELECTED PRINCIPLES
OF MANAGEMENT BY OBJECTIVES TO THE
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OF CHORAL CONDUCTORS

by

Walter Harris, Jr.

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THE APPLICABILITY OF SELECTED PRINCIPLES
OF MANAGEMENT BY OBJECTIVES TO THE
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Procedures

Two instruments, each having two forms for responses by conductors and students, and a group of questionnaires were used. The Leader Behavior Checklist Questionnaire and the Management by Objectives Questionnaire were used. The study was conducted in partial fulfillment of the requirements for the degree of
DOCTOR OF PHILOSOPHY
Department of Music Management by
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ABSTRACT

THE APPLICABILITY OF SELECTED PRINCIPLES OF MANAGEMENT BY OBJECTIVES TO THE LEADERSHIP/MANAGEMENT STYLES OF CHORAL CONDUCTORS

By

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The primary purpose of this study was to investigate leadership/management aspects of choral conductors useful in managing choral organizations. Factors considered to be important were two leadership dimensions: Initiating Structure and Consideration, age and their relationship to perceived use of Management by Objectives.

Procedures

Two instruments, each having two forms for responses by conductors and students, and a group data questionnaire were used. The Leader Behavior Description Questionnaire (LBDQ) was used to measure the leader dimensions of Initiating Structure and Consideration. A modification of the Managerial Style Questionnaire (MSQ) was used to measure perceived use of Management by Objectives relative to planning, controlling, coordinating, motivating, appraising, personnel selecting, and training and developing.

The dependent variable in this study was the MSQ Total score. The independent variables included: the LBDQ-Ideal Initiating Structure and Consideration scores, the LBDQ-Self Initiating Structure and Consideration scores, and the age of the conductor. The effects of several other independent variables on the MSQ scores were examined even though no hypotheses were formulated: number of students enrolled in the choral organization, the number of years he/she conducted the choral group, the active recruiting of members for the choral group, the sex of the conductor, the size of the institution, and the type of institution (public or private). Data analysis was done with the CDC 6500 Computer System version of SPSS using the stepwise multiple regression technique. The $p < .05$ level of significance of a statistical test was used to accept a hypothesis. Twenty-five choral conductors and 201 choral students from 25 four-year colleges and universities in the state of Michigan participated in the study.

Hypotheses

It was hypothesized that choral conductors whose dominant style was Initiating Structure Leader Behavior, as measured by the LBDQ, would show more use of MBO, as measured by the total scores of the MSQ, than choral conductors whose dominant style was Consideration. It was further hypothesized that choral conductors' Initiating

scores (LBDQ-Self) would be highly positively correlated with Initiating scores given them by their respective choral members (LBDQ-Ideal). Another hypothesis stated that choral conductors' Consideration scores (LBDQ-Self) would be highly positively related to Consideration scores given them by their respective choral members (LBDQ-Ideal). A fourth hypothesis stated that choral conductors who show more use of MBO would fall into the older age categories. Finally, it was hypothesized that choral conductors who show less use of MBO would show Consideration Leader Behaviors.

Findings

Hypothesis I was partially accepted. Hypothesis IV was rejected. The remaining hypotheses were accepted. Of the other variables examined, three were found to be significant: the size of the choral group, the conductor's involvement with recruitment, and the sex of the conductor.

Conclusions

Based upon the findings of this study, the following conclusions were drawn: 1) A direct relationship exists between Initiating Structure as defined by choral conductors and their perceived use of Management by Objectives, and 2) A less clear relationship exists between Consideration and the perceived use of MBO.

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My sincere gratitude is expressed to Dr. Robert Erbes, Chairman of my guidance committee and Director of the Center for Health Services, for his assistance and encouragement throughout my doctoral studies. Appreciation is also extended to the members of the guidance committee: Dr. Robert Erbes, Mr. Richard Klausli, and Dr. Charles W. H. ... flexibility and suggestions; to ... statistical and computer assistance; and to ...

To
Mr. and Mrs. Walter Harris, Sr. for a wish come true

Ayana

For my wife, Henrietta, I reserve a special expression of love, thanks and appreciation - her constant support, encouragement and sacrifice not only made this study possible but also my entire doctoral program.

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learning environment of the choral conductor. These studies on group behavior, aptitude, achievement, and the relationship between conductors and their groups, preparation and musicanship of the conductor. Many empirical studies have been addressed to a significant attribute - the leadership qualities of the choral conductor. Many authors have expressed opinions regarding what they consider to be the most productive leadership qualities for choral conductors. Little research supports these assertions.

Leadership techniques based on management principles have not been widely used by choral conductors in their organizations. Choral conductors often believe that as long as they select and perform quality music, they produce impeccable choral works, and instead of focusing on being "creative" their job is complete. However, the choral organization must be approached with these concepts

CHAPTER ONE

THE PROBLEM

Introduction

Many recent studies related to choral organizations have attempted to answer various questions relative to the learning environment and performance technique of choral members. These studies, in broad terms, have dealt with aptitude, achievement, types of choral literature, interactions between conductors and choristers, as well as the preparation and musicianship of the conductor. Few empirical studies have been addressed to a basic and significant attribute - the leadership/management styles of the choral conductor. Many authorities have set forth opinions regarding what they consider to be the most productive leadership qualities for choral conductors but little research supports these contentions.

Leadership techniques based on management science have not been widely used by choral conductors with choral organizations. Choral conductors often assume that as long as they select and perform quality repertoire, produce impeccable choral sounds, and immerse themselves in being "creative" their job is complete. Many areas in the choral organization must be approached with clear concepts

of effective management techniques. A few of the areas include the recruitment and retention of members, long and short-term plans for the overall growth and development of the organization, inter-personal relationships, methods for controlling, directing, and evaluating the group. All of these must be approached with consideration of a management technique which is compatible with the leadership character and behavior of the conductor.

Human relations research and journal articles contain reviews of various concepts of management techniques for use in areas ranging from complex organizations to simple behavior management in one on one interactions. Many of these management techniques, used first in the business and industrial sectors, are now being employed in nonprofit organizations and educational institutions. This thrust for using management techniques in educational institutions has been affected in part by growing concerns with accountability. Such techniques are being used throughout entire institutions in contrast to other institutions where management techniques are adapted to only smaller units on a scale commensurate with their size, purpose and function.

Among the recent management techniques being adopted for use in education are: Management by Objectives (MBO), Planning Programming Budgeting System (PPBS), Critical Path Method (CPM), Program Evaluation and Review

Technique (PERT) and Management by Exception (MBE). One that has attracted considerable attention in the last few years is Management by Objectives (MBO). The concept of Management by Objectives was first introduced by Peter Drucker¹ and was popularized in a book by George Odiorne.² Though Management by Objectives was conceived for use in business and industry, it is making a tremendous impact in nonprofit organizations, educational institutions, and other related organizations. The MBO concept is perhaps the most useful of the management techniques for choral conductors because of its adaptability on a scale small or large enough to address the management needs of the conductor in the choral organization. MBO means different things to different people - from a total philosophy of administration to an exact process of performance evaluation.³ In the context of this study, MBO means managing by demonstrable, measurable results toward predetermined goals and objectives.

¹Peter Drucker, The Practice of Management, (New York: Harper, 1954).

²George Odiorne, Management by Objectives, (New York: Pitman, 1965).

³Ralph B. Kimbrough and Michael Y. Nunnery, Educational Administration: An Introduction, (New York: McMillan Publishing Co., Inc., 1976), p. 149.

Specifically, MBO refers to the process of goal setting and use by choral conductors and choral members for their choral organizations in the management areas of planning, controlling, co-ordinating, motivating, personnel selection, training and developing, and appraising. It provides a viable alternative to administering by abdication, crisis, fear, charisma, or "common sense".⁴

The system of management-by-objectives goes beyond applying a set of rules, engaging in a series of procedures, or even a set method of managing. It is a particular method of thinking about management.⁵ In this study, it is a process by which the conductor and members jointly identify common goals, define each individual's major area of responsibility in terms of results expected of him, and use these measures as guides for operating the choir and assessing the contribution of each of its members.

Research indicates that changes in attitudes, performance, communication and interpersonal relationships appear to be positively associated with MBO.⁶ Moreover, Hostrop lists improved learning, more relevant curricula, lower dropout rates, better morale and an improved

⁴ Richard W. Hostrop, Managing Education for Results, (Homewood, Illinois: ETC Publications, 1973), p. 178.

⁵ Ibid., p. 178.

⁶ Y.K. Shetty and H. Carlisle, "A Study of Management by Objectives in a Professional Organization," Journal of Management Studies 12 (February 1975):1.

organizational image.⁷ Although these results were measured in nonmusical settings, they are results choral conductors hope to achieve and music journals report as being useful for successful operation of choral organizations.

As the concept expands in the educational sector, it is conceivable that use can be made of MBO at the various organizational and suborganizational levels. It is conceivable that in the area of choral music, where individuals are often found who are well trained musically but who lack the fundamental requisites for managing a successful choral organization, a system of MBO will proved to be an invaluable tool.

Statement of the Problem

An examination of the literature in choral conducting did not indicate studies which expressly addressed the question of the leadership/management styles of choral conductors, particularly with reference to the MBO concept. Yet, a practical knowledge of planning, management procedures, and, in general, concepts of leadership effectiveness is as important to the choral conductor as techniques of teaching.⁸ It is often in this area that the ultimate success of his program will lie. From this

⁷ Hostrop, p. 178.

⁸ Robert L. Garretson, Conducting Choral Music, Fourth Edition, (Boston: Allyn and Bacon, Inc., 1975). p. 238.

orientation, the problem is to determine whether MBO can be effective in any or only certain leadership styles used by choral conductors.

Need for the Study

The need for the study is based on three basic concerns. First, little emphasis is placed on the leadership/management aspects of training while a student is studying for an undergraduate degree in choral music education, although success during the first few years will be directly related to his leadership skills. A second reason is an expanding need for management systems in all phases of the academic program due to recent emphases on accountability. Employing select principles of MBO is one way to fulfill that need. A third reason for the study's importance is that choral conductors and choristers who experience problems with the organizational aspects of the choral program can utilize the MBO system in dealing with management areas in planning, organizing, motivating, training and developing and implement a systematic approach to achieving desired ends. When viewed in this context, it is obvious that it has considerable value when applied to the choral organization. The pursuit of quality musical goals can be supported by the use of sound group management techniques. Finally,

¹¹ John W. Humble, *Management by Objectives in Action*, London: McGraw-Hill, 1979.

¹² op. cit.

proponents of the concept - Drucker,⁹ McGregor,¹⁰ Humble,¹¹ Odiorne¹² and others - agree that a properly implemented MBO system improves the motivation and performance of participants.

Purpose for Study

A system of management by objectives will be of particular benefit to choral conductors and their organizations in promoting effectiveness and efficiency in their on-going development. Thus, the purpose of this study is to investigate leadership/management aspects of choral conductors useful in managing choral organizations.

Specifically, the study has three purposes: 1) It will examine the leadership/management styles of choral conductors by ascertaining the extent of the use of selected principles of the Management by Objectives. This will be accomplished through the use of the Managerial Style Questionnaire (MSQ) as a measurement tool; 2) It will seek to determine under which of the two possible leadership styles, Initiating Structure and Consideration, MBO is used more frequently. This will be measured by the

⁹op. cit.

¹⁰Douglas McGregor, "An Uneasy Look at Performance Appraisal," Harvard Business Review 35 (May-June 1957):89-94.

¹¹John W. Humble, Management by Objectives in Action, (London: McGraw-Hill, 1970).

¹²op. cit.

Leader Behavior Description Questionnaire (LBDQ); 3) It will ascertain the collected viewpoint from four year college and university choral conductors in the State of Michigan as to the usefulness of the MBO concept in managing choral organizations.

Hypotheses

From the concerns expressed by the problem statement, and from the review of the literature, come the following hypotheses:

Hypothesis 1: Choral Conductors whose dominant style is Initiating Structure Leader Behavior as measured by the LBDQ will show more use of MBO, as measured by the Total score of the MSQ, than choral conductors whose dominant style is Consideration.

Hypothesis 2: Choral Conductors' Initiating Structure scores (LBDQ-Self) will be highly positively correlated with Initiating scores given them by the respective choral members (LBDQ-Ideal).

Hypothesis 3: Choral Conductors' Consideration scores (LBDQ-Self) will be highly positively correlated with Consideration scores given them by their respective choral members (LBDQ-Ideal).

Hypothesis 4: Choral Conductors who show more use of MBO, as measured by the Total MSQ scores, will fall into the older age categories.

Hypothesis 5: Choral Conductors who show less use of MBO, as measured by the Total score of the MSQ, will show Consideration Leader Behaviors.

Delimitations of the Study

Many variables could be examined in analyzing the leadership/management styles of choral conductors. If

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improvements are made in certain areas of leadership style and used with certain management procedures, corollary improvements can be expected in the choral organization. It is, however, necessary to limit the scope of the study; thus, this study is limited to the following variables:

1. Initiating Structure, which is defined as the leader's behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication and methods of accomplishing the task.
2. Consideration, which is defined in terms of behavior indicative of friendship, mutual respect, and warmth in the relationship between the leader and members of the group.
3. Managerial functions, whereas the conductor use goals and objectives in managing the choral organization relative to planning, controlling, coordinating, motivating, personnel selection, training and developing, and appraising. For purposes of this study, these seven managerial functions are hypothesized to be independently determined.

Limitations are also evident in the use of the questionnaire as a device for gathering the data. Nevertheless, as Herbert stated, "To find out a person's

thoughts one must ask him a question."¹³ The person's answer as Kaplan argued "is as objective a datum as any scientific observation can yield."¹⁴ Kerlinger¹⁵ supports

the questionnaire when he writes,

The self-administered instrument has certain advantages. With most or all of its items of the closed type, greater uniformity of stimulus and thus greater reliability can be achieved. In this respect, it has the advantages of objective-type, written tests and scales, if they are adequately constructed and pretested. A second advantage is that, if anonymous, honesty and frankness may be encouraged.

To keep the study manageable, the following ques-

tions have been excluded: 1) the use of the above variables as absolute determiners of success; 2) an examination of the level of musicianship possessed by each conductor; 3) the discussion of precise activities for developing successful choral groups; 4) the suggestion of specific application of these concepts to the choral program. Finally, this study is limited to choral

conductors at four year colleges and universities in the state of Michigan.

¹³Herbert Hyman, Survey Design and Analysis, (New York: The Free Press, 1955).

¹⁴Abraham Kaplan, The Conduct of Inquiry, (San Francisco: Chandler Publishing, 1964).

¹⁵Fred N. Kerlinger, Foundations of Behavioral Research, Second Edition, (New York: Holt, Rinehart and Winston, Inc., 1973), p. 487.

Definition of Terms

The following terms occur within the body of this study and are defined as follows:

Appraising - the evaluating of various components of the choral organization including attitudes, personalities, and accomplishment of objectives.

Consideration - reflects the extent to which the conductor is likely to have job relationships characterized by mutual trust, respect for choral members' ideas, and consideration of their feelings.

Controlling - establishing the best methods for determining whether or not objectives are being met.

Co-ordinating - bringing into common accord, action, movement, or condition the personnel and activities of the choral organization.

Initiating Structure - reflects the extent to which a conductor is likely to define and structure his role and those of his choir members toward goal attainment.

Leader Behavior Description Questionnaire (LBDQ) - is an instrument employing a Likert scale used to measure Initiating Structure and Consideration. There are two forms, the LBDQ-Ideal which is completed by group members and the LBDQ-Self which is completed by the leader.

Leadership style - refers to two basic dimensions of leader behavior as Consideration or Initiating Structure.

Management - is the function which decides on the most effective means needed to achieve goals and objectives. It is the acceptance of personal accountability determined by measurable results. In this study, it is concerned with planning, controlling, co-ordinating, motivating, appraising, personnel selection, and training and development.

Management by Objectives (MBO) - is a systematic way of thinking about management which emphasizes the achievement of predetermined organizational and individual goals and objectives by demonstrable, measurable results.

Managerial Style Questionnaire (MSQ) - measures the perceived use of MBO in the seven management functions of planning, controlling, coordinating, motivating, appraising, personnel selecting, and training and developing.

Motivating - making the choral environment interesting or otherwise appealing to the choral member.

Planning - devising procedures including statements of step-by-step actions to be pursued in achieving objectives.

Personnel selection - the selecting and recruiting of members to comprise the choral organization.

Training and developing - is a complex combination of many subprocesses concerned with increasing the capabilities of individuals and groups in contributing to the attainment of organizational goals.

Overview

The remainder of this study is comprised of four chapters, the Bibliography and Appendices. Chapter II contains a Review of Related Literature. Specifically, it reviews literature on Management by Objectives and leadership theory, especially Consideration and Initiating Structure. Chapter III contains a description of the Procedures. Chapter IV consists of an Analysis of the Data and Chapter V has the Summary, Discussion, and Recommendations for further research. The Appendices consist of tables and documents pertinent to the study.

¹ Brock McElheran, Conducting Techniques: For Winners and Professionals. (New York: Oxford University Press, 1966), p. 3.

CHAPTER II

REVIEW OF LITERATURE

There is little information available relating to management techniques and leadership styles of musicians. Empirical studies which examine management techniques and leadership styles of choral conductors are nonexistent. Hence, the review of literature for the present study focuses on data gathered from diverse subject areas beyond music.

McElheran contends that the most important requirement in a conductor is the ability to inspire performers.¹ This phenomenon could be called leadership. Further, he sees leadership as being both a long and short-range matter through which the conductor must develop several things in his performers including the desire to belong to the group, pride of membership, willingness to practice music on his own time, and the desire to give the utmost, technically and emotionally, when the concert takes place. Moreover, McElheran notes, "most of the qualities of good

¹Brock McElheran, Conducting Techniques: For Beginners and Professionals, (New York: Oxford University Press, 1966), p. 3.

leadership are the same, whether applied to coaching a team, running an organization, or conducting."²

In the choral organization the modern conductor is increasingly being made aware that teaching for performance alone is not enough. Although a conductor's unusually good musicianship and personality may result in a fine reputation in spite of inappropriate attention to certain details, this does not excuse the choral conductor from providing a proper teaching-learning environment.³ The environment he seeks will be enhanced by efficient means of managing the organization. By further implication, his efforts will also achieve a more effective means of accountability.

It is from statements such as the above that the research problem was formulated. Further, the research problem sought to encompass aspects of both leadership styles and management techniques. Specifically, the problem was to examine a particular management technique, Management by Objectives (MBO) and its applicability to a conductor's leadership style when that style is predominately Consideration and/or Initiating Structure. Herein lies the basis for the organization and presentation of the review of literature.

²Ibid., p. 4.

³Paul F. Roe, Choral Music Education, (Englewood Cliffs: Prentice Hall, Inc., 1970).

The review of literature is organized by the following topics: 1) Management by Objectives - definitions, conditions and basic assumptions, conceptual models of MBO, MBO and leadership/management styles, various issues and MBO, selected research on MBO in Higher Education, advantages and problems of MBO; 2) Leadership theory; and 3) Leader Behavior: Initiating Structure and Consideration.

Management by Objectives

Toward a Definition

In reviewing the literature, one finds that there are almost as many definitions of MBO as there are writers, practitioners, and theoreticians who have concerned themselves with the subject. As McConkey⁴ suggests, the definitions run the gamut from two or three lines of oversimplification to many paragraphs of oversophistication. Since Peter Drucker first used the term "management by objectives", various authors have attached radically different and sometimes contradictory meanings. In educational circles some have seen MBO as a means of responding to the "accountability cry". Drucker saw it as both a philosophy and a technique of managing.⁵

⁴Dale D. McConkey, MBO for Nonprofit Organizations, (New York: AACOM, A Division of American Management Association, 1975).

⁵Peter Drucker, The Practice of Management, (New York: Harper, 1954), p. 136.

(MBO) substitutes for control from outside the structure, more exacting and more effective control from the inside. It motivates the manager to action not because somebody tells him to do something or talks him into doing it but because the objective needs of his task demands it... It rests on a concept of human action, human behavior and human motivation. Finally, it applies to every manager, whatever his level and function, and to any business enterprise whether large or small. It insures performance by converting objective needs into personal goals.

Odiorne⁶ offered this frequently cited definition:

The system of management by objectives can be described as a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members.

Many other definitions have been used. However, a balance between extremes is offered by McConkey:⁷

MBO is a systems approach to managing an organization - any organization. It is not a technique, or just another program, or a narrow area of the process of managing. Above all, it goes far beyond mere budgeting though it does encompass budgets in one form or another.

First, those accountable for directing the organization determine where they want to take the organization or what they want to achieve during a particular period (establishing overall objectives and priorities).

⁶ George Odiorne, Management by Objectives, (New York: Harper, 1954), p. 136.

⁷ McConkey, p. 10.

Second, all key managerial, professional, and administrative personnel are required, permitted, and encouraged to contribute their maximum efforts to achieving the overall objectives.

Third, the planned achievement (results) of all key personnel is blended and balanced to promote and realize the greater total results for the organization as a whole.

Fourth, a control mechanism is established to monitor progress compared to objectives and feedback to those accountable at all levels.

Underlying each of the MBO definitions are the basic rationale: (1) the clearer the idea one has of what one is trying to accomplish, the greater the changes of accomplishing it, and (2) progress can only be measured in terms of what one is trying to make progress toward.

The conceptual framework of the system of Management By Objectives may be thought of in a broader sense to include many of the following as outlined by Hostrop:⁸

1. The basic structure of an educational system is the organizational form often called a hierarchy. This hierarchial system is best seen in organizational charts which show the relationship of subordinates to superordinates. MBO is a system for making the structure work, and to bring about more vitality and personal involvement of the people in the hierarchy. Yet, the system also takes

⁸Richard W. Hostrop, Managing Education for Results, (Homewood, Illinois: ETC Publications, 1973), pp. 178-180.

full cognizance of the collegial and lateral relationships among professionals in an academic setting.

2. MBO provides for the maintenance, orderly growth, and innovative breakthroughs of the educational system by means of statements of what is expected of everyone involved, and the measurement of what is actually achieved. It is a system of assigning responsibility by accountability for achieving measurable results. It measures results against standards. It evaluates the achievements of its managers rather than their personalities.

3. As a system, MBO is especially applicable to professional and managerial employees, of which education almost entirely consists vis-a-vis, e.g., industrial workers. There are few, if any, positions in education (including the classified or support staff) in which MBO cannot be applied with a resultant improvement in performance.

4. MBO helps overcome many chronic problems of managing administrators, teachers, counselors, educational technologists, librarians, and other professional knowledge workers by:

- 1) providing a means of measuring their true contributions.
- 2) defining common goals of the educational system and the measurable contributions of the individuals to these goals.
- 3) enhancing coordinated effort and teamwork without eliminating personal risk taking towards reaching common goals.

- 4) providing solutions to the key problems of defining the major areas of responsibility for each person in the system, including joint or shared responsibilities.
- 5) providing processes which are geared to achieve the results desired, both for the system as a whole and for the individual contributors.
- 6) eliminating the need for individuals to change their personalities, for appraising them on the basis of their personality traits.
- 7) providing a means of determining each knowledge worker's span of control (who and how many he supervises).
- 8) providing a means for objectively providing merit pay should the system choose to pay for clearly demonstrated results.
- 9) aiding in identifying promotable individuals based upon superior performance.

Conditions and Basic Assumptions

Kimbrough and Nunnery,⁹ among others, have discussed several essential conditions which MBO requires for successful application. (1) A self-evident requirement is the presence of a hierarchial structure consisting of at least two persons, one of whom reports to the other. (2) There must be identified, agreed-upon goals that superiors and subordinates can use to define their respective responsibilities, agreed upon objectives in relation to responsibilities, and jointly defined results

⁹ Ralph B. Kimbrough and Michael Y. Nunnery, Educational Administration: An Introduction, (New York: McMillan Pub. Co., Inc., 1976), pp. 150-151.

expected in terms of the objectives. (3) There must be a logically related hierarchy of goals as well as structure. Collectively, the presence of conditions 2 and 3 will ensure that when individuals accomplish their objectives this will contribute to the accomplishment of the corporate goals. (4) The organizational norm must stress results, not personality. (5) The overall climate of the organization must be characterized by mutual trust and openness of communication. (6) There must eventually exist well-defined mechanisms to facilitate the system. Among these mechanisms are provisions for long and short-term planning and goal setting, a performance appraisal system, and a management information system. Howell¹⁰ suggested that it was essentially a three-stage process. At the first stage objectives for individual managers are set and used for performance appraisal. At the second stage there is integration of individual and corporate objectives. The third stage involves integration of individual and corporate objectives. The third stage involves development of long-term objectives, and the development and implementation of action plans relative to control structures, decision-making processes, leadership styles, and the like.

¹⁰Robert A. Howell, "Management by Objectives - A Three-Stage System," Business Horizons 13 (February 1970): 41-45.

¹¹Robert E. Lanti, "Management by Objectives," College and University Business (July 1971): 31.

Lahti¹¹ lists the following as fundamental to the working of the MBO system:

1. The central purpose and function of the organization is understood and agreed upon. Information about prospects for the future of the organization is shared at all levels of supervision.
2. Each subunit purpose and how it integrates into the overall organization is understood and agreed upon.
3. Position descriptions are available for all organizational jobs, which provide the basis for establishing routine objectives, authority and accountability relationships.
4. Each individual expresses his major performance objectives for the coming year in measurable terms and sets target dates.
5. He submits them to his supervisor for review. From the discussion comes a mutually agreed upon set of objectives.
6. He verbally reviews progress toward these objectives with his supervisor on a regular basis. Objectives and plans are revised and updated as agreed. This process allows opportunity for coaching and development.
7. At the end of the year, the individual prepares a brief report which lists all major accomplishments, with comments on variances between results actually achieved and results expected.
8. This appraisal or progress report is discussed with the supervisor. Reasons for goals not being met are explored. There is further coaching and development in this process.
9. A new set of objectives is established for the next year.
10. Long-range objectives are reviewed and adjusted as needed.

Although parts of this system have been used by organizations, e.g., in manpower planning, or compensation

¹² Douglas M. McGregor, *The Human Side of Enterprise*, (New York: McGraw-Hill, 1960).

¹¹ Robert E. Lahti, "Management by Objectives," *College and University Business* (July 1971):31. Barbara Snyderman, *The Best of Management*, (New York: Wiley, 1959).

purposes, MBO is most effective when used as a total approach to management. Management experts claim MBO serves four managerial needs: planning, improved communication, motivation of employees, and coordination of systems.

With any of the sets of conditions listed above there are a number of related assumptions. Foremost is the assumption of the likely existence of McGregor's Theory Y (e.g., given objectives to which they are committed, people will exercise self-direction and self-control; given appropriate conditions, people will accept and seek responsibility; people generally are capable of applying a high degree of imagination, ingenuity, and creativity to the solution of organizational problems).¹² Second, it is assumed that man is motivated by a variety of factors beyond economic rewards, such as achievement, challenging assignments, recognition, responsibility, organizational policy, and the work itself (i.e., the validity of a multifactor theory of job motivation, such as that advanced by Herzberg and associated, is accepted).¹³ Third, wide participation in goal setting and decision making is assumed. Fourth, it is assumed people will accomplish more if they know that what they are doing is related to organizational goals. In summary, underlying

¹²Douglas M. McGregor, The Human Side of Enterprise, (New York: McGraw-Hill, 1960).

¹³Frederick Herzberg, Bernard Mausner, and Barbara Snyderman, The Motivation to Work, Second Edition, (New York: Wiley, 1959).

the MBO concept is the general assumption that it is essential to integrate the needs and desires of individuals with the goals of the organization.¹⁴

Conceptual Models of MBO

A major turning point in the history of performance evaluation was Douglas McGregor's article, "An Uneasy Look at Performance Appraisal," which appeared in 1957. McGregor's approach, consistent with Drucker's philosophy, is described as follows:¹⁵

This approach calls on the subordinate to establish short-term performance goals for himself. The superior enters the process actively only after the subordinate has (a) done a good deal of thinking about his job, (b) made a careful assessment of his strengths and weaknesses, and (c) formulated some specific plan to accomplish his goals. The superior's role is to help the man relate his self-appraisal, his targets and his plan for the ensuing period to be realities for the organization.

Another landmark in recent literature published on the subject was Kindall and Getza's¹⁶ "Positive Program for Performance Appraisal". They propose five steps:

1. The individual discusses his job description with his superior, and they agree on the content of his job and relative importance of his major duties -

¹⁴ Kimbrough and Nunnery, p. 151.

¹⁵ Fred E. Schuster, "Management by Objectives," The Personnel Administrator 17 (November-December 1972):19.

¹⁶ Ibid., p. 20.

¹⁷ Kimbrough and Nunnery, p. 152.

- the things he is paid to do and is accountable for.
2. The individual establishes performance targets for each of his responsibilities for the forthcoming period.
 3. He meets with his superior to discuss his target program.
 4. Check points are established for the evaluation of his progress; ways of measuring progress are selected.
 5. The superior and subordinate meet at the end of the period to discuss the results of the subordinate's efforts to meet the targets he had previously established.

The literature reveals a number of models which appear to be variants of a five-step process.¹⁷

(1) Organizational goals and criteria to determine achievement are set. (2) Subunit and individual manager's objectives, criteria, and strategies for accomplishment are agreed upon. (3) As objectives are pursued, there are periodic reviews to assess progress and make revisions as deemed acceptable. (4) At the end of an agreed-upon time period (e.g., a year), results are evaluated and accomplishments rewarded. (5) There is a recycling and restructuring as deemed essential in terms of experience. In simpler language this five-step process or system may be viewed as comprising: objectives, plans, managerial direction and action, control (monitoring), and feedback. The following figures show how this five-step process or system has been conceptualized in the rendering of some models for MBO.

¹⁷ Kimbrough and Nunnery, p. 152.

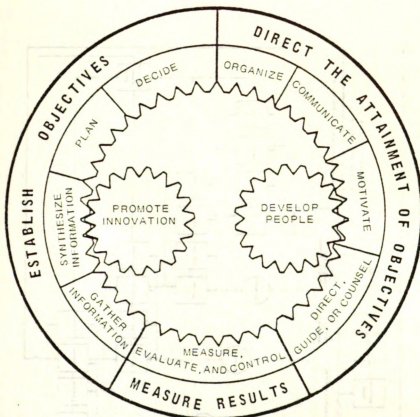


Figure 2-1. The Elements of Managing

Source: BMC REPORT NUMBER 1, Business Management Council, New York, 1968.

Bruce Kirchhoff,¹⁸ in an attempt to devise a model that would be useful to researchers, defined MBO along three dimensions. His dimensional model was created from a consolidation of the ideas of all the major authors on the subject. The dimensions are: subordinate involvement,

¹⁸ Bruce A. Kirchhoff, "MBO: Understanding What the Experts Are Saying," MSU Business Topics 22 (Summer 1974): 17-22.

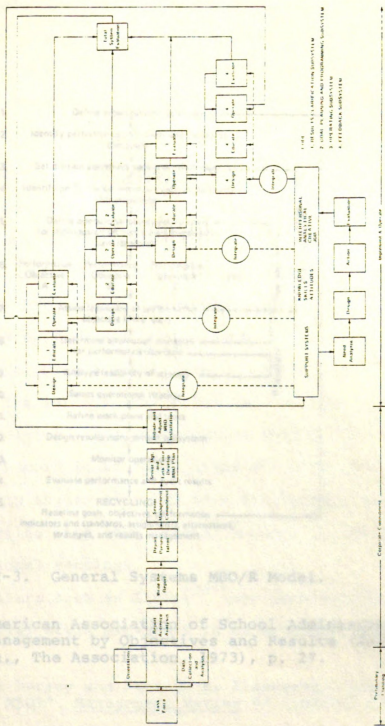


Figure 2-3. General Systems MBO/R Model.

Source: American Association of School Administrators, *Handbook of School Administration and Management by Objectives and Results*, Vol. 1, The Association (1973), p. 27.

Figure 2-2. A Model to Implement and Operate a Total Systems Approach to MBO.

objective formulation and objective implementation. Based on his research, Kirchoff then outlined criteria for each of the dimensions. According to his rationale minimum levels of each of the areas must be met for MBO to function. Much of the present research is based on Kirchoff's Managerial Style Questionnaire which fully employs the management functions identified in the third dimension.

MBO and Leadership

Hersey and Blanchard have stated there has been a missing link to the successful implementation of MBO that of leadership. They note that is not MBO that is the key factor in reaching agreement on performance objectives. It is the thought given to developing a social contract between the leader and the subordinates regarding the role of the leader in helping to set objectives and their objectives. According to Likert, the responsibility for setting of leadership styles is a new concept in MBO that is meeting the needs for success in industrial and educational settings.

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Figure 2-3. General Systems MBO/R Model.

Source: American Association of School Administrators, Management by Objectives and Results (Arlington, Va., The Association, 1973), p. 27.

¹⁹ Paul Hersey and Kenneth H. Blanchard, "What's Missing in MBO?" *Management Review* 63 (October 1974): 13.

²⁰ R. Likert, *The Human Organization*. (New York: McGraw-Hill, 1967).

objective formulation, and objective implementation. Based on his research, Kirchoff then outlined criteria for each of the dimensions. According to his rationale minimum levels of each of the areas must be met for MBO to function. Much of the present research is based on Kirchoff's Managerial Style Questionnaire which fully employs the management functions identified in the third dimension.

MBO and Leadership/Management Styles

Hersey and Blanchard¹⁹ have stated there has been a missing link to the more successful implementation of MBO that of contracting for leadership style. They note that in most MBO programs an effort is made only to reach agreement on performance goals; there is little thought given to developing a psychological contract between the leader and the subordinates regarding the role of the leader in helping those subordinates accomplish their objectives. According to them, integrating the negotiation of leadership styles with MBO is a new concept but one that is meeting with some initial success in industrial and educational settings.

Writers such as Likert²⁰ have demonstrated that the managerial style prevalent in an organization has a

¹⁹Paul Hersey and Kenneth H. Blanchard, "What's Missing in MBO?" Management Review 63 (October 1974):25.

²⁰R. Likert, The Human Organization, (New York: McGraw-Hill, 1967).

direct effect on many performance indices. "MBO may involve considerable innovative behavior and some degree of interpersonal risk taking. It therefore requires a supportive managerial style."

Five different types of leadership/management styles as evidenced through behavior in performing the basic management functions, are identified by Blake and Morton.²¹ These styles are: the autocratic, the humanitarian, the abdicator, the compromiser, and the effective manager. In their book, The Managerial Grid, they relate these concepts to styles of management and their impact upon the attitudes and actions of individuals.

Where management practices are oppressive, production centered and indifferent to the needs of individuals, creativity is high but goes in an anti-organization direction. Conflict is low although lateral, because the management has suppression strategies available to minimize it. Commitment is low, although commitment to ones peer group or to outside organizations hostile to management may be high for purposes of defense and survival.

Where concern for people is at a maximum but concern for production is low, creativity remains low although commitment is high and conflict is avoided.

Both of these managerial styles are cynical since they reflect assumptions about individuals which are essentially negative.

Where concern for production and concern for people are both high, it reflects the manager's attitude that the needs of

²¹R.R. Blake and J.S. Morton, The Managerial Grid, (Houston: Gulf Publishing Company, 1964).

individuals and organization are not mutually exclusive. Under this condition creativity is high (as is conflict, since people are engaged and committed, making conflict inevitable), but so is commitment since people under this state of affairs have a stake and "where they have a stake they have a commitment."²²

Various Issues and MBO

An issue on which writers have been sharply divided is the emphasis on MBO for motivation as opposed to control. McGregor, Likert, Kindall and Gatza, and Meyer have all seen the principle value of MBO as its potential for motivating and developing the individual.²³

Several recent writers including Schleh and McConkey, have interpreted management by objectives as a method for exercising greater control over subordinates.²⁴

According to Emery,²⁵ regardless of organization level or type of work, men will work hardest, gain most personal satisfaction, and contribute most to the organization as a whole if they regard "contributing to the work objectives of the component" as the best available means to fulfilling their own work values now or in the foreseeable future. He continues, "In this frame of mind

²²H. Richard Wall, "Reconciling Organization and Personal Goals," Personnel Journal (January 1970):43.

²³Schuster, p. 20.

²⁴Ibid., p. 20.

²⁵David Emery, "Managerial Leadership Through Motivation by Objectives," Personnel Psychology 10 (September 1956):67.

people are more likely to be motivated toward high productivity, creativity, and self-discipline by forces from within themselves, instead of just meeting the minimum required by "external" pressures.

Another issue on which widely divergent views have been expressed within the overall framework of the MBO approach is the question of participation by individual subordinates in setting performance goals for themselves. The approaches suggested by McGregor, Kindall and Gatzka, and Meyer have all had in common the major emphasis on the importance of individual participation in goal setting as a key source of motivation in this approach. On the other hand, Patton, Schleh, and Odiorne have placed emphasis on performance objectives being assigned or directed from above by the superior.²⁶

Addressing this issue, Emery notes the central theme of this managerial approach is to expand the role of non-managers through methods that increase participation in decision-making and give a greater sense of personal responsibility. These, in turn, increase component productivity and yet preserve the managerial control needed to integrate the work of the other components in the organization.²⁷

²⁶ Schuster, p. 21.

²⁷ Emery, p. 68.

To date, Levinson has produced the only major critique of MBO from a behavioral perspective. In his article, "Management By Whose Objectives?", Levinson argues that current MBO schemes are self defeating because they are predicated on a reward-punishment psychology which serves to increase pressures on the individual. He avers that such pressures give rise to behavioral problems associated with the practice of MBO. These include problems relating to managerial style, adapting to change, interpersonal skills, setting objectives, measurement, and quality control.²⁸

In researching attitudes and perceptions of organizational goals, Vroom²⁹ found persons will attribute their own attitudes, opinions or goals to group members to the extent that they hold positive attitudes toward that group or organization. Further, the fact that persons who hold negative attitudes, frequently estimate top management's goals to be farther away from their own organizational goals than they actually are. This suggests that persons will also deny their own attitudes, opinions, or goals, in other group or organization members to the extent that they have a negative attitude toward their group or organization.

²⁸ Bruce D. Jamieson, "Behavioral Problems with Management by Objectives," Academy of Management Journal 16 (September 1973):497

²⁹ Victor H. Vroom, "The Effects of Attitudes on Perception of Organizational Goals," Human Relations 13 (August 1960):229-40.

Recent research in management development sets forth some guides for implementation of an MBO program.³⁰ In particular, Vroom notes that certain input factors condition the changes that may be expected as a result of development programs:

1. Participant characteristics - these characteristics are primarily learning ability, attitudes, personality traits, and behavior patterns of the trainees.
2. Development efforts - these deal with the technique used to induce change to occur.
3. Leadership climate - this refers to the interpersonal relationship between the trainee and his boss. This factor is especially concerned with the way a superior views the value of the content of the training program and the extent to which he is willing to practice himself or allow the subordinate (trainee) to utilize the techniques learned in training.
4. Organizational climate - this refers to the prevailing "organization attitude" as expressed by the top management philosophy policies and organization structure which control formal rewards and sometimes to the organization members.
5. Organization culture - deals with the expectation of members usually expressed as norms and values and informal activities.

What is needed to encourage additional field research is an instrument that will identify MBO existence with an organization says Kirchhoff.³¹ His paper describes the Managerial Style Questionnaire (MSQ), an

³⁰Henry L. Tosi, Jr., "Management Development and Management by Objectives - An Interrelationship," Management of Personnel Quarterly 4 (1965):22.

³¹Bruce A. Kirchhoff, "A Diagnostic Tool for Management by Objectives," Personnel Psychology 28 (1975):351-364.

instrument designed to measure MBO existence even where training or formal goal setting has not occurred. (This instrument is discussed further in Chapter III.)

Selected Research on MBO in Higher Education

The following three research studies were chosen for review because they very clearly depict the possibilities for using MBO at various levels in higher education. Shetty and Carlisle³² explored the applicability of MBO to an entire university faculty. Berman³³ investigated one aspect of college administration by conducting a study of MBO in Student Personnel Departments of Community Colleges. A study by Miller³⁴ involved the use of MBO in the supervision of student teachers.

The specific objectives of the Shetty and Carlisle study were to: (1) identify the reactions of participating faculty members to the MBO program; (2) assess the degree of variation in reactions among faculty members by professional rank, tenure status, length of service, and

³²Y.K. Shetty and Howard Carlisle, "A Study of Management by Objectives in a Professional Organization," Journal of Management Studies 12 (February 1975):1-11.

³³William F. Berman, "Management by Objectives in Community College Student Personnel Departments: An Exploratory Study," Journal of College Student Personnel (May 1978):225-230.

³⁴Goeffrey Clark Miller, "Beyond Management by Objectives as a Supervision Technique: An Investigation of the Effects of Applying Jointly a Situational Leadership Model and Management by Objectives in the Supervision of Student Teachers," Dissertation, University of Massachusetts, 1976.

academic disciplines; and (3) examine the influence of different implementation processes on the success of the program. Among the findings, the study revealed that objective-oriented programs such as MBO when applied to an academic setting, increase awareness of organizational goals, improve planning, enhance understanding of job expectations, provide better data for performance appraisal, and improve performance and communication. Certain organizational variables seem to influence the perception of the participants concerning the program success. Specifically, teachers with lower academic rank - assistant professors in particular - teachers without tenure, and those with fewer years of service consider the program in more positive terms than those of higher rank who are tenured and have more years of service. Another finding was that the administrative processes utilized to design and implement an MBO program have a strong influence on its success.

Berman's study explored the impact of MBO on the perceived managerial effectiveness of community college student personnel departments. In this study he identified the impact of MBO programs on the following eight components of managerial effectiveness in community college student personnel departments: accuracy of the appraisal process, role clarity, integration of individual and institutional goals, participation of subordinates in

decision making, communications between superior and subordinate, emphasis on planning, identification of problems, and emphasis on professional development.

Some of his findings contradict those of proponents of the use of MBO in student personnel such as Gutche, Harvey, and Sims, Jr., and Kozoll. For example, there was no significant difference between colleges that used MBO and those that did not. His results raise interesting points about including the entire staff in implementing MBO programs. He concludes that limiting the MBO programs to administrative functions with more clearly defined outcomes might produce more positive results.

In the research by Miller there is a far different concept of the use of MBO in higher education. The primary purpose of his research was to develop and test a scheme for supervision in the triad involving the student teacher, cooperating teacher and supervisor, for integrating four conceptual bases: (1) management by objectives; (2) supervision in a triadic relationship; (3) research on student teacher concerns; and (4) the Hershey-Blanchard model for situational leadership. He found some very positive results, among them: that the outcomes reached by members of the triad were both significant and similar to the goals which they had set; that in the judgement of the participants and others, MBO/Leadership approach to the supervisory process was perceived as useful as an improvement over supervision of student teachers.

Perhaps one of the most important points to be gleaned from these studies and others is that as other higher education institutions begin to develop MBO programs, the need for more research on effectiveness and applicability such programs have on the various levels of higher education administration is imperative.

Advantages of MBO

An examination of the literature indicates that the name MBO has often been extended and/or used in conjunction with other concepts such as MBO/R, Management by Objectives and Results, and MBO/PPRP, Management by Objectives/Performance Planning and Review Program. Some writers report that there are added advantages in reinforcing the MBO concept in this manner. For example, when a Management by Objectives/Performance Planning and Review Program is implemented, there are a number of benefits that can be realized by an organization and the organization's members. The most important of these are listed below:³⁵

POTENTIAL ADVANTAGES FOR THE ORGANIZATION

- The planning process in the organization improved dramatically. This process becomes a comprehensive and integrated one.
- The performance of individuals and organizational components often improves markedly.

³⁵Compiled from notes of Education 882, Michigan State University, East Lansing, Michigan, Winter 1979.

- There is much better (more objective and valid) data available for evaluating individuals and organizational components.
- The organization has better data with which it can argue its case and defend its decision.

POTENTIAL ADVANTAGES FOR THE SUPERIOR

- Improved planning and better control of own work as well as work of subordinates.
- Improved communication with subordinates.
- Better data available for personnel decisions.
- Improved job performance and job satisfaction from component subordinates.
- Improved ability to document unit performance and compete for resources.

POTENTIAL ADVANTAGES FOR SUBORDINATES

- Better understanding of what is expected of them and how they are doing.
- Improved communication with superior.
- Improved ability to evaluate own strengths and weaknesses and to plan personal development efforts.
- Greater confidence that their job performance will be evaluated fairly.

Problems with MBO

As institutions of higher education and those pertinent to this study, choral organizations, contemplate the use and implementation of MBO, there are several potential problems of which they must be cognizant. Hostrop's³⁶ list below indicates the following as the most common errors committed by managers in setting objectives -

³⁶ Hostrop, p. 203.

errors that are also delineated by Caskey,³⁷ McConkey,³⁸ and Kleber.³⁹

1. The manager has not clarified common objectives for the whole unit.
2. Objectives are set too low to challenge the subordinate or to have significant results for the department of the organization.
3. Prior results have not been adequately analyzed as a basis for setting objectives.
4. The unit's common objectives do not clearly fit those of the larger unit.
5. Patently inappropriate, or impossible, or too many objectives are agreed to.
6. Yearly objectives are rigidly adhered to that subsequently prove unfeasible, irrelevant, or impossible rather than admit to error.
7. Responsibilities are not clustered in the most appropriate positions.
8. Two or more individuals are allowed to believe themselves responsible for doing exactly the same things.
9. Methods of working are stressed rather than clarifying individual areas of responsibility.
10. It is more important to please the superordinate than to achieve the objective.
11. There are no guides to action, only ad hoc judgements of results.
12. Every proposed objective by the subordinate is accepted uncritically without a plan for its successful achievement.
13. The needs of the subordinate are not openly and clearly made known to his superordinates.

³⁷ Clark Charles Caskey, "25 Steps Essential to Successful Management By Objectives," Supervision 34 (May 1972):325.

³⁸ Dale McConkey, "20 Ways to Kill Management By Objectives," Managerial Review 61 (October 1972):4-13.

³⁹ Thomas Kleber, "Forty Common Goal-Setting Errors," Human Resource Management 11 (Fall 1972):10-13.

- 14.. Very real obstacles are ignored that are likely to prove a hindrance in achieving agreed to objectives.
15. The superordinate denigrates the objectives proposed by his subordinates, and imposes those he deems suitable.
16. The superordinate fails to think through and act upon what he must do to help his subordinates to succeed.
17. The superordinate fails to determine what his subordinates' standards of measurement and exceptions are.
18. The superordinate fails to conduct quarterly reviews of progress.
19. New ideas from outside the organization are not encouraged.
20. Yearly objectives are rigidly adhered to even when a new and exceptional opportunity presents itself.
21. Yearly objectives can be changed with ease even in the absence of compelling reasons to do so.
22. Successful behavior is not reinforced when objectives are achieved, or unsuccessful behavior corrected when they are not achieved.
23. Subordinates are not allowed a major voice in setting their yearly objectives.
24. Individuals are not allowed to set their own pace in achieving yearly objectives.
25. The superordinate does not allow for a high degree of interaction and participation in all decisions which have a direct effect on the subordinate's area of responsibility.

Summary

In summary, Management by Objectives (MBO) is a process of managing by demonstrable, measurable results toward predetermined goals and objectives. It was originally conceived for use in business and industry but is being increasingly applied to various levels in the educational sector. Many educators see MBO as a means through which to deal with the problem of "accountability". Authorities on the subject have identified many advantages

as well as problems in the use of MBO. The problems, however, are not inherent and are most often caused by faulty procedures. More educational researchers are conducting empirical studies to substantiate or to reject claims by proponents of MBO as to its applicability to various organizational units. Such is the case of this study.

Leadership Theory

One method of examining the concept of leadership is to study the functions of leadership and its organizational role. Another technique of gaining more insight into organizational role behavior is through the transactional theory of perception according to Dewey and Bentley.⁴⁰ The perspective available to one through transactional theory seems to provide the researcher with a context that clarifies the complex behavior that takes place in formal and informal organizations. Transactional theory of perception offers an approach to understanding the complexities of behavior that can be measured by the Leader Behavior Description Questionnaire.

Regarding transactional theory, Ittelson and Cantril⁴¹ define perception as:

⁴⁰ John Dewey and Arthur F. Bentley, Knowing and the Known, (Boston: Beacon Press, 1949).

⁴¹ W.H. Ittelson and H. Cantril, Perception: A Transactional Approach, (New York: Doubleday and Co., 1954).

part of the process of living by which each person, from his own unique personal behavior centre, creates for himself the world in which he has his life's experiences, and through which he strives to gain his satisfaction.

This point of view suggests that perception entails not just an objective reaction to stimuli in the environment but a transactional process. Therefore, a person's perception of an environmental stimulus is translated in terms of his own peculiar meanings and significance. This process, then, gives meaning to perceptions of persons, objects and events - a meaning that is not necessarily true to objective reality but one that is fashioned by the perceiver himself.

As Griffith⁴² has written, when a person reacts to a situation, his behavior is always a function, not of the absolute character of the situation, but of his perception of it. Objective reality is not the essence; rather, it is how an individual views that reality that gives it meaning and significance. Newcomb supports this contention when he writes "In role behavior...what a person does, feels and thinks depends upon what he perceives."⁴³

Furthermore, organizational achievement is often measured both in terms of the extent to which the or-

⁴²Daniel E. Griffiths, "Administration as Decision-Making", Administrative Theory, (New York: Appleton-Century, Crofts, Inc., 1959).

⁴³T.M. Newcomb, Social Psychology, (New York: The Dryden Press, 1956).

ganization fulfills its purpose or task and the leader's behavior in attaining this organizational achievement. The leader, however, often approaches the tasks involved in organizational achievement based on his perception of his work. His perceptions, then, control and influence the problems to be undertaken, their priorities, and their likely solutions.

In the context for a choral conductor, one can say that because of this perceptual phenomenon, some conductors identify as their significant problems issues that are crucial to their work, while others simply circumvent these areas. It is possible to find some conductors planning their decisions according to coherent long-range perspectives while others may tend to perform only day to day operations. Goal achievement and productivity may be stressed by one kind of conductor, when other conductors, in similar circumstances, may emphasize group maintenance and cohesiveness.

Leader Behavior: Initiating Structure and Consideration

Goal attainment and maintenance of the group are two significant patterns of role differentiation and specialization that have been brought to light through leadership investigations in group behavior.⁴⁴ Such goal

⁴⁴Robert F. Bales and Philip E. Slater, "Role Differentiation in Small Decision Making Groups," Family Socialization and Interaction Process, Edited by Parsons and Bales (Glencoe: The Free Press, 1955).

attainment patterns consist of those groups who supplied ideas and guided their groups toward goals (goal achievement). The other leader behavior pattern consists of those groups who sought to promote morale and cohesiveness (group maintenance).

Andrew Halpin's⁴⁵ Structural-functional approach further delineated this concept of leader phenomena. His focus was directed to the general functional and universal requirements in the organization upon which the leader exerted some influence. These requirements previously termed goal achievement and group maintenance are now termed Initiating Structure and Consideration in the research literature.

This terminology developed from large-scale psychological research programs on leadership which were performed after World War II at the Ohio State University. Among the findings, the most significant was the isolation of Initiating Structure and Consideration as a dimension of leadership behavior in the formal organization. These variables were identified as a result of a series of investigations which attempted to determine, through factor analytic procedures, the smallest number of dimensions which would adequately describe leader behavior, as perceived by the leader's subordinates and the

⁴⁵ Andrew Halpin, Manual for the Leader Behavior Description Questionnaire, (Columbus: Bureau of Business Research, The Ohio State University, 1957).

leader himself. The result, in both cases, was the isolation of two dimensions which were named "Consideration" and "Initiating Structure."

These dimensions are measured by the Leader Behavior Description Questionnaire Studies. Pioneer research with Leader Behavior Description Questionnaires, or LBDQ, includes that of Hemphill and Stogdill⁴⁶ and several studies which document the value of the LBDQ by Halpin.⁴⁷

Many studies of the Leader Behavior Description Questionnaire tend to show a slightly more consistent pattern of Consideration being related to effective performance positively and Initiating Structures negatively, but there is a great deal of inconsistency,⁴⁸ even among studies using somewhat similar populations.⁴⁹

⁴⁶ Ralph M. Stogdill and Alvin E. Coons, eds. Leader Behavior: Its Description and Measurement, (Columbus: Bureau of Business Research, The Ohio State University, 1957).

⁴⁷ Russell T. Gregg, "Essay Review: Behavioral Science and Educational Administration," Educational Administration Quarterly 1 (Winter 1965):42-49.

⁴⁸ B. Bass, "Leadership Opinions and Related Characteristics of Salesmen and Sales Managers," In R.M. Stogdill and A.E. Coons (eds.), Leader Behavior: Its Description and Measurement, (Columbus, Ohio: Bureau of Business Research, 1957); J.K. Hemphill, "Leadership Behavior Associated with the Administrative Reputation of College Departments," Journal of Educational Psychology, 46 (1955).

⁴⁹ A.W. Halpin and B.J. Winer, "A Factorial Study of the Leader Behavior Description," In R.M. Stogdill and A.E. Coons (eds.), Leader Behavior: Its Description and Measurement, (Columbus, Ohio: Bureau of Business Research, 1957); A.W. Halpin, "The Leader Behavior and Effectiveness

The LBDQ has sometimes been criticized because leader behavior was equated with perceptions of leader behavior. However, Brown⁵⁰ made a case for support of the LBDQ when he stated that users of this instrument can justifiably assume that how the leader really behaves is of much less importance than how his subordinates perceive him to behave. As stated earlier, it is not the objective reality that is important but the perception of that reality. Furthermore, Brown has suggested that if it is assumed that leadership is a transaction between the behavior of the leader and the perceptions of the led, the descriptive LBDQ statements permit responses that are amenable to generalizing and averaging out with respect to leadership. The LBDQ subscale scores represent the average perceptions of the leader as determined by his (observers) - perceptions of his real or actual behavior towards them.

Summary

The review of literature cites a growing interest on the part of educators and researchers in the applicability of MBO to educational institutions and

of Aircraft Commanders", In R.M. Stogdill and A.E. Coons (eds.), Leader Behavior: Its Description and Measurement, (Columbus, Ohio: Bureau of Business Research, 1957).

⁵⁰Alan F. Brown, "Reactions to Leadership," Educational Administration Quarterly 3 (Winter 1967):62-73.

organizations. Further, there is reason to believe that MBO works better under certain leadership styles. Many writers have made a case for this position. The Leader Behavior Description Questionnaire, developed by researchers on leadership at The Ohio State University, is designed to measure perceptions of leadership along two dimensions: Consideration and Initiating Structure. To the degree that the LBDQ measures those dimensions, it reflects transactional perceptions since, as Newcomb states, what a person does, feels and thinks depends on what he perceives. It is this perceived leadership style and use of MBO by the choral conductor which are pertinent to this study.

CHAPTER III
DESIGN OF THE STUDY

Introduction

The purpose of this study was to investigate management skills of the conductors of choral organizations. Specifically, it had three purposes: 1) the examination of leadership/management styles of choral conductors by ascertaining the use of selected principles of Management by Objectives in the choral organization using the Managerial Style Questionnaire (MSQ) as a measurement tool; 2) the determination of under which of two possible leadership styles, Initiating Structure and Consideration, MBO was used most frequently; 3) the study of collected viewpoints from four year college and university choral conductors in the State of Michigan relative to the usefulness of MBO in managing choral organizations.

This chapter contains a description of the sample, instrumentation, design, the data collection procedure, analysis of data, the hypotheses, and a summary statement.

Sample

The institutions from which the conductors and choral students were selected had to meet the following

criteria: 1) They were four year colleges or universities, and 2) They offered a music degree. Of the institutions of higher education in the state of Michigan only 31 met these criteria. The cooperation of these thirty-one choral conductors and three hundred ten choral students was sought to participate in this study carried out during Spring Term, 1979. One conductor and ten randomly selected choral students at each of thirty-one institutions were requested to participate. Of the thirty-one schools contacted, conductors from twenty-five responded by participating and returning questionnaires. This represented an 80% response rate.

Of the twenty-five conductors in the final sample, 4 were females and 21 were males. The ages ranged from below 24 to about 64; however, over half of them were between 35 and 54 years of age. The length of time each had been at his/her particular position ranged from 1 to 18 years. The institutions at which they worked represented a wide diversity. Eleven conductors were employed in public institutions and 14 held positions in private schools. There were 5 conductors at institutions whose total student enrollment was less than 1,000; 11 at institutions whose enrollment was between 1,000 and 4,999, and 9 at institutions with enrollments above 5,000. The final sample consisted of 201 students.

In institutions where there were two or more conductors, the following selection procedure was used:

1) the conductor recognized as being the Head of Choral activities was asked to be the respondent; 2) if a conductor had been highly recommended to the researcher prior to establishing contact with a given college or university that conductor was sought out and asked to participate. The object was to enlist whenever possible the services of the most effective conductor.

In situations where conductors had more than one choral organization at an institution, he was asked to choose student participants from the most select group. A further stipulation was that the choral organization from which students were selected had to be one which met at least three times a week for the equivalent of three hours per week throughout the term.

Instrumentation

For purposes of this study it was necessary to obtain measures on: 1) Choral conductors perceived use of Management by Objectives (MBO) in managing their choral organizations as applied to: planning, controlling, coordinating, motivating, personnel selection, training and developing, and appraising; 2) the leadership dimensions of Initiating Structure and Consideration, and 3) general demographic information for each conductor and his/her choral organization.

To measure MBO, a test by Bruce A. Kirchoff, the Managerial Style Questionnaire (MSQ) was used. The dimensions of Initiating Structure and Consideration were measured by the Leader Behavior Description Questionnaire (LBDQ). Selected telephone interviews were also used.

Managerial Style Questionnaire

In effective organizations one expects to find that organizational goals are achieved because those in charge pursue those goals through their day-to-day activities.¹ In this study, the conductor's pursuit of clearly defined goals and objectives with the choral organization underlies that assumption. Further, it is assumed that choral members pursue those same goals. There are, however, some important considerations implied in this assumption. Do choral conductors know the organization's goals? Are the choral conductors using these goals in their daily activities? Are there structures in the choral organization compatible with goal seeking activities? Are there strengths in some goal setting activities and weaknesses in others? Can these strengths and weaknesses be identified to improve the choral organization?

¹Bruce A. Kirchoff, "Diagnosing Strengths and Weaknesses in Management: The Managerial Style Questionnaire," (Omaha: BJK Associates). Also, Professional psychological critiques of the MSQ appear in The Eighth Mental Measurements Yearbook, Institute for Mental Measurement, New York, 1977.

One way to obtain answers to these questions is by examining management processes in the choral organization through a means that is objective and uniform. The MSQ allows for such objectivity and uniformity. Moreover, the MSQ is useful in determining the extent of MBO's existence within the organization as to whether or not formal goal setting has occurred. This is essential to the present study.

The MSQ is a psychologically validated,² self-administered paper and pencil instrument that describes the extent to which managers use objectives in performance of managerial activities. It has been used and found to be reliable in many settings including profit, nonprofit, public, and educational organizations.

Because the original wording of the items was directed toward the person in classical business and industrial management, it was determined that minor modifications would make the statements applicable to choral organizations and elicit the data needed for the study. Dr. Kirchhoff granted that permission after having reviewed the proposed modified version.

The MSQ uses 41 statements about choral conductor behavior in seven selected managerial functions. Only

²Bruce A. Kirchhoff, "A Diagnostic Tool for MBO," Personnel Psychology 28 (Autumn 1975):351-354.

eight statements are keyed to objectives but these eight scores are calculated relative to scores on all 41 statements. This method maximizes objectivity and reduces the likelihood of respondents being led to "socially acceptable" answers thus making it difficult to fake high scores. In addition, inaccuracies and biases are reduced by the fact that there are two forms. On one (MSQ-C), the conductor rates himself and on the other (MSQ-S) students rate the conductor. (Find examples of the MSQ in Appendix D.)

Kirchhoff has reported key item reliabilities ranging from 0.14 to 0.71 with all except three having reliability above 0.40. The test-retest reliability of the raw summary score was 0.72 and the standardized summary was 0.62.

Validity reported in terms of content validity, construct validity and multi-trait/multi-method validity showed convergence indicating this instrument was shown to be highly valid.

To confirm the appropriateness of the use of the MSQ to measure the MBO of choral conductors, content validity for the modified version was sought. The content validity was obtained from a panel of 13 experts including choral conductors and graduate music education students at Michigan State University, two retired choral conductors from colleges in Michigan, and five conductors

in the area of Michigan State University not included in the study. The process included oral and written comments about the instrument as modified by the researcher. The panel unanimously deemed the MSQ appropriate.

The modified MSQ retained the basic format of the original except for one of the managerial functions, Compensating, which because of its direct concern for financial reward, had little relevance to the present study. In the MSQ, objective-using is targeted as a key indicator of the choral conductor's contributions to the effectiveness of the choral organization. It is assumed that in terms of managing, choral conductors link their daily operations to organization objectives through seven functions: planning, controlling, coordinating, motivating, personnel selection, training and development, and appraising. If conductors use organizational objectives in these daily functions, presumably they are more effective achievers of organizational goals.

The MSQ is analyzed with emphasis on the eight key items. The raw scores are standardized and interpreted in relation to an "expected response" score. After scores are plotted those greater than 2.5 indicate higher than expected objectives use; lower than 2.5 show less than expected use.

Leader Behavior Description Questionnaire

The Leader Behavior Description Questionnaire (LBDQ)³ provides a means through which leader behavior may be designated. It contains a Likert scale which contains 40 items representing two components of leadership behavior: Initiating Structure and Consideration. There are two forms which operationally define these dimensions. One (LBDQ-Ideal) is completed by group members and describes what they consider the leader's behavior ought to be. The second (LBDQ-Self) is completed by the leader and describes his perception of his leader behavior.

The LBDQ consists of short, descriptive statements which describe leader behavior. Each respondent indicates the frequency which he perceives to be certain leader behaviors using a scale of five adverbs: always, often, occasionally, seldom, never. The scores are then averaged for an index of the leader's behavior on the two dimensions, Initiating Structure and Consideration.

Initiating Structure refers to the leader's behavior in delineating the relationship between himself and members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication and ways of getting the job done. Consideration

³J.K. Hemphill and A.E. Coons, "Development of the Leader Behavior Description Questionnaire," Bureau of Business Research Monograph No. 88, (Columbus, Ohio: The Ohio State University, 1957).

refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and members of the group.

The LBDQ contains 40 items; however, only 30 are scored: 15 for Initiating Structure and 15 for Consideration. The remaining ten items are kept in to approximate conditions prevalent in standardizing the test. Each item is scored on a scale from 0 to 4 which means theoretically that each dimension can receive a total of 60 points.⁴

Estimates of reliability provided by Halpin are coefficients of .83 for Initiating Structure and .92 for Consideration. Construct validity is reported by Hemphill.⁵ Other evaluations of reliability and construct validity are presented by Mitchell.⁶

The Leader Behavior Description Questionnaire consists of the following scored items:

INITIATING STRUCTURE:

1. He makes his attitude clear to the group.
2. He tried out his new ideas with the group.

⁴A.W. Halpin, Manual for Leader Behavior Description Questionnaire, (Columbus, Ohio: Bureau of Business Research, The Ohio State University, 1957).

⁵A.W. Halpin, The Leader Behavior of School Superintendents, (Columbus, Ohio: The Ohio State University, 1956).

⁶T.M. Mitchell, "The Construct Validity of Three Dimensions of Leadership Behavior," The Journal of Social Psychology 80 1970:87-94.

3. He rules with an iron hand.
4. He criticizes poor work.
5. He speaks in a manner not to be questioned.
6. He assigns group members to particular tasks.
7. He schedules the work to be done.
8. He maintains definite standards of performance.
9. He emphasizes the meeting of deadlines.
10. He encourages the use of uniform procedures.
11. He makes sure that his part in the group is understood by all group members.
12. He asks that group members follow standard rules and regulations.
13. He lets group members know what is expected of them.
14. He sees to it that group members are working up to capacity.
15. He sees to it that the work of group members is coordinated.

CONSIDERATION:

1. He does personal favors for group members.
2. He does little things to make it pleasant to be a member of the group.
3. He is easy to understand.
4. He finds time to listen to group members.
5. He keeps to himself.*
6. He looks out for the personal welfare of individual group members.
7. He refuses to explain his actions.*
8. He acts without consulting the group.*

9. He backs up members in their actions.
10. He treats all group members as his equal.
11. He is willing to make changes.
12. He is friendly and approachable.
13. He makes group members feel at ease when talking to them.
14. He puts suggestions made by the group into operation.
15. He gets group approval on important matters before going ahead.

*These items are scored in reverse.

Design

The research for this study was descriptive in nature. The designs used were based on the testable hypotheses. The data collected from each choral conductor, that influenced the construction of the designs, focused on each conductor's perception of his leader behaviors, his use of MBO, and his choral members' perceptions of his leader behaviors and use of MBO.

The statistical method found to be most useful for analyzing the data was the stepwise multiple regression technique.

Briefly, the stepwise model of regression analysis allows the researcher to measure the linear relationship between a set of independent variables and the dependent variable (also called the criterion variable) and to obtain the best prediction equation using the fewest independent

variables. The procedure is unique: The best predictor is chosen first; then the second variable is chosen which provides the best prediction in conjunction with the first variable; the third variable is then chosen which provides the best prediction in conjunction with the first and second variables; and so on, step-by-step, until no other variable makes a significant contribution to the prediction equation.

The regression equation can be used in two ways. As a prediction equation it can be used...to provide an estimate value of the dependent variable...from known values of the independent variables. The second is to provide understanding of the relation of each independent variable to the dependent variable. This is achieved primarily by examination of the signs of the regression coefficients.⁷

This technique provides the means to explore the relationships between the independent variables: Size of choral enrollment, number of years conductor of the specific group, age of conductor, use of assistant conductor, sex, size of institution, type of institution, conductor's initiation score, conductor's consideration score, students' initiating score, students' consideration score, and the direction of any significant relationships.

The mathematical model for the regression analysis takes the form:

$$\tilde{Y} = b_0 + b_1X_1 + b_2X_2 + \dots + b_nX_n,$$

⁷Norman Nie, Dale H. Bent, and C. Hadlai Hull, SPSS: Statistical Package for the Social Sciences, (New York: McGraw-Hill, 1970).

where $b_0 = \bar{Y} - b_1X_1 - b_2X_2 - \dots - b_nX_n$ (also called the Y intercept).⁸

Data Collection Procedure

Four year colleges and universities in the state of Michigan were identified using the lists from the College Music Society and the 1978-79 Accredited Institutions of Postsecondary Education edited by Sherry S. Harris. Participating institutions were identified as accredited four year schools and as having a music program. Initial contact was established with prospective participating choral conductors by telephone, at which time the researcher explained the project as involving the study of leadership/management styles of choral conductors in regard to choral organizations. He was careful not to mention Management by Objectives nor Initiating Structure or Consideration dimensions. The researcher also explained the need to have ten, randomly selected, choral students of the conductor participate in the study. (The writers of the LBDQ suggest a minimum of four to a maximum of ten observations per conductor.)

Once it was determined that there would be 31 conductors and their students participating, prepared

⁸Norman Draper and Harry Smith, Applied Regression Analysis, (New York: John Wiley and Son, Inc., 1966), p. 9.

packets of information were mailed to each conductor. Each packet contained a cover letter explaining the project and a table prepared by the researcher for randomly selecting student participants (see Appendix A). The packets also contained a group data sheet along with an LBDQ and an MSQ for the conductor and ten questionnaires (copies) for his choral members with instructions for completion. In addition, there was a note suggesting no one should spend more than 25 minutes completing both questionnaires. This time was suggested based on the length of time required for pretesting the questionnaires.

In order to assure anonymity, students were instructed not to write their names on the questionnaires. Though optional, name space was available on the MSQ form for the conductor. This was done to identify those conductors willing to be interviewed at a later date.

Later there were two follow-up contacts with many of the conductors, one by letter and another by telephone. This procedure eventually yielded returns from conductors at 25 colleges and universities, an 80% return rate. In the final calculations, 25 conductor questionnaires were useable for both the MSQ and LBDQ; 196 students had useable MSQ's, and 201 students had useable LBDQ's. (Table 3-1).

Table 3-1

Number of Choral Members Evaluating Respective Conductors,
using LBDQ and MSQ

Number of Responses

Conductor	LBDQ	MSQ
A	10	10
B	10	10
C	10	10
D	5	5
E	7	7
F	10	9
G	8	8
H	6	6
I	5	5
J	10	10
K	10	7
L	7	7
M	4	4
N	5	5
O	10	10
P	10	10
Q	9	9
R	4	4
S	10	10
T	9	8
U	10	10
V	9	9
W	6	6
X	9	9
Y	<u>8</u>	<u>8</u>
Totals	201	196

Data Analysis

To facilitate computation, data from the MSQ, LBDQ and data sheet, which included information on the size of the university, the organization's size, the conductor's age, sex and tenure, were transferred to standard 80 column computer cards. The CDC 6500 Computer System version of SPSS was used for MSQ standardization and analysis of this data.

The dependent variable in this study was the MSQ Total score. The independent variables were the following: The LBDQ-Ideal Initiating and Consideration scores; the LBDQ-Self Initiating and Consideration scores, and the age of the conductor. The effects of several other independent variables on the MSQ scores were examined even though no hypotheses were formulated: Number of students enrolled in the choral organization; the number of years he conducted the choral group; if the conductor recruits members for the choral group; the sex of the conductor; the size of the institution; and the type of institution (public or private).

Of these eight independent variables, five were categorical (nominal) variables (age, sex, recruitment, size and type of institution), and could not be treated as scores. Dummy variables⁹ were created by treating

⁹Ibid., p. 50.

each category within each nominal variable as a separate variable and assigning a 1 if that category was present for an individual, or a 0 if it was absent for an individual. K-1 dummy values of 1 describe a variable. Each nominal independent variable and its respective dummy coding are shown in Table 3-2.

These dummy variables were treated as interval variables and entered into the regression equation along with the four LBDQ Ideal-Self interval variables.

The $p < .05$ level of significance of a statistical test was used to accept a hypothesis.

Testable Hypotheses

The present study was designed to test the following hypotheses.

Hypothesis I: Choral conductors whose dominant style is Initiating Structure Leader Behavior as measured by the LBDQ will show more use of MBO, as measured by the Total score of the MSQ, than choral conductors whose dominant style is Consideration.

Hypothesis II: Choral conductors' Initiating scores (LBDQ-Self) will be highly positively correlated with Initiating Scores given them by their respective choral members, (LBDQ-Ideal).

Table 3-2

Dummy Coding for Each Nominal Independent Variable

Nominal Variable Category	Dummy Variable				
	Age	Sex	Recruit	Size of Institution	Type of Institution
Age					
65 or above	10000				
55 - 64	01000				
45 - 54	00100				
35 - 44	00010				
25 - 34	00001				
24 or below	00000				
Sex					
Female		1			
Male		0			
Recruitment					
Yes			1		
No			0		
Size of Institution					
5000 and over				10	
1000 - 4999				01	
under 1000				00	
Type of Institution					
Private					1
Public					0

Hypothesis III: Choral conductors' Consideration scores (LBDQ-Self) will be highly positively correlated with Consideration Scores given them by their respective choral members (LBDQ-Ideal).

Hypothesis IV: Choral conductors who show more use of MBO, as measured by the Total MSQ score will fall into the older age categories.

Hypothesis V: Choral conductors who show less use of MBO as measured by the Total score of the MSQ, will show Consideration Leader Behaviors.

Summary

This research was conducted during Spring Term, 1979. The sample consisted of 25 choral conductors and 201 students representing 25 four year colleges and universities in the state of Michigan. Data were gathered by means of the Managerial Style Questionnaire (MSQ), the Leader Behavior Description Questionnaire (LBDQ), and selected telephone interviews. The MSQ was used to measure perceived use of Management by Objectives (MBO) and the LBDQ was used to measure dimensions of leader behavior, Initiating Structure and Consideration.

CHAPTER IV
ANALYSIS OF DATA

The data for this study were transferred to standard 80 column computer cards. The CDC 6500 Computer System version of SPSS (Statistical Package for the Social Sciences) was used for the Management Style Questionnaire standarization and analysis of data.

Results

The results of this study will be presented by each hypothesis. Statistical manipulations for independent variables not included in the hypotheses will also be reported.

Hypothesis I, stating that choral conductors whose dominant style is Initiating Structure Leader Behavior as measured by the LBDQ will show more use of MBO, as measured by the total score of the MSQ, than choral conductors whose dominant style is Consideration, is partially accepted.

The results of the stepwise regression analysis showed that only Initiating Structure Leader Behaviors as measured by the Initiating Score (LBDQ-self) was significantly related to MBO, as measured by the Total MSQ score,

$F(4,18) = 2.864$, $p < .039$. The F test, the multiple correlation R , R^2 , and the Pearson Product Moment correlation r are presented in Table 4-1.

The Pearson Product moment correlation shows that the relationship between Initiating Structure Leader Behaviors as measured by the Initiating Score (LBDQ-Self) is positively related to MBO as measured by the Total MSQ Score. Those conductors who have more Initiating Structure Leader Behaviors also show more MBO use, whereas those conductors who have less Initiating Structure Leader Behaviors show less MBO use.

Hypothesis II, stating choral conductors' Initiating Scores (LBDQ-Self) will be highly positively correlated with their respective choral members Initiating Scores (LBDQ-Ideal) is accepted. The Pearson Product Moment correlation showed that these two variables are significantly correlated, $r = .713$, $df = 23$, $p < .0005$.

Hypothesis III, stating choral conductors Consideration Scores (LBDQ-self) will be highly positively correlated with their respective choral members Consideration Scores (LBDQ-Ideal) is accepted. The Pearson Product Moment correlation showed that these two variables are significantly correlated, $r = .513$, $df = 23$, $p < .005$.

Hypothesis IV, stating choral conductors who show more use of MBO, as measured by the Total MSQ score, will fall into the older age categories is rejected. The

Table 4-1

Independent Variable: Initiating Score (LBDQ-Self)

Source	df	MS	F	Significance
Initiating Score (LBDQ-Self)	4	10.901	2.864	.039
Residual	18	3.807		

R = .699

$R^2 = .488$

r = .212

results of the stepwise regression analysis showed that age was significantly related to MBO as measured by the Total MSQ score, $F(5,19) = 3.166$, $p < .030$; however the Pearson Product moment correlation shows the relationship to be a negative one. The F test, multiple R , R^2 , and the Pearson Product Moment correlation r are presented in Table 4-2.

Upon examination of the dummy variables for the categories of age, the oldest age category was given the high-end value (01000), and the youngest age category was given the low-end value (0000), therefore the negative relationship implies that those conductors falling into the younger age groups tend to have higher total MSQ scores than those conductors falling into the older age groups.

The mean, and standard deviation of the total MSQ score for each age category is presented in Table 4-3. Note that there were no conductors surveyed who fell into the '65 or above' age category. Upon examination of the mean scores for each category, the negative relationship between MBO, as measured by the Total MSQ, and age category is not as clear as hoped for. However, if one were to look at the composite of age groups under age 55 and compare it with the 55-64 age group a mild negative relationship does exist. This relationship will be cautiously dealt with in the final chapter.

Table 4-2

Independent Variable: Age

Source	df	MS	F	Significance
Age	5	12.175		
			3.166	.030
Residual	19	3.845		

R = .674

R² = .454

r = -.03998

Table 4-3

Means and Standard Deviations of the Independent Variable:
Age

Age Category	n	Mean	Standard Deviation
65 or above	0	-	-
55 - 64	4	23.745	1.001
45 - 54	8	25.635	2.763
35 - 44	8	23.419	2.185
25 - 34	4	22.819	1.631
24 or below	1	24.710	0.000
Total	25	24.216	2.362

Hypothesis V, stating choral conductors who show less use of MBO as measured by the total score of the MSQ, will show Consideration Leader Behaviors is accepted.

The results of the stepwise regression analysis show that only Consideration Leader Behaviors was measured by the Consideration Score (LBDQ-Ideal) was significantly related to MBO as measured by the Total MSQ score, $F(4,20) = 3.356$, $p < .030$. The F test, the multiple correlation R , R^2 , and the Pearson Product Moment correlation r are presented in Table 4-4.

The Pearson Product Moment correlation shows the relationship between Consideration Leader Behaviors as measured by the Consideration score (LBDQ-Ideal) is negatively related to MBO as measured by the Total MSQ score. Those conductors who have more Consideration Leader Behaviors show less MBO use, whereas those conductors who have less Consideration Leader Behaviors show more MBO use.

Although no hypotheses were developed, the relationship between MBO, as measured by the Total MSQ, and the following independent variables was examined: Number of students enrolled in the choral group, active recruiting of members, sex of conductor, type of institution, and size of institution. The results will be presented separately for each of these independent variables.

Table 4-4

Independent Variable: Consideration (LBDQ-Ideal)

Source	df	MS	F	Significance
Consideration (LBDQ-Ideal)	4	13.447		
			3.356	.030
Residual	20	4.007		

R = .634

R² = .402

r = -.160

Number of students enrolled in the choral group.

The results of the stepwise regression analysis show that the number of students enrolled in the choral group was significantly related to MBO, as measured by the Total MSQ score, $F(2,22) = 3.748$, $p < .040$. The F test, the multiple correlation R , R^2 , and the Pearson Product Moment correlation r are presented in Table 4-5.

The Pearson Product Moment correlation shows that the relationship between number of students enrolled in the choral group is negatively related to MBO as measured by the total MSQ score. Those conductors who have higher numbers of students enrolled in their choral group show less MBO use, whereas those conductors who have fewer numbers of students enrolled in their choral group show more MBO use.

Active Recruiting of Choral Members. The results of the stepwise regression analysis show that active recruiting of choral members is significantly related to MBO, as measured by the Total MSQ score, $F(3,21) = 3.373$, $p < .038$. The F test, multiple correlation R , R^2 , and the Pearson Product Moment correlation r are presented in Table 4-6.

The Pearson Product Moment correlation shows the relationship to be a positive one. Upon examination of the dummy variables for the categories 'yes' and 'no', the 'yes' category was given the high-end value (1), and the

Table 4-5

Independent Variable: Number of Students Enrolled in Choral Group

Variable	df	MS	F	Significance
Number of Students Enrolled	2	17.019	3.748	.04
Residual	22	4.540		

Multiple R = .504
 $R^2 = .254$
 $f = -.088$

Table 4-6

Independent Variable: Active Recruiting of Choral Members

Source	df	MS	F	Significance
Active Recruiting	3	14.518	3.373	.038
Residual	21	4.304		

R = .570

R² = .325

r = .112

'no' category was given the low-end value (0). Thus, the positive relationship implies that those conductors who actively recruited members for their choral group tend to have higher Total MSQ scores than those conductors who did not.

The mean and standard deviation of the Total MSQ score for each response to actively recruiting of choral members is presented in Table 4-7. Upon examination of the mean scores, this positive relationship is very clearly shown.

Sex of Conductor. The results of the stepwise regression analysis show that the sex of the conductor was significantly related to MBO, as measured by the Total MSQ score, $F(7,17) = 2.657$, $p < .047$. The F test, multiple correlation R , R^2 , and the Pearson Product Moment correlation r are presented in Table 4-8.

The Pearson Product Moment correlation shows the relationship to be a positive one. Upon examination of the dummy variables for the categories 'female' and 'male', the 'female' was given the high-end value (1), and the 'male' category was given the low-end value (0). Thus, a positive relationship implies that women conductors tend to have higher Total MSQ scores than men conductors.

The mean and standard deviation of the Total MSQ score for the conductor's sex are presented in Table 4-9. Upon examination of the mean scores, this positive relationship is very clearly shown.

Table 4-7

Means and Standard Deviations of the Independent Variable:
Active Recruiting of Choral Members

Active Recruiting	n	Mean	Standard Deviation
Yes	18	2.672	7.138
No	7	1.348	1.818
Total		24.216	2.362

Table 4-8

Independent Variable: Sex of Conductor

Source	df	MS	F	Significance
Sex of Conductor	7	9.997		
			2.657	.047
Residual	17	3.762		

R = .723
 $R^2 = .522$
r = .282

Table 4-9

Means and Standard Deviations of the Independent Variable:
Sex of Conductor

Sex of Conductor	n	Mean	Standard Deviation
Female	5	25.521	1.677
Male	20	23.889	2.428
Total	25	24.216	2.362

Type of Institution. The results of the stepwise regression analysis show that the type of institution (public or private) was not significantly related to MBO, as measured by the Total MSQ, $F(8,16) = 2.22$, $p < .083$.

Size of Institution. The results of the stepwise regression analysis show that the size of the institution (0-1000, 1000-4999, or 5000 and over) was not significantly related to MBO, as measured by the Total MSQ, $F(9,15) = 1.871$, $p < .136$.

Summary

As a result of the analysis of data, hypothesis IV failed to be accepted. A negative correlation was found regarding age and perceived use of MBO. The remaining hypotheses were accepted.

Other independent variables found to be significant at the .05 level were number of students enrolled in the choral group, active recruiting of choral members, and the sex of the conductor.

CHAPTER V
SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to investigate leadership/management aspects of choral conductors. It had three specific purposes: 1) To examine leadership/management styles of choral conductors by ascertaining the extent of their use of selected principles of Management by Objectives (MBO), in choral organizations using the Managerial Style Questionnaire (MSQ) as a measurement tool; 2) To determine under which of two possible leadership styles, Initiating Structure and Consideration as measured by the Leader Behavior Description Questionnaire (LBDQ), MBO was used more frequently; 3) To study the collected viewpoints of four-year college and university choral conductors in the State of Michigan as to the usefulness of MBO in managing choral organizations.

It was hypothesized that choral conductors whose dominant style was Initiating Structure Leader Behavior as measured by the LBDQ would show more use of MBO, as measured by the total scores of the MSQ, than choral conductors whose dominant style was Consideration. It was

further hypothesized that choral conductors' Initiating Scores (LBDQ-Self) would be highly positively correlated with Initiating Scores given them by their respective choral members (LBDQ-Ideal). Another hypothesis stated that choral conductors' Consideration scores (LBDQ-Self) would be highly positively related to Consideration Scores given them by their respective choral members (LBDQ-Ideal). A fourth hypothesis stated that choral conductors who show more use of MBO would fall into the older age categories. Finally, it was hypothesized that choral conductors who show less use of MBO would show Consideration Leader Behaviors.

There were no studies found which expressly dealt with leadership style nor MBO as related to the choral conductor. The literature did reveal an understanding of MBO theory by examining MBO in diverse settings.

In the review of literature, it was pointed out that MBO was first used in business and industry but in recent years it has been embraced by writers and authorities in other fields. It has also been valuable as a method of dealing with the issues of accountability by those in education. It has meant different things to different people -- from an exact process to a total philosophy of administration.

Many models for MBO have been devised. The most scientific which has been substantiated with empirical data is that of Bruce A. Kirchoff. In keeping with this model,

MBO as used in this study was defined as a systematic way of thinking about management that emphasizes the achievement of predetermined organizational and individual goals and objectives by demonstrable, measurable results. Further, MBO was defined in terms of seven managerial functions: planning, controlling, coordinating, motivating, personnel selection, training and developing, and appraising.

The review of literature focused on purported advantages of MBO as well as problems that are often encountered as the result of errors committed by those in charge. Studies which showed the diversity of the applicability of MBO in higher education were reviewed.

Finally, transactional theory was reviewed as a means of suggesting the importance of perception in rating leader behaviors. Identifying the leader dimensions of Initiating Structure and Consideration is essentially a matter of perception on the part of both the leader and his/her subordinates.

There were 25 choral conductors and 201 students representing 25 different four year colleges and universities in the state of Michigan who participated in this study.

Data for the study were gathered using the Leader Behavior Description Questionnaire (LBDQ) which was developed by the Bureau of Research Studies at The Ohio State University, a modified version of the Managerial

Style Questionnaire (MSQ) by the researcher, and by selected telephone interviews. The LBDQ was used to measure two leadership dimensions, Initiating Structure and Consideration. The MSQ was used to measure perceived use of MBO in seven managerial functions and the selected telephone interviews were used to check the accuracy of information reported on the questionnaires.

Means were obtained for conductors and students on both the LBDQ and the standardized MSQ. The specific statistical technique used for analysis of these data was stepwise multiple regression.

Findings

In this study, five hypotheses were examined. Stepwise multiple regression was the statistical procedure used for analyzing the data. According to the data analyses, the following results are reported:

Hypothesis I: Choral Conductors whose dominant style is Initiating Structure Leader Behavior as measured by the LBDQ will show more use of MBO, as measured by the Total score of the MSQ, than choral conductors whose dominant style is Consideration.

The results of the Stepwise Multiple regression revealed two things. 1) The students' rating of their conductors on the Initiating Structure dimension was not significant. 2) The conductors rating themselves on the Initiating Structure dimension was significant. Hypothesis I was partially accepted.

Hypothesis II. Choral conductor's Initiating Score (LBDQ-Self) will be highly positively correlated with Initiating Scores given them by their respective choral members (LBDQ-Ideal).

This relationship was significant. Hypothesis II was accepted.

Hypothesis III. Choral conductor's Consideration score (LBDQ-Self) will be highly positively correlated with Consideration scores given them by their respective choral members (LBDQ-Ideal).

This relationship was significant. Hypothesis III was accepted.

Hypothesis IV. Choral conductors who show more use of MBO as measured on the Total MSQ score will fall into the older age categories.

The relationship was, in fact, found to be a negative one. Hypothesis IV was rejected.

Hypothesis V. Choral conductors who show less use of MBO, as measured by the Total scores of the MSQ, will show Consideration Leader Behaviors.

The relationship was significant. Hypothesis V was accepted.

A number of variables were examined which were not included among the hypotheses. These variables were size of the choral group, number of years the conductor has worked with the particular choral group, the conductor's use of an assistant conductor, the conductor's involvement in recruiting, sex of the conductor, the size of the

institution and the type of institution. The following were found to have significance: the size of the choral group, the conductor's involvement with recruitment, and sex of the conductor.

Conclusions

The conclusions drawn from this study apply only to the sample from which the data were drawn; therefore, what is true for the conductors using these instruments may not be true for other conductors. Yet, based upon the findings of this study, certain conclusions were drawn:

- 1) A direct relationship exists between Initiating Structure as defined by choral conductors and their perceived use of Management by Objectives.
- 2) A less clear relationship exists between Consideration and the perceived use of MBO.

Discussion

This was essentially exploratory research since there were no studies which expressly dealt with concepts of leadership and Management by Objectives for choral conductors. There were no norms by which to compare the results of this research.

It would appear from the findings that choral conductors see themselves as being structured individuals

who perhaps use more MBO than they are aware. The findings are surprising, however, when choral members perceptions of their conductors on Initiating Structure and use of MBO are examined. It is even more surprising to note how choral members perceive Consideration and the use of MBO. They rate those conductors whose dominant style is Consideration leader behavior rather high on the use of MBO.

Choral members are apparently perceptively attuned to the leadership style employed by their conductors. When choral conductors rated themselves high on Initiating Structure their choral members also rated them highly. Conversely, where choral conductors rated themselves high on consideration their choral members rated them highly. This may be due to the transparent nature of the choral leader's strengths and weaknesses.

Regarding age and MBO, the findings of this study show an inverse relationship. There may be several reasons for these findings. First, MBO is a recent management technique in education. Younger conductors are perhaps more susceptible to employing the principles embodied in MBO. A second reason is that with the growing competition for choral positions, younger conductors find they must be more accountable in their jobs.

A similar finding was noted with regard to sex of the conductor. Female conductors ranked much higher

in perceived use of MBO than did their male counterparts. This fact may be an indication that more women are just beginning to obtain college and university choral positions and are finding they must genuinely prove themselves in leadership/management skills.

A more surprising finding was that the fewer the numbers of students in the choral organization the more likely the conductor was perceived as using Management by Objectives. It would appear that the reverse would be true. A possible explanation is that choral conductors were asked to select students from their more select group. Conductors are likely to have their outstanding performers involved in many more kinds of activities and are, therefore, required, if not compelled, to use effective management techniques.

Recruitment appeared to have a direct correlation to conductors' use of MBO. The more involved a conductor was with recruiting and setting up recruiting strategies for his choral organization the higher his MBO score as measured by the MSQ.

As with any research endeavor, problems were encountered. Although the MSQ was reported to be convergent, i.e. having high validity and deemed by a panel of experts to have content validity, there is not a total concurrence of the study's findings with those of Kirchhoff.

A second concern was that although several positive correlations exist, they were often modest. This may suggest there was a need for a more discriminating instrument. Also, the results could be quite different if measurement of the same variables were taken where conductors actively pursued the implementation of MBO principles over a period of three to four years.

To conclude, the significance of this study may be the basis for new research possibilities in music education. Conductors agreed there was a need for research studies in the area of leadership/management relative to choral groups and their directors. The unique model of MBO for choral conductors, as used in this research, may prove invaluable in the future. The import of this can only be realized through further research.

Recommendations for Further Research

The findings from this study suggest the following recommendations:

1. A replication of this study with only conductors from high school or junior and community colleges.
2. An experimental study using a control group and a group actually involved in training and implementation of an MBO program in choral organizations.
3. A similar study using behavior measures as well as measures of perceived leader behaviors.
4. A similar study using behavior measures as well as measures of perceived use of MBO.

5. A study to measure predictive leader behavior and management skills of choral conductors. The LBDQ and MSQ measure these dimensions of practicing choral conductors, rather than prospective choral conductors.
6. A study for developing a philosophical-theoretical model for choral conductors employing management principles consistent with MBO.

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APPENDICES

APPENDIX A

Instructions For Completing The Questionnaires

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRES

In addition to the directions listed on each questionnaire please observe the following.

- Select 10 choral members from your class roster based on the following random order. If you are presently conducting more than one group select members from your top group.
 - If there are 29 or fewer members select the name of every other person.
 - If there are 30 to 39 members select every third person.
 - If there are 40 to 49 members select every fourth person.
 - If there are 50 to 59 members select every fifth person, etc.

- There are two questionnaires, the Leader Behavior Description Questionnaire (LBDQ) and the Managerial Style Questionnaire (MSQ), and a Group Data Sheet to be completed by the conductor. Also each of the 10 students is to complete two questionnaires, the LBDQ (gold) and the MSQ (green).

- In the LBDQ, terms such as "leader" and "supervisor" should be interpreted with reference to the conductor. Terms such as "staff" should be interpreted with reference to the choral members.

- The student's answers on the LBDQ should reflect what he believes the ideal leader behavior of the conductor ought to be.

- The students may be given their questionnaires in a group if time permits, or they may be given individually.

- If you are willing to be interviewed concerning items on these questionnaires or concerning information of general interest about the leadership/management style of choral conductors, please write your name on the conductor's form of the MSQ.

- It should take less than twenty-five minutes for each person to answer both questionnaires.

- Collect all the questionnaires and return them in the enclosed stamped addressed envelope.

It is important that each respondent answer each of the items. These questionnaires are in no way tests of ability. There are no right or wrong answers. Therefore, everyone is encouraged to be as frank and factual as possible.

APPENDIX B

Group Data Sheet

GROUP DATA SHEET

(To be completed by conductor)

1. What is the basic affiliation of your college or university?
_____private _____public
2. What is the approximate enrollment of your college or university? _____
3. What is the approximate enrollment of the choral organization from which the participants for this study were chosen? _____
4. Number of years you have conducted this particular group. _____
5. Circle the set of numbers below which most accurately represent your age.
24 or below 25-34 35-44 45-54 55-64
65 or above
6. What is the average turnover rate for this group per term?
_____Number added _____Number dropped
7. Do you have an assistant conductor or a student conductor for this group?
_____Yes _____No
8. Do you actively recruit new members for this choral group?
_____Yes _____No
9. What special recruiting techniques do you use, if any?
10. Conductor's sex: _____Male _____Female

APPENDIX C

Leader Behavior Description Questionnaire (LBDQ)

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Below is a list of items that may be used to describe the behavior of your supervisor, as you think he/she *should* act. This is not a test of ability. It simply asks you to describe what an ideal leader *ought to do* in supervising his/her group.

Note: The term "*group*," as employed in the following items, refers to a department, division, or other unit of organization which is supervised by the leader.

1. Do personal favors for group members.
2. Make his/her attitudes clear to the group
3. Do little things to make it pleasant to be a member of the group.
4. Try out his/her new ideas with the group.
5. Act as the real leader of the group.
6. Be easy to understand.
7. Rule with an iron hand.
8. Find time to listen to group members.
9. Criticize poor work.
10. Give advance notice of changes.
11. Speak in a manner not to be questioned.
12. Keep to himself/herself.
13. Look out for the personal welfare of individual group members.
14. Assign group members to particular tasks.
15. Be the spokesperson of the group.
16. Schedule the work to be done.
17. Maintain definite standards of performance.

18. Refuse to explain his/her actions.
19. Keep the group informed.
20. Act without consulting the group.
21. Back up the members in their actions.
22. Emphasize the meeting of deadlines.
23. Treat all group members as his/her equals.
24. Encourage the use of uniform procedures.
25. Get what he/she asks for from superiors.
26. Be willing to make changes.
27. Make sure that his/her part in the organization is understood by group members.
28. Be friendly and approachable.
29. Ask that group members follow standard rules and regulations.
30. Fail to take necessary action.
31. Make group members feel at ease when talking with them.
32. Let group members know what is expected of them.
33. Speak as the representative of the group.
34. Put suggestions made by the group into operation.
35. See to it that group members are working up to capacity.
36. Let other people take away his/her leadership in the group.
37. Get his/her superiors to act for the welfare of the group members.
38. Get group approval in important matters before going ahead.
39. See to it that the work of group members is coordinated.
40. Keep the group working together as a team.

APPENDIX D

- I. Modified Managerial Style Questionnaire (MSQ)
- II. Managerial Style Questionnaire

MANAGERIAL STYLE QUESTIONNAIRE

NAME (optional) _____

Every choral conductor has a style of managing which is unique to him and to his work situation. This questionnaire is designed to determine whether you consider certain management methods to be important to your style of managing choral activities. Please mark every item. There are no right or wrong answers, so be as frank and factual as possible.

INSTRUCTIONS: The following questions are divided into seven groups: each group relates to one of the functions of management.

PLANNING

How important are these methods to you when you plan the work of your choral organization?

1. Preparation of a budget (or budgets) for the plan period.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
2. General meetings with choral members to discuss the work of the choral organization.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
3. Meeting with choral members to discuss and set objectives for their responsibilities and performances.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
4. Analyzing the time required and time available for the completion of the work.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

CONTROLLING

How important are these methods to you in controlling the work of your choral members?

1. Periodic budget reviews to determine performance relative to the budget.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
2. Periodic review of choral members' accomplishment towards their objectives.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
3. Utilization of standard repertoire to determine acquisition of desired musical skills.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
4. Review of organization policies and procedures with choral members.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
5. Periodic checking on choral members' activities and duties.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
6. Clearly defining the rehearsal and performance responsibilities of each choral member with a description of the activities to be performed and the procedures to be followed in performance of the activities.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

7. Obtaining agreement of choral members to their individual learning and performance objectives.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

CO-ORDINATING

How important are these methods to you when you co-ordinate the work of your choral organization?

1. Periodic review of organization policies and procedures with choral members.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
2. Periodic memos to choral members describing the activities of the choral organization.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
3. Preparation of a budget (or budgets) for the period.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
4. Periodically scheduled meetings with choral members to discuss the work of the choral organization.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
5. Meetings with choral members to discuss and set objectives for their rehearsal responsibilities and performances.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

6. Clearly defining the rehearsal and performance responsibilities of each choral member with a description of the duties to be performed and the procedures to be followed in the performance of the duties.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

MOTIVATING

How important are the following methods to you in motivating your choral members to work efficiently?

1. Use of an incentive reward system, such as grades, solos, etc.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
2. Obtaining agreement of choral members to their individual learning and performance objectives.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
3. Clearly defining the rehearsal and performance responsibilities of each choral member with a description of the duties to be performed and the procedures to be followed in the performance of the duties.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
4. Discussing the potential organizational growth and the learning opportunity for the choral member.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
5. Obtaining commitment of choral members to their individual learning and performance objectives.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

6. Establishing periodic rewards for choral members who perform well.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

APPRAISAL

How important are these criteria to you when you appraise the performance of your choral members?

1. Your general evaluation of the attitude of the choral member towards his work.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
2. Measurement of the extent to which the choral member accomplishes his individual learning and performance objectives.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
3. Your evaluation of the attitude of the choral member towards others in his work situation.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
4. The educational background of the choral member.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
5. Your evaluation of the personality of the choral member.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
6. Criticisms of the choral member's work from others.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

PERSONNEL SELECTION

How important are the following criteria to you when you are selecting a new choral member?

1. The experience of the choral member in the same or similar types of choral organizations.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
2. The educational background of the choral member.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
3. The record of success of the choral member's previous involvement in choral activities.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
4. Measurement of the extent to which the choral member accomplished his individual learning and performance objectives.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
5. The appraisal of the choral member by his previous conductor.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
6. Your general evaluation of the attitude of the choral member towards his work.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

TRAINING AND DEVELOPING

How important are these criteria in your decisions regarding the type of training and developing your choral members need?

1. Your evaluation of what the choral member needs to do his job.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
2. Your evaluation of what the choral member needs in order that he can be advanced.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
3. The choral member's evaluation of what he needs to accomplish his learning and performance objectives.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
4. The educational background of the choral member.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
5. The performance experience background of the choral member.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important
6. Your evaluation of what the choral member needs to accomplish his learning and performance objectives.
 1. Not at all important
 2. Slightly important
 3. Important
 4. Extremely important

MANAGERIAL STYLE QUESTIONNAIRE

NAME (optional) _____

Every manager has a style of managing which is unique to him and to his work situation. This questionnaire is designed to determine whether you consider certain management methods to be important to your style of management. Please mark every item. There are no right or wrong answers, so be as frank and factual as possible.

INSTRUCTIONS: The following questions are divided into eight groups: each group relates to one of the functions of management. Treat the answers as a continuous scale and mark an "X" at any point along the line that expresses the importance of each item to you **THE WAY YOU ARE CURRENTLY PERFORMING YOUR JOB.**

PLANNING

How important are these methods to you when you plan the work of your department?

- | | | | | | |
|--|-------------------------|-----------------------|-----------|------------------------|---|
| 1. Preparation of a budget (or budgets) for the plan period. | Not at all
important | Slightly
important | Important | Extremely
important | 1 |
| | | | | | |
| 2. General meetings with subordinates to discuss the work of your unit. | Not at all
important | Slightly
important | Important | Extremely
important | 2 |
| | | | | | |
| 3. Meeting with subordinates to discuss and set objectives for their jobs. | Not at all
important | Slightly
important | Important | Extremely
important | 3 |
| | | | | | |
| 4. Analyzing the time required and time available for the completion of the work (including such methods as PERT and CPM). | Not at all
important | Slightly
important | Important | Extremely
important | 4 |
| | | | | | |

CONTROLLING

How important are these methods to you in controlling the work of your subordinates?

- | | | | | | |
|--|-------------------------|-----------------------|-----------|------------------------|----|
| 1. Periodic budget reviews to determine performance relative to the budget. | Not at all
important | Slightly
important | Important | Extremely
important | 5 |
| | | | | | |
| 2. Periodic review of subordinates' accomplishment towards their objectives. | Not at all
important | Slightly
important | Important | Extremely
important | 6 |
| | | | | | |
| 3. Utilization of standard cost accounting techniques to determine actual versus standard costs. | Not at all
important | Slightly
important | Important | Extremely
important | 7 |
| | | | | | |
| 4. Review of organization policies and procedures with subordinates. | Not at all
important | Slightly
important | Important | Extremely
important | 8 |
| | | | | | |
| 5. Periodic checking on subordinates' activities and duties. | Not at all
important | Slightly
important | Important | Extremely
important | 9 |
| | | | | | |
| 6. Clearly defining the job of each subordinate with a description of the activities to be performed and the procedures to be followed in performance of the activities. | Not at all
important | Slightly
important | Important | Extremely
important | 10 |
| | | | | | |
| 7. Obtaining agreement of subordinates to their individual job objectives. | Not at all
important | Slightly
important | Important | Extremely
important | 11 |
| | | | | | |

CO-ORDINATING

How important are these methods to you when you co-ordinate the work of your department?

1. Periodic review of organization policies and procedures with subordinates.	Not at all important	Slightly important	Important	Extremely important	12
	----- ----- ----- -----				
2. Periodic memos to subordinates describing the activities of the department.	Not at all important	Slightly important	Important	Extremely important	13
	----- ----- ----- -----				
3. Preparation of a budget (or budgets) for the period.	Not at all important	Slightly important	Important	Extremely important	14
	----- ----- ----- -----				
4. Periodically scheduled meetings with subordinates to discuss the work of the department.	Not at all important	Slightly important	Important	Extremely important	15
	----- ----- ----- -----				
5. Meetings with subordinates to discuss and set objectives for their jobs.	Not at all important	Slightly important	Important	Extremely important	16
	----- ----- ----- -----				
6. Clearly defining the job of each subordinate with a description of the duties to be performed and the procedures to be followed in the performance of the duties.	Not at all important	Slightly important	Important	Extremely important	17
	----- ----- ----- -----				

MOTIVATING

How important are the following methods to you in motivating your subordinates to work efficiently?

1. Use of an incentive pay system, such as a bonus plan, profit sharing plan, etc.	Not at all important	Slightly important	Important	Extremely important	18
	----- ----- ----- -----				
2. Obtaining agreement of subordinates to their individual job objectives.	Not at all important	Slightly important	Important	Extremely important	19
	----- ----- ----- -----				
3. Clearly defining the job of each subordinate with a description of the duties to be performed and the procedures to be followed in the performance of the duties.	Not at all important	Slightly important	Important	Extremely important	20
	----- ----- ----- -----				
4. Discussing the potential company growth and the promotion opportunity for the subordinate.	Not at all important	Slightly important	Important	Extremely important	21
	----- ----- ----- -----				
5. Obtaining commitment of subordinates to their individual job objectives.	Not at all important	Slightly important	Important	Extremely important	22
	----- ----- ----- -----				
6. Establishing periodic salary increases for subordinates who perform well.	Not at all important	Slightly important	Important	Extremely important	23
	----- ----- ----- -----				

APPRAISAL

How important are these criteria to you when you appraise the performance of your subordinates?

1. Your general evaluation of the attitude of the subordinate towards his work.	Not at all Important	Slightly Important	Important	Extremely Important	24
	----- ----- ----- -----				
2. Measurement of the extent to which the subordinate accomplishes his individual job objectives.	Not at all Important	Slightly Important	Important	Extremely Important	25
	----- ----- ----- -----				
3. Your evaluation of the attitude of the subordinate towards others in his work situation.	Not at all Important	Slightly Important	Important	Extremely Important	26
	----- ----- ----- -----				
4. The educational background of the subordinate.	Not at all Important	Slightly Important	Important	Extremely Important	27
	----- ----- ----- -----				
5. Your evaluation of the personality of the subordinate.	Not at all Important	Slightly Important	Important	Extremely Important	28
	----- ----- ----- -----				
6. Criticisms of the subordinate's work from others.	Not at all Important	Slightly Important	Important	Extremely Important	29
	----- ----- ----- -----				

COMPENSATION

How important are these criteria to you when considering your subordinates for an increase in compensation?

1. Your general evaluation of the attitude of the subordinate towards his work.	Not at all Important	Slightly Important	Important	Extremely Important	30
	----- ----- ----- -----				
2. Seniority, or length of service, of the subordinate within the company.	Not at all Important	Slightly Important	Important	Extremely Important	31
	----- ----- ----- -----				
3. Your evaluation of the attitude of the subordinate towards others in his work situation.	Not at all Important	Slightly Important	Important	Extremely Important	32
	----- ----- ----- -----				
4. Measurement of the extent to which the subordinate accomplishes his individual job objectives.	Not at all Important	Slightly Important	Important	Extremely Important	33
	----- ----- ----- -----				
5. Your evaluation of the promotability of the subordinate.	Not at all Important	Slightly Important	Important	Extremely Important	34
	----- ----- ----- -----				
6. The educational background of the subordinate.	Not at all Important	Slightly Important	Important	Extremely Important	35
	----- ----- ----- -----				

(CONTINUED ON NEXT PAGE)

PERSONNEL SELECTION

How important are the following criteria to you when you are selecting a new employee or selecting a man for promotion?

1. The experience of the subordinate in the same or similar work.	Not at all important	Slightly important	Important	Extremely important	36
	----- ----- ----- -----				
2. The educational background of the subordinate.	Not at all important	Slightly important	Important	Extremely important	37
	----- ----- ----- -----				
3. The record of success of the subordinate's previous department, division, or unit.	Not at all important	Slightly important	Important	Extremely important	38
	----- ----- ----- -----				
4. Measurement of the extent to which the subordinate accomplished his individual job objectives.	Not at all important	Slightly important	Important	Extremely important	39
	----- ----- ----- -----				
5. The appraisal of the subordinate by his previous superior(s).	Not at all important	Slightly important	Important	Extremely important	40
	----- ----- ----- -----				
6. Your general evaluation of the attitude of the subordinate towards his work.	Not at all important	Slightly important	Important	Extremely important	41
	----- ----- ----- -----				

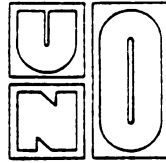
TRAINING AND DEVELOPING

How important are these criteria in your decisions regarding the type of training and developing your subordinates need?

1. Your evaluation of what the subordinate needs to do his job.	Not at all important	Slightly important	Important	Extremely important	42
	----- ----- ----- -----				
2. Your evaluation of what the subordinate needs in order that he can be promoted.	Not at all important	Slightly important	Important	Extremely important	43
	----- ----- ----- -----				
3. The subordinate's evaluation of what he needs to accomplish his job objectives.	Not at all important	Slightly important	Important	Extremely important	44
	----- ----- ----- -----				
4. The educational background of the subordinate.	Not at all important	Slightly important	Important	Extremely important	45
	----- ----- ----- -----				
5. The work experience background of the subordinate.	Not at all important	Slightly important	Important	Extremely important	46
	----- ----- ----- -----				
6. Your evaluation of what the subordinate needs to accomplish his job objectives.	Not at all important	Slightly important	Important	Extremely important	47
	----- ----- ----- -----				

APPENDIX E

I. Letters



The University of Nebraska at Omaha
Box 688 Omaha, Nebraska 68101 402/554-2557

College of Business Administration
General Business

March 23, 1979

Walter Harris
1310 C University Village
East Lansing, Michigan 48823

Dear Walter:

Enclosed are two copies each of the MSQ (white) and MSQ's (green) as you requested in our phone conversation of March 20, 1979. I am enclosing general information on the MSQ. If you decide to use the MSQ let me know and I will send you scoring instructions and an analysis computer program.

Sincerely,



Bruce A. Kirchhoff
Professor

March 30, 1979

Professor Bruce A. Kirchhoff
College of Business
Box 688
The University of Nebraska at Omaha
Omaha, Nebraska 68101

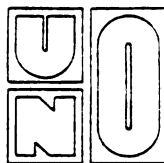
Dear Professor Kirchhoff:

Thanks so much for the copies of the MSQ. I am currently reviewing them for possible use in my doctoral study. As I mentioned in our phone conversation, it is likely that I will have to make some minor adjustments to adapt the MSQ as a measuring device for a choral music situation. Needless to say, I will clear any such changes with you.

Should I decide to use the MSQ, I shall be most happy to have the scoring instructions and an analysis computer program.

Sincerely,

Walter Harris, Jr.



The University of Nebraska at Omaha
Box 688 Omaha, Nebraska 68101 402/554-2557

College of Business Administration
General Business

April 5, 1979

Walter Harris
1310 C University Village
East Lansing, Michigan 48823

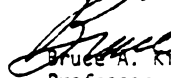
Dear Walter:

I enjoyed talking with you and Nancy Maihoff on April 3, 1979. As promised, I am enclosing scoring and keypunching instructions for the MSQ. In addition, I am enclosing a listing for computer program "MSQPR3." Separately, I am having a card copy prepared, packaged, and mailed to you via third class mail.

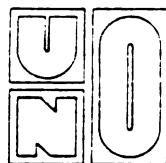
I would appreciate receiving a copy of the instrument when you complete it. I can then give you written approval for use of the instrument which should formalize our agreement.

Please let me know if you have any questions.

Sincerely,


Bruce A. Kirchoff
Professor

BAK:cw
enclosure



The University of Nebraska at Omaha
Box 688 Omaha, Nebraska 68101 402/554-2557

College of Business Administration
General Business

April 19, 1979

Walter Harris
1310 C University Village
East Lansing, Michigan 48823

Dear Walter:

Thank you for copies of the Managerial Style Questionnaire as you have revised it. The questionnaire is appropriate and I assume you have used all the correct terminology for choral directors. You have my permission to proceed with the use of this instrument for your research.

Let me know if I can help in any other way.

Sincerely,

A handwritten signature in cursive script that reads "Bruce".

Bruce A. Kirchhoff
Professor

Dear Choral Conductor:

Allow me to introduce myself and to solicit your participation for a research project. I am a Ph.D. Candidate at Michigan State University pursuing a degree in Music Education. I am initiating my research project which is tentatively entitled "The Applicability of Selected Principles of Management by Objectives to the Leadership Style of Choral Conductors."

The study will examine the leadership/management styles of choral conductors to determine 1) the dominance of certain leader behavior qualities prevalent among choral conductors, and 2) the collective viewpoint of the study's participants relative to the desirability of using certain management techniques in choral organizations.

The population for the study will consist of choral conductors in selected colleges and universities in the state of Michigan. You have been highly recommended as a conductor who could offer much depth to the study.

I realize that this is a busy time of year for you, but I would like to have all data collected before the school year ends. Please do not be overwhelmed by the number of statements on the questionnaires. They read fast, and it takes less than 25 minutes to answer both questionnaires. Every effort will be made to protect the confidentiality of each participant. However, I will be happy to share the general results of the study with you.

Enclosed are copies of the Leader Behavior Description Questionnaire (LBDQ) and the Managerial Style Questionnaire (MSQ) for the conductor and ten students, a Group Data Sheet, an Instructions Sheet, and a stamped return addressed envelope.

Please return the questionnaires by April 27, 1979.

Thank you for your cooperation and immediate attention.

Very truly yours,

Walter Harris, Jr.
517/355-6154

Enclosures

Dear

Thank you for agreeing to participate in my doctoral research project.

As I am trying to get all my data analyzed by June 1, I would appreciate your returning the questionnaires as soon as possible. Also, since I am using only a few select conductors, the success of my study is dependent upon the cooperation and positive response of each of them.

If you have already returned your questionnaires, please accept my thanks.

Sincerely,

Walter Harris, Jr.

APPENDIX F

Demographic Variables

Demographic Variables for Each Conductor: Age Group, Sex, Number Enrolled in Choral Group, Recruitment, Recruitment Techniques, Size of School, and Type of School

Choral Conductor	Age Group	Sex	Number enrolled in choral group	Recruitment	Recruitment Techniques	Size of School	Type of School
A	25-34	Male	40	Yes	Posters	1000-4999	Private
B	55-64	Male	37	Yes	Word of Mouth/ Performances of the group	1000-4999	Private
C	45-54	Male	36	Yes	Word of Mouth/ Announcements	1000-4999	Private
D	35-44	Male	36	Yes	Word of Mouth/ Performances of the group	5000+	Public
E	45-54	Male	54	No		1000-4999	Private
F	55-64	Male	60	Yes	Word of Mouth/ Announcements	5000+	Public
G	35-44	Male	24	Yes	Personal Contact	less than 1000	Private

Demographic Variables for Each Conductor: Age Group, Sex, Number Enrolled in Choral Group, Recruitment, Recruitment Techniques, Size of School and Type of School (continued)

Choral Conductor	Age Group	Sex	Number enrolled in choral group	Recruitment	Recruitment Techniques	Size of School	Type of School
H	45-54	Male	45	Yes	Departmental Announcements/ Faculty Advising/ High School Recruitment	5000+	Public
I	25-34	Male	25	Yes	Word of Mouth/ Performances of the group	less than 1000	Private
J	25-34	Male	27	No		1000-4999	Private
K	55-64	Male	65	No		1000-4999	Private
L	35-44	Male	28	Yes	Advertised Auditions	5000+	Public
M	45-54	Female	25	Yes	Posters/Student Promoters/ Auditions	5000+	Public
N	45-54	Female	38	Yes	-	less than 1000	Private

Demographic Variables for Each Conductor: Age Group, Sex, Number Enrolled in Choral Group, Recruitment, Recruitment Techniques, Size of School and Type of School (continued)

Choral Conductor	Age Group	Sex	Number enrolled in choral group	Recruitment	Recruitment Techniques	Size of School	Type of School
O	35-44	Male	30	Yes	Personal Contact	less than 1000	Private
P	45-54	Male	16	No		1000-4999	Private
Q	45-54	Male	25	No		1000-4999	Private
R	24 or below	Female	12	Yes	Posters	less than 1000	Private
S	35-44	Male	32	No		1000-4999	Public
T	25-34	Female	43	Yes	Students/Faculty Advising/Personal Contact	1000-4999	Private
U	45-54	Male	30	Yes	-	5000+	Public
V	35-44	Male	35	No		5000+	Public

Demographic Variables for Each Conductor: Age Group, Sex, Number Enrolled in Choral Group, Recruitment, Recruitment Techniques, Size of School and Type of School (continued)

Choral Conductor	Age Group	Sex	Number enrolled in choral group	Recruitment	Recruitment Techniques	Size of School	Type of School
W	35-44	Male	32	Yes	Tours/Clinics/ High School Performances/ Convention Appearances	5000+	Public
X 1 3 2	55-64	Male	40	Yes	Posters/News- papers Ads/High School Performances/ Departmental Announcements	5000+	Public
Y	35-44	Female	17	Yes	Performances/ Recruitment from other groups	1000-4999	Public

APPENDIX G

Frequency Of Responses To The Variables

Frequency of Responses to the Variables Recruitment, Size of Institution, and Type of Institution by Age and Sex of Choral Conductor

Variable	Age Group											
	24 or Below		25-34		35-44		45-54		55-64			
	M n=0	F n=1	M n=3	F n=1	M n=7	F n=1	M n=6	F n=2	M n=4	F n=0	M n=4	F n=0
Recruitment												
Yes	-	1	1	1	5	1	3	2	3	-		
No	-	-	1	-	2	-	3	-	1	-		
Size of Institution												
Below 1000	-	1	1	-	2	-	-	1	-	-		
1000-4999	-	-	2	1	1	1	4	-	2	-		
5000 & over	-	-	-	-	4	-	2	1	2	-		
Type of Institution												
Public	-	-	-	-	5	1	2	1	2	-		
Private	-	1	3	1	2	-	4	1	2	-		

APPENDIX H

Unreported Demographic Information

Demographic Information not Reported in the Study:
 Number of Years with this Group, Number Added to Group
 Per Term, Number Dropped from Group Per Term, and Use of
 Choral Assistant for each Choral Conductor

Choral Conductor	Number of years with this group	Number Added to Choral Group	Number Dropped from Choral Group	Use of a Choral Assistant
A	4	6	6	No
B	12	6	6	Yes
C	4	18	18	Yes
D	8	0	0	Yes
E	12	20	20	Yes
F	14	17	17	No
G	6	12	12	Yes
H	15	2	2	Yes
I	1	10	10	No
J	3	5	5	No
K	18	-	-	Yes
L	3	5	5	No
M	13	0	0	Yes
N	10	5	5	No
O	4	4	4	Yes
P	10	-	-	No
Q	8	0	0	No
R	4	4	4	No
S	8	4	4	Yes
T	2	14	16	No
U	5	2	2	Yes
V	10	5	5	No
W	7	0	0	Yes
X	6	10	10	Yes
Y	5	1	1	No

APPENDIX I

MSQ - Total Scores, Means, And Standard Deviations

MBO as Measured by the Total MSQ, the Total MSQ-C, the Mean and Standard Deviation of the MSQ-S and the Number (n) of Student Ratings for Each Choral Conductor

Conductor	Total MSQ (Average) Score	Total MSQ-C Score	Total MSQ-S Mean (SD)	Number (<u>n</u>) of Student Ratings
A	20.790	21.480	20.100 (1.847)	10
B	25.240	28.110	22.369 (2.133)	10
C	24.750	28.300	21.199 (2.625)	10
D	25.645	29.120	22.156 (1.475)	5
E	22.915	25.380	20.454 (2.278)	7
F	23.115	25.290	20.941 (1.526)	9
G	24.000	26.390	21.610 (2.996)	8
H	31.575	35.590	27.556 (1.593)	6
I	24.730	29.780	19.678 (1.905)	5
J	22.555	25.250	19.864 (1.801)	10
K	23.325	26.040	20.614 (2.302)	7
L	23.330	24.550	22.109 (2.765)	7
M	27.005	30.800	23.209 (2.861)	4
N	26.390	30.100	22.679 (1.959)	5

MBO as Measured by the Total MSQ, the Total MSQ-C, the Mean and Standard Deviation of the MSQ-S and the Number (n) of Student Ratings for Each Choral Conductor
(continued)

Conductor	Total MSQ (Average) Score	Total MSQ-C Score	Total MSQ-S Mean (SD)	Number (n) of Student Ratings
O	19.855	18.700	21.009 (2.381)	10
P	23.650	24.240	23.058 (2.111)	10
Q	24.905	29.620	20.193 (1.205)	9
R	26.710	31.000	22.420 (3.314)	4
S	26.320	29.860	22.781 (1.811)	10
T	23.200	26.300	20.098 (2.945)	8
U	23.890	26.830	20.952 (1.940)	10
V	22.930	24.580	21.275 (2.642)	9
W	20.975	21.330	20.624 (2.809)	6
X	23.300	25.690	20.914 (2.332)	9
Y	24.300	25.810	22.792 (2.133)	8

APPENDIX J

LBDQ - Subscores, Means And Standard Deviations

LBDQ-Self Leader Behavior Description Questionnaire and LBDQ-Ideal Leader Behavior Description Questionnaire, and Number of Student Ratings for Each Choral Conductor

Conductor	LBDQ-Self Initiating Structure	LBDQ-Self Consideration	LBDQ-Ideal Initiating Structure Mean (SD)	LBDQ-Ideal Consideration Mean (SD)	LBDQ-Ideal Number (n) of Student Ratings
A	16	50	40.500 (5.255)	22.489 (8.784)	10
B	55	43	38.756 (4.552)	45.100 (6.999)	10
C	45	56	41.456 (11.494)	43.900 (10.379)	10
D	40	48	44.400 (2.408)	39.200 (1.304)	5
E	32	42	49.000 (3.416)	44.286 (5.314)	7
F	53	51	39.300 (4.296)	35.633 (5.355)	10
G	41	50	47.304 (5.095)	47.286 (4.920)	8
H	47	47	44.167 (3.920)	43.333 (4.844)	6
I	41	49	45.600 (4.037)	43.800 (4.324)	5

LBDQ-Self Leader Behavior Description Questionnaire and LBDQ-Ideal Leader Behavior Description Questionnaire, and Number of Student Ratings for Each Choral Conductor (continued)

Conductor	LBDQ-Self Initiating Structure	LBDQ-Self Consideration	LBDQ-Ideal Initiating Structure Mean (SD)	LBDQ-Ideal Consideration Mean (SD)	LBDQ-Ideal Number of Student Ratings
J	38	40	37.889 (4.074)	36.289 (3.701)	10
K	46	50	43.267 (10.511)	43.511 (10.243)	10
L	43	44	46.429 (3.867)	45.571 (3.952)	7
M	36	44	46.000 (3.266)	44.750 (7.089)	4
N	19	54	47.400 (6.656)	23.400 (11.524)	5
O	40	43	47.200 (5.884)	47.100 (4.067)	10
P	40	48	49.300 (3.199)	43.022 (3.147)	10
Q	44	48	41.333 (8.631)	33.556 (9.619)	9

LBDQ-Self Leader Behavior Description Questionnaire and LBDQ-Ideal Leader Behavior Description Questionnaire, and Number of Student Ratings for Each Choral Conductor
(continued)

Conductor	LBDQ-Self Initiating Structure	LBDQ-Self Consideration	LBDQ-Ideal Initiating Structure Mean (SD)	LBDQ-Ideal Consideration Mean (SD)	LBDQ-Ideal Number (n) of Student Ratings
R	50	53	45.250 (1.258)	46.250 (2.630)	4
S	57	30	28.900 (1.287)	53.400 (2.591)	10
T	43	50	45.569 (5.808)	46.597 (4.895)	9
U	40	42	48.300 (2.869)	47.000 (5.142)	10
V	38	43	41.222 (1.481)	37.667 (1.871)	9
W	48	54	48.833 (2.858)	44.400 (3.805)	6
X	51	51	48.556 (5.053)	45.111 (2.713)	9
Y	41	52	48.625 (3.962)	43.196 (3.342)	8

APPENDIX K

**Independent And Dependent Variables -
Means And Standard Deviations**

Means and Standard Deviations (SD) of Enrollment, Number of Years with Choral Group, LBDQ Initiating Structure and Consideration Scores, and MSQ Scores by Age and Sex of Conductor

Variable	Age Group											
	24 or Below		25-34		35-44		45-54		55-64			
	M	F	M	F	M	F	M	F	M	F	M	F
Enrollment												
Mean	12.000	0.000	30.667	43.000	31.000	17.000	34.333	31.500	50.500	50.500		
SD	0.000	0.000	8.1445	0.000	4.123	0.000	13.750	9.192	14.059	14.059		
Number of Years with Choral Group												
Mean	4.000	0.000	2.667	2.000	6.571	5.000	9.000	11.500	12.500	12.500		
SD	0.000	0.000	1.528	0.000	2.439	0.000	4.195	2.121	5.000	5.000		
LBDQ Initiating Structure (Self)												
Mean	50.000	0.000	34.667	43.000	43.857	41.000	41.333	27.500	51.250	51.250		
SD	0.000	0.000	13.650	0.000	6.619	0.000	5.354	12.021	3.862	3.862		
Consideration (Self)												
Mean	53.000	0.000	46.333	50.000	44.571	52.000	47.167	49.000	48.750	48.750		
SD	0.000	0.000	5.508	0.000	0.000	0.000	5.154	7.071	3.862	3.862		
Initiating Structure (Ideal)												
Mean	46.250	0.000	34.294	46.597	44.946	43.196	42.499	34.075	42.339	42.339		
SD	0.000	0.000	10.787	0.000	5.296	0.000	4.606	15.097	4.533	4.533		

Means and Standard Deviations (SD) of Enrollment, Number of Years with Choral Group, LBDQ Initiating Structure and Consideration Scores, and MSQ Scores by Age and Sex of Conductor
(continued)

Variable	Age Group											
	24 or Below		25-34		35-44		45-54		55-64			
	M	F	M	F	M	F	M	F	M	F	M	F
	n=0	n=1	n=3	n=1	n=7	n=1	n=6	n=2	n=4	n=0		
Consideration (Ideal)												
Mean	45.250	41.329	45.569	43.469	48.625	45.593	46.700	42.469				
SD	0.000	3.922	0.000	6.884	0.000	3.741	.989	4.528				
MSQ												
Conductor												
Mean	31.000	25.503	26.300	24.933	25.810	28.327	30.450	26.283				
SD	0.000	4.156	0.000	4.000	0.000	4.051	.495	1.256				
Student												
Mean	22.42	19.935	20.100	21.654	22.790	22.235	22.945	21.208				
SD	0.000	.210	0.000	.749	0.000	2.797	.375	.789				
Average												
Mean	26.710	22.692	23.200	23.294	24.300	25.281	26.698	23.745				
SD	0.000	1.974	0.000	2.328	0.000	3.169	.435	1.001				

APPENDIX L

Questions For Selected Telephone Interviews

QUESTIONS FOR SELECTED TELEPHONE INTERVIEWS

After all the useable questionnaires were returned, the following questions were included in selected telephone interviews:

A. Keyed questions from the MSQ

1. How important is it to you in controlling the work of your choral organization to have periodic review of the accomplishment of choral personnel towards their objectives?
2. How important is it to you when co-ordinating the work of your choral organization to meet with the choral personnel to discuss and set objectives for their rehearsal responsibilities and performances?
3. How important is it to you in motivating the choral personnel to work efficiently to obtain agreement of choral personnel to their individual learning and performance objectives?
4. How important is it to you in motivating the choral personnel to work efficiently to obtain commitment of choral personnel to their individual learning and performance objectives?

5. How important is it to you when appraising the performance of the choral personnel to measure the extent to which the individual accomplishes his learning and performance objective?
6. How important is it to you regarding the type of training and developing choral members need to know the individual's evaluation of what he needs to accomplish his learning and performance objectives?

B. Describe your general reactions to the questionnaires.

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