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**A study of the work activities and managerial behavior of the
Michigan intermediate school district superintendent**

Bergers, James Randall, Ph.D.

Michigan State University, 1990

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**A STUDY OF THE WORK ACTIVITIES
AND MANAGERIAL BEHAVIOR OF
THE MICHIGAN INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT**

By
James Randall Bergers

A DISSERTATION

Submitted to
The Faculty of the College of Education
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of the requirements for the degree of

DOCTOR OF PHILOSOPHY

June 1990

ABSTRACT

A STUDY OF THE WORK ACTIVITIES AND MANAGERIAL BEHAVIOR OF THE MICHIGAN INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT

By

James Randall Bergers

There was a research void involving the study of the managerial behavior of the intermediate school district (ISD) superintendent. None of the available studies provided information as to the use of the superintendent's time nor a description of his work activities. Such information is sorely needed for a thorough understudy of any administrative position.

The purpose of this study was to describe and explain the work and role characteristics of the ISD superintendent. These descriptions were drawn from structured observation. The data from the observations was analyzed to determine the work characteristics and role of the ISD superintendent and to compare and contrast their managerial behavior to those of other educational managers. Mintzberg's (1973) managerial characteristics and role sets were used as a basis for this comparison.

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Four ISD superintendents were observed for one week each. Field notes were taken throughout the observation process and were categorized into chronological, correspondence, contact and content records. The data was then subjected to group, intragroup and intergroup analysis.

Through these analyses the following conclusions were drawn:

The ISD superintendent's job is characterized by:

1. An unsettled work environment
2. Open ended job responsibilities
3. Multiple sources of work activities
4. Ad Hoc decision making
5. Restricted access
6. Preferred use of two-way communication
7. Job mobility

The superintendent also established and maintained certain primary and secondary job contact patterns with the following participants:

1. ISD Board of Education
2. ISD Staff
3. LEA Staff
4. Community Affiliates
5. Professional Organizations

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The frequency and duration of these job contacts create spheres of influence which affect the superintendent's job activities.

An analysis of job issues addressed by the superintendents led to a theory of job content patterns. These patterns include three levels of work environment (operational, managerial and institutional), involving job domains, both internal and external to the formal organization.

Finally, the researcher concluded the ISD superintendent acts as an input/output system, cast in the role of an information conduit. He functions much like the neck of an hourglass, processing information within the organization and exchanging information between his school district and external agents.

DEDICATION

This study is dedicated to my wife, Barbara, for all the sacrifices.

ACKNOWLEDGEMENTS

The author expresses his sincerest appreciation and gratitude to those people who assisted and supported me in the completion of this dissertation.

Thanks are first given to the members of the dissertation committee: Professor Philip Cusick, Chairman, for his guidance and constructive criticism throughout the research process, and for willingly stepping into the chairmanship upon the departure of Professor Diana Pullen. The author appreciates the advocacy role assumed by Professor Cusick throughout this research endeavor; Professor Frederick Ignatovich for his encouragement and steadfast insistence to maintain the integrity of the research process; Professor Robert Hatfield for his support and advice gained through his expertise in professional staff evaluation and development; and Professor Michael Moore. It was Professor Moore who first exposed the researcher to the theories of Dr. Mintzberg and planted the seed that grew into the selection and formulation of this research endeavor.

A note of gratitude is extended to the four anonymous intermediate school district superintendents who participated in this research. Their cooperation in allowing me

to "shadow" them and be an integral part of their daily lives is greatly appreciated. Each contributed to a better understanding of their chosen profession and I learned much, personally, from each.

A special acknowledgment should be given to Mr. Roger Troupe, my Superintendent. Without his support and understanding of the time demands involved in this project, its completion would not be possible. The flexibility he allowed to accommodate the requirements of both my job and my studies contributed to a successful study.

A very special thanks to Joan Goodney, who not only typed this dissertation but provided invaluable support and assistance. Words cannot express the contribution she made to the completion of this study. Her willingness to meet time deadlines and fit this project into her busy schedule without complaint, is sincerely appreciated. She is the most accommodating and capable assistant one could have and I consider myself extremely fortunate to be the beneficiary of her exceptional abilities.

Finally, the support and understanding of my family throughout my studies and research are beyond description. My wife, Barbara, and children, Kristen and Ryan, sacrificed countless days of family activities over the

last five years so Dad could "study." Their patience and support were invaluable. Unfortunately, their contributions were only seen by me. But they will never be forgotten.

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CHAPTER I

INTRODUCTION

Background of the Problem

Intermediate school districts are unique in Michigan's educational hierarchy. Like local school districts, the intermediate districts are involved in the operation of their own educational programs such as special education centers and vocational education centers. But, in addition to the operation of their own programs, intermediate school districts are asked to perform two additional functions.

They serve a regulatory function on behalf of the Michigan Department of Education. Such responsibilities include pupil accounting audits, home school compliance, transportation program oversight and the monitoring of the myriad of forms and reports flowing between the State Department of Education and the local school districts.

They also function as a service provider to the constituent school districts. As more and more districts are unable to provide the quantity and quality of educational programming desired or required, the regional service provider will assist in supplementing and coordinating these programs. Through cooperative arrangements, intermediate districts are able to provide regional services that individual local school districts are unable to provide, such as media services, State and Federal

relations consultants, public relations expertise and inservice opportunities.

It appears to this researcher that with the call for greater equity among local districts and greater accountability to the public, that consolidation and coordination of educational services is inevitable.

For example, in the State Board of Education 1988 Initiatives, entitled, "Goals 2000: Deliver the Dream," the State Board is placing greater emphasis and responsibility on ISD's to ensure educational excellence in their constituent districts. In the section proposing actions in elementary and secondary education, the State Board proposes to, "Ask the Governor and Legislature to enact legislation assigning intermediate school districts a more active educational role and a more descriptive name, and providing more stable and adequate funding while reducing the number of districts or increasing coordinated delivery of services."¹

Arguably, the intermediate school district superintendent as the C.E.O. of the organization has the power and authority to affect, if not determine, the success or failure of these initiatives. Thus, the intermediate school district superintendent is unique in that he has

¹Michigan State Board of Education. "Goals 2,000: Deliver the Dream." State Board of Education Initiatives, 1988-1990. November, 1988, pp. 9-10.

the ability and the opportunity to wield great influence on the process and the product of education, not only in his intermediate district, but also in the constituent school districts.

Yet, despite this heightened level of activity and importance, little is written about the functions and operations of an intermediate school district and even less is known about the managerial behavior of the 57 individuals who are charged with the leadership of these organizations in the State of Michigan.

Statement of the Problem

There is a research void involving the study of the managerial behavior of the intermediate school district superintendent. The limited studies available have focused on the sources of work authority (Hill, Myers and Zuelke 1982) and (Oklahoma State Department of Education 1986) or general studies on the changing emphasis of superintendents' activities from the regulatory functions to the service functions (Hendrick 1984).

None of the available studies provide information as to the use of the intermediate school superintendent's time or a description of work activities. Such information is sorely needed for a thorough understanding of any administrative position.

Therefore, it seems logical to pose a series of questions to learn more about the work of the intermediate superintendent; what are the daily work activities of the superintendents, what issues are involved in these activities, what are the purposes of these work activities, and how does their managerial behavior compare and contrast with other educational managers?

In order to achieve a record of such work behavior, one ought to study the actual activity patterns of job incumbents. Martin and Willower (1981) stated: "An obvious strategy for examining the role behavior is to observe the task- performance pattern of persons in the position in question. Surprisingly, this strategy seems to have been ignored by most educational researchers with a few noteworthy exceptions. Mintzberg maintains that such direct research is a technique that makes up in depth what it lacks in breadth. He further argues that much of the literature on organizational management fails to stand the test of comparison with the result of on-site observation."²

²Martin, William J. and Donald J. Willower. "The Managerial Behavior of High School Principals." Education Administration Quarterly, Vol. 17, 1981, pp. 69-70.

Conceptual Framework

Whyte (1955) stated, "A man's attitudes cannot be observed, but instead must be inferred from his behavior. Since actions are directly subject to observation and may be recorded like other scientific data, it seems wise to try to understand man through studying his actions."³

This research endeavor studied the actions and work activities of the intermediate school district superintendent in an effort to better understand the roles and responsibilities of the position. Additionally, this study attempted to determine if differences exist in the managerial behavior of the intermediate school district superintendent compared with other educational managers. Mintzberg's (1973) managerial characteristics and role sets were used as a basis for this comparison.

Mintzberg's Six Managerial Characteristics

The techniques of structured observation was applied by Mintzberg (1973) to five managers, each of whom was the chief executive of a large organization.

Mintzberg's study offered a description of managerial work that consisted of the following characteristics:

³Whyte, William F. Street Corner Society. Chicago: University of Chicago Press, 2nd Edition, 1955, pg. 268.

1. Unrelenting pace of work. The job demands were structured in such a way that time breaks seldom occurred.
2. Variety, brevity and fragmentation. Rather than performing one long, arduous task and subsequently beginning a second, the manager performs one and then another brief job in rapid succession with little sense of task completion.
3. Verbal media preference. The spoken word was more advantageous since speed, ease, informality and immediate feedback were important for managerial communications.
4. Live action preference. Managers invested little time in reflective planning and priority usually went to tasks that required immediate action or could be quickly completed.
5. Contact network. The manager was shown to play a role in two types of networks - one within the organization and the second between the organization and other environmental agents.
6. A blend of rights and duties. While certain functions of the managerial work day are selected by the executive (rights), others are required as part of the role in the organization (duties).

While the six characteristics of managerial work provided a useful description of the nature or composition

of his work, they divulged little about the actual role performance of the executive. As a result, Mintzberg also examined various roles of executives, identifying ten roles performed by managers, influenced by the six characteristics.

Mintzberg grouped these ten managerial functions under three role sets:

1. The Interpersonal Roles

- A. Figurehead - the manager performs activities that only he can do by virtue of holding the position of manager.
- B. Leader - Formal authority offers the manager potential power, leadership determines how much of it will be realized.
- C. Liaison - The manager established internal and external organizational feedback outside official communication channels.

2. The Informational Roles

- A. Monitor - The manager collects information from internal and external organization sources.
- B. Disseminator - The manager provides information that is vital to subordinate role performance.
- C. Spokesman - The manager relays organizational information to environmental agents.

3. The Decisional Roles

- A. Entrepreneur - The manager is the initiator of organizational change.
- B. Disturbance Handler - The manager is responsible for the handling of involuntary change.
- C. Resource Allocation - The manager divides resources among competing alternatives.

- D. Negotiator - The manager is responsible for decision making, such as compromising conflicting organizational interpretation.

These ten roles form a gestalt, an integrated whole. The three interpersonal roles derive from the manager's formal authority and status; these give rise to the three informational roles and these in turn enable the manager to perform the four decisional roles.

Drawing on Mintzberg's work (1973), educational researchers, in efforts to better understand the roles and responsibilities of school administrators, have taken categories of administrative responsibilities; (i.e., elementary principals, secondary principals and local district superintendents), and recorded their activities in order to explain their managerial behavior. Mintzberg's work and role characteristics provide a useful and consistent framework with which to identify and then compare and contrast the work behavior of educational managers.

Purpose of the Study

The purpose of the study is to describe and explain the work and role characteristics of the intermediate school district superintendent. These descriptions will be drawn from structured observation. The data from the observations will be analyzed to determine the work characteristics and role of the intermediate superintendent

and to compare and contrast their managerial behavior to those of other educational managers.

The researcher conducted a micro-behavioral analysis utilizing Mintzberg's (1973) structural observation methodology. In the context of this study, micro-behavioral analysis refers to the process of studying the research subjects in minute behavioral detail. That is every second of the subject's work day is observed and recorded in a number of ways. The results of this study provided an empirical, descriptive and holistic study of the work behavior of the intermediate school district superintendent and provided the data necessary to compare and contrast the job behaviors of the intermediate superintendent with other educational administrators.

Research Questions

This investigation was guided by efforts to seek answers to the following questions:

1. What are the types and the characteristics of work activities in which the intermediate school district superintendents invest their time while on the job?
2. What similarities and differences exist in managerial behavior among the intermediate school district superintendents in their task performance?

3. Do the task performance patterns of the intermediate school district superintendents' daily routine support the characterization of managerial work developed by Mintzberg?
4. Is the overall role set of the intermediate school district superintendent comparable to the managerial role set developed by Mintzberg?
5. What similarities and differences exist between the intermediate school district superintendent and other educational managers in the characterization of managerial work developed by Mintzberg?

Importance of the Study

A study of the managerial behavior of the intermediate school district superintendent may:

1. Provide a description of the managerial routine of the intermediate school district superintendent,
2. Determine possible areas of incompatibility between the intermediate school district superintendent and other educational administrators in managerial characteristics and roles,
3. Provide a conceptual understanding of administrative behavior through exploration of managerial roles of the intermediate school district superintendent,

4. Assist universities in developing training programs for current and prospective intermediate school district superintendents,
5. Assist intermediate school districts to further clarify the role and responsibilities of their superintendents.

Organization of the Study

Chapter I provides a background on intermediate school districts and their changing role in the Michigan educational hierarchy. The chapter points out the research void and the need for studying the managerial behavior of the intermediate school district superintendent to better understand the roles and responsibilities of the position. The chapter explains Mintzberg's (1973) managerial work characteristics and roles which will be used as the conceptual framework for the study. The purpose of the study and the anticipated benefits to be derived from it are also outlined in this initial stage.

Chapter II provides a review of the related literature and theory on managerial work activities. It offers a framework for review by distinguishing between the normative and descriptive approaches to the study of managerial behavior. The remainder of the chapter is divided into five sections. The first section reviews the historical development of general management theory

and research. Section two presents a more detailed explanation of Mintzberg's findings and theories which will be used as the theoretical frame of reference for the study. The remaining three sections of this chapter review related research on managerial work behavior grouped by administrative position. Section three examines building level administrative behavior, both elementary and secondary. Section four reviews local school district superintendent work activity research. Section five reviews the limited number of studies available examining intermediate school district superintendent work behavior. The chapter concludes with a summary on the literature review.

Chapter III explains the research methodology and procedures utilized in the study. Various research methods are presented with a description of structured observation and the rationale for its utilization in this study. A discussion of the recording and coding of primary data using structured observation and samples of the observation forms are included in this chapter. The chapter also contains an examination of the sample selection matrix and continues with a review of the steps the researcher took to ensure validity and reliability including a pilot study and the potential for the Hawthorne Effect. The process of data reduction and analysis is offered and the chapter concludes with

reference to each of the subjects and their school districts.

Chapter IV presents a framework for the analysis of data obtained from structured observation of the four intermediate school district superintendents. It explains the data collection tools and how the data was subsequently coded. The chapter further explains the three levels of data analysis; utilizing group, intra group and inter group analysis. The data is organized and presented to answer the five primary research questions offered in Chapter I.

Chapter V is a melding of what was previously known about managerial work behavior (Chapter II) and this researcher's findings relative to the work activities of the intermediate school district superintendent (Chapter IV). A theoretical model of intermediate school district superintendents' managerial behavior is offered based on an analysis of job activities, actors and issues. These yield conclusions as to job characteristics, job contact patterns and job content. The chapter continues with a presentation of the intermediate school district superintendent's job profile and role. The chapter continues by integrating the results of this study with the findings of research involving other educational managers. The chapter concludes with a discussion of the implication of this research endeavor and suggestions for further study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE & THEORY

Research Perspectives on Managerial Behavior

Although much has been written and research is plentiful in attempting to describe administrative behavior in general and educational manager's behavior specifically, a review of the literature of general administration and educational administration reveals that much of the literature is normative in that it tells what administrators "should do" instead of describing what they "actually do." This "Is-Ought" problem in describing administrative activities is best summarized by Halpin (1969);

"In educational administration this issue is complicated even further by the fact that some writers have used this term in the sense of 'value theory,' to refer not to how administrators do behave but to how they ought to behave. Confoundment between the 'is's' and the 'oughts' of behavior is responsible for a greater failure in communication between educators and social scientists than any other issue. No one will deny that we need normative standards--in the ethical meaning of the term--for how administrators ought to behave, but these

prescriptions do not constitute a theory. These standards cannot be secured through the methods that we must use for constructing a theoretical model in science. In this model we must confine our attention to how administrators do behave. In short, the description of events and their evaluation must be kept distinct. To state the issue in other terms: the immediate purpose of research is to enable us to make more accurate predictions of events, not to prescribe preferential courses of human action." ¹

The prescriptive nature of much of the literature hindered the researcher in his attempt to understand the job of the intermediate superintendent.

Keeping this "is-ought" distinction in mind during the research review, the researcher concentrated on descriptive studies that aided him in his attempt to describe the work behavior and role of the intermediate school district superintendent and to make comparisons with other educational administrative positions.

The review of literature is divided into five sections. In the first section, the development of general management research and theory will be reviewed. In the

¹Halpin, Andrew W. (Editor). Theory and Research in Administration. London, England: The Macmillan Company, 3rd Edition, 1969, pg. 8.

second section, the theoretical frame of reference for this study will be reviewed. Section three will review research on building level administrator work behaviors. Section four will review research on local school district superintendent work behavior. The fifth section will review the limited studies available on the job activities of the intermediate school district superintendent.

The Development of General Management Research & Theory

Perhaps the earliest systematic view of management and the job duties of the manager was offered by Frederick W. Taylor in the early 1900's.

In his management book, Principles of Scientific Management (1911), Taylor contended that work could be analyzed scientifically, and it was the function of the manager to provide the scientific guidelines for worker performance. Scientific management required that the manager plan, organize and control task performance. It demanded a new, more systematic approach to the role of manager. Because Taylor was concerned with optimizing efforts at the operative level, excellence in management, he thought, resided in "knowing exactly what you want men to do, and then seeing that they do it in the best and

cheapest way."² This emphasis on the operational level led Taylor to describe the job of the manager in terms of micro concepts.

Following Taylor's focus on the manager's job in terms of these operational or micro concepts, there developed a body of knowledge that emphasized broad administrative principles applicable to higher organizational levels, placing its emphasis on the development of macro concepts. This approach became known as the functional or classical theory of management thought.

Henri Fayol (1916) became known as the father of the classical school of managerial behavior. In 1916 he introduced his five basic managerial functions: planning, organizing, coordinating, commanding and controlling. These five elements of management have become the foundation for describing the basic process or functions of managerial work.

Fayol's work in the classical school of thought led the way for Gulick and Urwick (1937) to expand on these macro concepts of management. Their answer to the question of what a manager does was the acronym: POSDCoRB.

²Taylor, Frederick W. The Principles of Scientific Management. New York: Harper & Row Publishers, 1947, pg. 21.

"These letters represent the following seven functional elements of the chief executive.

Planning, that is working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise;

Organizing, that is the establishment of the formal structure of authority through which work subdivisions are arranged, defined and coordinated for the defined objective;

Staffing, that is the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work;

Directing, that is the continuous task of making decisions and embodying them in specific and general orders and instruction and serving as the leader of their enterprise;

Coordinating, that is the all important duty of interrelating the various parts of the work;

Reporting, that is keeping those to whom the executive is responsible informed as to what is going on, which thus includes keeping himself and his subordinates informed through records, research and inspection;

Budgeting, with all that goes with budgeting in the form of fiscal planning, accounting and control.

This statement of work of a chief executive is adapted from the functional analysis elaborated by Henri Fayol in his Industrial and General Administration. It is believed that those who know administration intimately will find in this analysis a valid and helpful pattern,

into which can be fitted each of the major activities and duties of any chief executive."³

This acronym continues to dominate the general management literature. But the difficulty in utilizing this description of managerial work is the inability to translate specific observable behavior into these functional categories. For example, when observing a manager engaged in a work activity, it is extremely difficult to discern when a specific act represents one or a combination of these broad categories.

These categories describe objectives of managerial work and represent the normative or prescriptive view. They provide insight into what an executive should do, but, they do not represent the descriptive view of what an executive actually does in his or her daily job activities. These functions describe vague objectives of managerial work, but they do not describe the actual work of the manager. Braybrooke and Lindblom (1963) contend, "they are just ways of indicating what we need to explain."⁴

³Gulick, Luther H. "Notes on the Theory of Organization." L. H. Gulick and L. F. Urwick, editors. Papers on the Science of Administration, New York: Columbia University Press, 1937, pg. 13.

⁴Braybrooke V. and C. E. Lindblom. A Strategy of Decision. N.E. Free Press, 1963, pg. 537.

Continuing this normative approach to the description of managerial behavior was Chester Barnard (1938). He defined executive work as the specialized work of maintaining systems of cooperative effort. Barnard's definition of the executives' job was, "To provide the system of communication; to promote the securing of essential efforts; to formulate and define purpose. Executive work is not that of the organization, but the specialized work of maintaining this organization in operation."⁵ He was a pioneer in noting the distinction between operational and managerial activities, contending the executive should focus his efforts on the maintenance of organizational systems as opposed to the actual operations of the systems.

The development of research focusing on managerial activities continued with the post World War II era which provided opportunities for military research to be used for civilian life. One such group of studies was the Ohio State Leadership Studies. This was a comprehensive and ongoing study on managerial work conducted by Ohio State University from the late 1940's through the mid 1960's.

⁵Barnard, Chester I. The Functions of the Executive. Cambridge, MA: Harvard University Press, 1938, pg. 215.

Many researchers associated with these studies developed various categories of manager activity. The first was Shartle's (1949) list of fourteen:

1. Inspection of the organization
2. Investigation and research
3. Planning
4. Preparations of procedures and methods
5. Coordination
6. Evaluation
7. Interpretation of plans and procedures
8. Supervision of technical operations
9. Personnel activities
10. Public relations
11. Professional consultation
12. Negotiations
13. Scheduling, routing, dispatching
14. Technical and professional operations

During the following years, researchers involved in the Ohio State studies used the same typology or a modification of it. The difficulty in its application to this research endeavor is the lack of specificity in such activities as "planning," "coordination" and "evaluation." A more descriptive analysis is required.

Another study that emerged from the wartime behavioral research is a collection and analysis of critical incidents developed by Flanagan (1951). This research

revealed that the dominant requirements of the managerial role included handling administrative functions and supervision of personnel. The critical incident technique produced a large number of behavioral descriptions of executive functions, but were so general that they provided little more insight into actual managerial work than Gulick's (1937) POSDCoRD description.

One of the more applicable Ohio State Leadership Studies dealing with managerial behavior was conducted by Hemphill (1960).

Hemphill developed a list of 575 statements which he administered to 96 executives in five large companies. Using factor analysis, he isolated ten clusters of statements or "factors" of executive behavior.

Factor A: Providing a Staff Service in Non-operational Areas - renders various staff services to supervisors.

Factor B: Supervisor of Work - plans, organizes and controls the work of others

Factor C: Business Control - concerned with cost reduction, adherence to budgets and enforcement of financial regulations

Factor D: Technical Concerns with Products and Markets - relates to the activities of competition and the development of new business

Factor E: Human, Community and Social Affairs - concerned with company image and goodwill and community involvement

Factor F: Long Range Planning - general concerns related to the future

- Factor G: Exercise of Broad Power and Authority - makes decisions on important issues and interprets policy
- Factor H: Business Reputation - concerned with product quality and/or public relations
- Factor I: Personal Demands - ubiquitous obligation to conduct oneself in accordance to the stereotype of the conservative businessman
- Factor J: Preservation of Assets - concerned with the safekeeping of company money and property

Although more "behaviorally specific" than its predecessors, its examination of private sector executives renders some of the factors inapplicable to this study of intermediate school district superintendents. But, its greatest shortcoming is in its methodology. The difficulty with the methodology used in this and a majority of the Ohio State studies is the validity of the data in describing managerial work. The researchers were studying the perceptions of the manager's jobs, rather than the jobs themselves.

The difference between managers' perception of their work and the actual work activity has been demonstrated in the studies of Burns (1954), Horne and Lupton (1965) and Harper (1968). They each asked managers to record what they thought they did and then measured, by the diary method, what they actually did. Each study found that the managers were poor predictors of their own activities. This researcher plans to avoid this problem by employing direct observation of intermediate superintendent work activities.

Nevertheless, these studies began an era of increased emphasis on the empirical examination of managerial work. The focus turned to a more descriptive analysis of the managerial activity, rather than the normative or prescriptive nature of the job. There was a need to analyze what managers actually do, not what they were supposed to do or think they do. An effective methodology utilized for a descriptive analysis of managerial behavior was to observe, record and analyze daily activities.

Theoretical Frame of Reference for the Study

The purpose of this study is to describe and analyze the work activities and roles of the intermediate school district superintendent and to determine if differences exist in the managerial characteristics between the intermediate school district superintendent and other educational administrators. Mintzberg's (1973) managerial characteristics and role sets will be used as a basis for this analysis and comparison.

Mintzberg's Six Managerial Characteristics

The technique of structured observation was applied by Mintzberg (1973) to five managers, each of whom was the chief executive of a large organization. Mintzberg observed his subjects for one week each, recorded every

activity in which they engaged, and then used these observations to reveal the pattern of contacts that involved his subjects. Also, Mintzberg examined each of the manager's mail in an effort to understand executive communication.

Mintzberg's analysis enabled him to arrive at a description of managerial work that consisted of six general characteristics:

The Volume and Pace of Work - Mintzberg's first observation on the nature of managerial work concerns the volume of tasks to be performed and the rapidity with which they are accomplished. The job demands were structured in such a way that free time was seldom available. Whyte's (1954) survey of more than 200 executives revealed an average of 48 hours per week devoted to regular office work. An additional three or four nights was common, with free evenings often devoted to work-related entertainment.

Luijk's (1963) study of 25 Dutch executives support the fact that executives are subject to long hours and constant interruptions. The managers worked long hours, averaging between 8-1/2 and 11-1/2 hours per day.

The examination of managerial work employing the diary method provides a useful tool for revealing the executive workload. Carlson (1951) reported an average daily undisturbed work time of less than 90 minutes.

This total does not represent uninterrupted time but the total of any number of brief interludes. In the Burns (1957) study, 76 managers used the diary method to report an average work week of 41.5 hours per week. Direct observation of foremen by Guest (1956) clearly demonstrated the volume of work of Mintzberg's managerial characteristics. Guest's foremen were observed to perform an average of 583 tasks per day, with a mean time invested in a given task of only 48 seconds. Kay and Meyer (1962) observed 24 foremen and found a similar relationship between task volume and position. Lundberg (1970) found that the number of hours per day and the number of tasks per hour increased in crisis situations.

Variety, Brevity, and Fragmentation - Another of Mintzberg's (1973) characteristics of managerial work was concerned with the nature of tasks performed relative to time, sequencing and duration. Mintzberg's observations demonstrated that executives' work entails a wide array of tasks that are frequently interrupted. Thus, rather than performing one long, arduous task and subsequently beginning a second, the manager performs one and then another brief job in rapid succession with little sense of task completion. Mintzberg's (1973) structured observation revealed an average of 36 written and 16 verbal contacts per day, each requiring a distinct behavioral display by the subject.

Diary studies provided an excellent methodology for observing variety, brevity, and, to a lesser extent, fragmentation of administrative tasks. Carlson (1951) found that his executives had an average time span undisturbed by visitors of 15 minutes but that telephone intrusions reduced this figure to a mean of only eight minutes. Carlson found only 12 periods in 35 days of investigations in which the executive could work on a single task for more than 23 minutes without interruption. Burns (1954) studied four engineering managers and discovered a mean of 34 separate incidents per day scattered among ten functional categories.

Stewart (1976) used the diary method to study 160 senior and middle managers for four weeks each. Her purpose was to discover similarities and differences in how managers spent their time. Fragmentation in their work was great. There were few episodes of uninterrupted work activities. In concluding her discussion on similarities, Stewart noted, "A manager's job is a varied one...in the place of work, in the contacts, in its activities and in its content."⁶

Observation studies are also useful in observing variety, brevity and fragmentation in managerial work.

⁶Stewart, Rosemary. Contrasts in Management. Maidenhead, England: McGraw-Hill Publishing Company, 1976, pg. 98.

Kay and Meyer (1964) observed 24 foremen and noted a "high volume of varied tasks...generally each of a short duration."⁷

Preference for Verbal Media - Mintzberg (1973) related the third characteristic of managerial work to the choice of informational media. Four types of communication are available to the manager - telephone conversations, face-to-face meetings, paper correspondence, and the visual tour. Of the four, Mintzberg's subjects preferred verbal contacts either in person or on the telephone. The spoken word was more advantageous since speed, ease, informality and immediate feedback were important for communication.

Executive communication is one of the most frequently studied aspects of the managerial role. Thomason (1966) studied managers in a wide variety of corporate settings and discovered time investments of between 31 and 82 percent in verbal communication. Guest (1956) found that 67 percent of the foreman's day was spent in verbalization.

Several types of verbal communication exist, and each type presents a special pattern of utilization. Mintzberg's (1973) data revealed that the telephone was the most economical verbal mode. Moore's (1968) study

⁷Kay, E. and Meyer, H. H. The Development of a Job Activity Questionnaire for Production Foreman. Personnel Psychology, 1962, Vol. 15, pg. 417.

revealed that, while the phone was a major source of interruptions for the manager, it served as an important source of needed information if the incoming calls were properly screened.

Face-to-face contacts were more suitable for in-depth analysis of a situation than telephone conversations. Mintzberg (1973) found that meetings of both scheduled and unscheduled variety occurred with equal frequency and occupied 19 percent of the managerial activities. The scheduled meetings were the most time consuming, using 59 percent of the manager's time, while unscheduled meetings totaled only ten percent.

Mintzberg (1973) found that 22 percent of his manager's time was spent working at their desks, most of which involved the processing of written communication. Twenty-two percent of this time was spent reacting to the 36 pieces of incoming mail and generating nine output communications each day. Stewart (1976) concluded that her managers spent 60% of their time in discussion.

Preference for Live Action - The results of Mintzberg's (1973) study revealed that positions were not occupied by reflective planners but by persons who preferred current information to dominate their activities. Managers invested little time in reflective planning, and priority usually went to tasks that required immediate action or could be quickly completed. This

type of style results in managers being tied to appointment calendars.

Carlson (1951) referred to this behavior as "diary complex." He reported that scheduled concrete tasks received immediate attention while future commitments were largely ignored. This type of managers' behavior leads to a "here and now" style for their activities, rather than a "wait and see" attitude.

A variety of management analysts endorsed the characterization of administrative work by a preference for live action. Wrapp (1967) noted the necessity for managers to cultivate sources of current information within the organization in order to avoid insulation from events in the active world. Shapiro (1977) revealed that most executives spend less than five percent of their time in reflective thought or planning. Hekimian and Mintzberg (1968) revealed that the management environment precludes any involvement with time-consuming planning activities and that these activities should be completed by separate informational personnel.

Pitner's (1979) use of structured observation to study school superintendents presented a similar picture of management's preference for current, lively activity. She reported a contact record similar to that of Mintzberg (1973) and concluded that her subjects continually received updated information that acted as a guide for

their decision-making processes. Pitner also noted the comparative absence of long-range planning and decisions based upon speculative contemplation.

The Network of Contacts - Mintzberg's fifth characteristic of managerial work involves the manager in the midst of a contact network with the organization. Three categories of contacts exist - subordinates, superiors, and organizational outsiders. Mintzberg noted that 44 percent of his managers' time was spent with outside agents including peers, customers, government personnel, and resource agents in general. Mintzberg reported that 48 percent of his managers' time was spent with subordinates, thus leaving only eight percent with superiors. The managerial contact record has been investigated by a large number of researchers. The manager has been shown to play a role in two types of networks - one within the organization and the second between the organization and other environmental agents.

In maintaining the external contact network, the manager seeks information relative to the organizations' position and survival in the environment. Keegan (1974) found that executives depend upon outside sources for 64 percent of all the information they gather. Burns' (1954) diary study of five middle managers revealed that one out of every eight contacts that were engaged in by his subjects involved an extra-organizational person.

Sayles (1964) observed 75 managers in a large American corporation and concluded the managers established and maintained relationships to maintain stability within the organization and monitor external disturbance.

Nailon (1967) used a modified form of the Horne/Lupton (1965) nine-point statement about activity to study the managers of three English hotels. Nailon's findings conclude that the hotel managers had a heavy involvement with the external environment rather than the internal staff and they engaged in constant monitoring of their organization through brief and frequent movement through the hotel.

Managers engage in their contacts using primarily verbal media. Mintzberg (1973) revealed, however, that written communications follow a similar pattern. A different type of contact method is the tour, which is an open-ended activity that provides the administrator with visual information as well as the opportunity to engage in verbal contacts outside of the formal organizational channels. Mintzberg reported that tours were only concerned with three percent of his subjects' time, while Carlson (1951) reported that ten percent of his managers' time was spent touring. Wirddenius (1958) reported that his manager subjects expressed an enthusiasm for touring and considered it to be rewarding, but they did not use it very much. This lack of participation in such an

unstructured activity may reflect the manager's preference for live action and high-priority tasks and contacts.

A Blend of Rights and Duties - Mintzberg's (1973) final characteristic of managerial work was a combination of two aspects that represent opposing views of the overall control that a manager can exert on a role performance. While certain functions of a managerial workday are selected by the executive (rights), others are required as part of their role in the organization (duties). In examining this blend, it may result in the manager being perceived as "a puppet controlled by the strings of the different task demands".⁸

Generation of empirical evidence for one or the other perspective is a difficult task. A device frequently used is to examine the contacts made by the manager in order to discover what portion was self-initiated. Burns (1954) found that his subjects initiated about 50 percent of their peer contacts, 36 percent of their contacts with superiors, and between 62 and 74 percent of their subordinate encounters. Dubin and Spray (1964) reported similar findings.

⁸Mintzberg, Henry. The Nature of Managerial Work. New York, NY: Harper & Row, Publishers, 1973, pg. 30.

While self-initiated contacts are helpful in establishing the degree of managerial control, they fail to account for a variety of job conditions, which results in different interpretations. Mintzberg (1973), not entirely satisfied with contact initiation as an index of control, analyzed managerial role performance relative to active or passive involvement. Hypothetically, the more actively involved managers would have the greatest degree of organizational control. Mintzberg found 31 percent of the manager's time was actively involved, 42 percent was passively involved, while the remainder of the time showed neither tendency. These findings are open to interpretation relative to the issue of organizational control.

Mintzberg's Ten Managerial Roles

Mintzberg (1973) stated that the work of managers is similar and that certain roles develop as a result of these common characteristics. Mintzberg's analyses of managerial behavior help to contribute to the understanding of these management functions (see Figure 1). The Interpersonal Roles. Three roles comprise the interpersonal role set - figurehead, leader, and liaison. The first component of this role set is the figurehead role. In such a role, the manager performs activities that only he or she can do by virtue of holding the position or office of manager. Neustadt (1976) emphasized this role

Figure 1
Mintzberg's Ten Managerial Roles



in his study of American presidents. Activities involved in such a role performance include receiving status requests, performing ceremonial functions, and ministerial duties. While virtually any person could perform each of these tasks, they fall to the manager by social custom, organization practice or law.

The second of Mintzberg's interpersonal roles is that of leader. The behavioral manifestations and characteristics of this role were extensively analyzed by Stogdill (1965). As a leader, the manager is responsible for directing the organization's efforts. Katz and Kahn (1966) noted that authority to do so is derived from the position rather than from personal or charismatic features. The organization looks to its leader for guidance and motivation. The leader needs to exert power and use his influential position if managers are to maintain their position as leaders (Lipsky 1976). Formal authority offers the manager potential power, leadership determines how much of it will be realized (Whyte 1954).

The liaison role is employed by the manager in maintaining an outside contact network. Homans (1958) stated that outside contacts are required by the manager because of a lack of peer interaction within the organization. Mintzberg (1973) believed that the contact network and its value to the role incumbent increase as the manager's status and reputation grow.

The liaison role is needed by individuals to acquire internal and external organization feedback outside official communication channels. Sayles (1964) contends, "the one enduring objective of the manager is the effort to build and maintain a predictable, reciprocating system of relationships..."⁹

The Informational Roles. In the second role set, Mintzberg (1973) placed the manager in the center of an informational processing system. Three roles comprise that set - the monitor collects the information from internal and external organizational sources, the disseminator provides information that is vital to subordinate role performance, and the spokesman relays organizational information to environmental agents. The common element is the utilization of internal and external contacts to transfer information. The direction of flow within the organization or between the organization and the environment determines the specific role embraced.

Mintzberg (1973) included these five informational categories as substance for the monitoring role: internal operations, external events, analysis, ideas or trends, and pressures. Sayles (1964) envisioned a similar role for the manager but included several decisional elements in its composition. The nature of information required

⁹Sayles, Leonard. Managerial Behavior: Administrators in Complex Organizations. New York: McGraw-Hill, Publishers, 1964, Pg. 258.

by the manager in the monitor role requires that a pattern of communication flow within the organization be abandoned in favor of the manager's own internal and external contact network. Aguilar (1967) reported that 71 percent of a manager's information comes from a personnel network blend of private and organizational information sources fostered by the manager. Aguilar's further finding that 62% of this outside information was unsolicited, illustrates how well developed the manager's personal network is.

As a disseminator, the manager channels information to specific parties. The manager disseminates information to the appropriate party, which will use the information in order to maintain the goals of the organization. Argyris (1953) revealed that the dispensing of key organizational information to subordinates is crucial to the success of the organization.

Mintzberg (1973) believed that the dissemination of information results in two forms - factual information and values. Factual information deals with the current status of organization conditions while values represent more of a goal orientation. The manager's role in disseminating factual information requires little convincing for its plausibility to be accepted, but the manager as a disseminator of value information is placed in an awkward position at times. The manager is required to influence

various parties to comply with his/her perspective on issues of organizational management. The transfer of value information as a subtle influence or an iron-fisted demand causes the manager to incorporate some features of leadership into the performance of the disseminator role.

The transfer of information to outside contacts involves the manager in Mintzberg's (1973) final informational role as a spokesman. Hodgson, Levinson and Zelenznik (1965), in analyzing the formation of the executive role constellation, failed to distinguish between the two roles in relation to outside contacts. Mintzberg placed the spokesman between the organization and two types of outsiders-the external influencers and the public in general. The external influencers could include the board of directors or shareholders, while the public could be customers, government agencies, and the press. The manager can provide specific inside information to external groups or engage in the standard organizational rhetoric designed for mass consumption.

The Decisional Roles. Mintzberg (1973) perceived the decisional roles as encompassing the most crucial aspects of managerial work. Mintzberg feels managers were instrumental to the decision-making process of the organization because of their authority, their central position in the flow of information, and the strategic necessity of integrating the decisional processes to the organization.

The first of the decisional roles is that of entrepreneur. This role, according to Mintzberg (1973), involves the initiation of organizational change. Mintzberg noted that other roles came into the role prior to entrepreneurship. Organizational monitoring was necessary to create an awareness of a problematic state of the system that required change. Dissemination and leadership also may precede performance in this decisional role. Mintzberg failed to elaborate upon the processes by which entrepreneurship was implemented. Performance as a disturbance handler finds the manager in a situation over which he or she lacks full control. Unlike the entrepreneur role, the disturbance handling role involves involuntary change. Lundberg (1970) noted that in performing this role, the manager assumed more power and influence than during more routine role involvement. Sayles (1964) believed that the manager may strive for stability and avoidance of disturbances but may never achieve the ideal.

While resource allocation, the third decisional role, is usually perceived as dividing physical resources among competing alternatives according to some prioritizing factor, Mintzberg maintained a broader perspective in defining the role. Organizational resources involve not only physical resources, but such abstract qualities as time, influence, manpower or reputation.

Mintzberg considered resource allocation to be a vital role because in performing it the manager dictated the emphasis that various organizational endeavors would receive. Mintzberg divided resource allocation into three components-scheduling of time, programming of work, and authorizing of actions.

The managerial action in which the organization is placed into a position of negotiation or collective bargaining should be applied to resource allocator. Sayles (1964) reported that this role dominated the outside contact activities of managers he studied. He also felt that negotiations in all areas are a way of life for a manager. Negotiations must articulate with the leadership, figurehead, resource allocation, and spokesman roles. Barnard's (1938) appellate decision theory supports the compromising and negotiating position of a manager. In this role the manager makes decision based upon information relayed by a subordinate or as compromising, conflicting organizational interpretation.

Using Mintzberg's (1973) work characteristics and role sets as a frame of reference and basis for comparison, the researcher reviewed certain descriptive studies related to certain positions of educational administrators. In reviewing building level administrators (principals), the researcher examined Kmetz's (1982) study of five elementary principals and Martin's (1980) study of five secondary principals. The researcher then

examined Larson, Bussom and Vicar's (1981) study of six local school district superintendents' work activities. Finally, the researcher reviewed the limited number of studies on intermediate or county school superintendents' activity.

Review of Building Administrator Work Behavior

The purpose of both the Martin (1980) study of secondary principals, and Kmetz (1982) study of elementary principals was to examine the compatibility of the principalship with the managerial behavior observed by Mintzberg (1973).

A Summary of Martin's and Kmetz's Reviews of Mintzberg's Characteristics

The Volume and Pace of Work

Martin's (1980) study of five secondary principals revealed that his principals work a 53-hour work week with 11 of those hours being designated as after-school activities. Kmetz' (1982) study of five elementary principals indicated that his principals work a 41.7 hour work week. The subjects in his study also attended night activities, which averaged 8.0 hours per week. Both studies would indicate that a principal's work week would exceed 50 hours and would require principals to be on duty at least one night a week.

The pace of Martin's (1980) and Kmetz' (1982) principals would be in concordance with Mintzberg's managers. Martin's study revealed that his principals engage in 17.7 different activities an hour, while Kmetz found 14.7 tasks per hour. Both studies would indicate a principal engages in a different task every 2.4 to 3.4 minutes.

Variety, Brevity, and Fragmentation

Martin's (1980) study revealed that 50 percent of all his principal's activities were interrupted at least once. The Kmetz (1982) study indicated his principals were interrupted 38 percent of the time. When comparing Kmetz' and Martin's data by number of activities and percentage of time, one finds their data displays the characteristics of high fragmentation, interruption, and short duration. There were similarities in duration of tasks. Kmetz' principals' work activities averaged ten minutes or less, with Martin reporting similar results. The number of tasks per hour differed between Martin and Kmetz. Kmetz' elementary subjects completed 14.7 activities per hour, while Martin's secondary subjects averaged 17.7 activities an hour. Both Martin (1980) and Kmetz (1982) reported a similar engagement rate of a new task every three to four minutes. Analysis of both studies would reinforce Mintzberg's observations that a manager's work entails a wide variety of tasks that are

frequently interrupted. Most of the principals' interruptions were in the form of phone calls and brief unscheduled meetings or exchanges.

Verbal Media Preference

The Martin (1980) study revealed that 89.2 percent of the principals' activities and 80.8 percent of their time was spent communicating verbally, while the Kmetz (1982) study indicated that 86.0 percent of the principals' activities and 70 percent of their time was spent in verbal communication. Verbal communication in both studies could be identified as exchanges, phone, scheduled meetings, unscheduled meetings, tours, announcements, monitoring and trips. The manner in which both sets of principals initiate their verbal contacts is similar. Face-to-face contacts were the dominant contacts. Face-to-face contacts included scheduled meetings, unscheduled meetings and exchanges.

The dominant form of communication in both studies was verbal communication. Martin's (1980) study indicated that face-to-face verbal exchanges accounted for 72.4 percent of the principal's activities, while Kmetz (1982) revealed 62.5 percent. The telephone was considered another type of verbal mode. The Martin study indicated that 5.8 percent of the principal's time was spent on the phone, while Kmetz' principals' phone time was 8.0 percent.

Preference for Live Action

Mintzberg (1973) stated that managers show a distinct preference for live issues and are action persons rather than reflective planners. Both Martin's and Kmetz' studies indicated that principals spend very little time in formal planning. Both sets of principals in the studies worked at a rapid pace and completed general items as soon as possible to prevent falling behind when certain items needed to be completed. As a problem arose, the principals often worked toward its solution even though it forced other tasks into the background.

Martin's study revealed that even though no formal planning was observed, most of the principals had a plan of action outlined in his or her mind. Martin attributed this "interscheme of activities" to the experience of the principals in his study. Martin also observed that principals avoided activities that required long periods of time, but in the case of an emergency, principals would curtail their activities in order to devote full time to the crisis at hand.

The Contact Network

The elementary principals' contact network was found to be similar to that of secondary school principals. Martin (1980) noted that 92.6 percent of all contacts made by the principals were people under their

supervision, while Kmetz (1982) noted 89.3 percent were people under the direction of the building principal.

The two studies yielded dissimilar results regarding the number of contacts made with parents. Martin (1980) reported a low frequency of 2.0 percent contacts as compared with 4.7 percent in the Kmetz study.

It can be inferred, then, that the principals in both studies spent a great deal of time with staff and students in their building. Even though they are responsible to parents, school board members and the superintendent, principals rarely communicate with them in their daily activities.

Kmetz and Willower (1982) reported the elementary principals they studied averaged 40 unscheduled meetings a day with a mean duration of 4.4 minutes. Eighty-six percent of these principals' activities and 70% of their time was spent in personal contact with one or more persons, and another 8% was spent on the telephone. The greatest part of their noncontact time was spent writing notes, completing reports, processing correspondence and similar chores.

Martin and Willower (1981) reported secondary principals as exhibiting the same "busy person" syndrome as elementary principals. These people spent only 16% of their time on desk work. The remainder was spent on meetings, both scheduled and unscheduled (45%) and exchanges, sometimes on the phone, sometimes in person (19%). The

rest of the time was on what might be called, being in charge and being around, (i.e., touring, observing, monitoring, announcing, supervising, etc.). In these latter situations, the principals positioned themselves visibly so as to invite further interaction.

For both elementary and secondary school principals, trips or meetings outside the building took only a small percentage of their time. Interactions with the superintendent or other central office people consumed a comparable small part of their routine. Building administrators are locally bound and always open to any and all contacts.

A Blend of Rights and Duties

Mintzberg's (1973) study indicated that managers as heads of organizations often fail to exercise full control, but this can be disputed by the Martin and Kmetz studies. In the analysis of contact records for exchanges such as telephone calls, scheduled meetings, and unscheduled meetings, Martin's (1980) study indicated that 56.7 percent of the principals' contacts were self-initiated contacts. In the Martin and Kmetz studies, the highest percentage of self-initiation was the scheduled meeting. Both of these rates succeed Mintzberg's findings of 32 percent of self-initiation.

A final consideration is the purpose for the principals' work activities. Although categorized differently than Mintzberg (1973), both Martin (1980) and Kmetz

(1982) developed specific categories to analyze the purpose of the principals' work activities. The major categories were organizational maintenance, school program, pupil control, extracurricular, and undetermined. Organizational maintenance included work activities which promoted the overall school operation such as staff and pupil personnel services, school plant, public relations, health and safety concerns.

School programs included two areas: instruction and curriculum. These activities included staff observations, contact with staff about teaching methods, or planning curriculum programs. Pupil control activities were those contacts which the principal had direct involvement with student discipline problems. Extracurricular were activities which went beyond the school day like athletic events or parent meetings. The undetermined category was for those activities which failed to fit into one of the other four major categories. These activities were usually personal in nature involving phone calls or errands. Martin (1980), Kmetz (1982) excluded deskwork and personal sessions from the analysis of purpose.

Organizational maintenance was consistent between Martin (1980) and Kmetz (1982) in both percent of time and percent of activities. As little as one-third of the principals' time was involved in organizational maintenance.

The largest variance was noted in pupil control with secondary principals devoting 18.9% of their activities and 14.7% of their time, compared with elementary principals' 24.4% of activities but only 3.7% of their time.

Putting all of this together, Willower (1982) and his colleagues (Kmetz and Martin) concluded that for building administrators, there is a high volume of work completed at an unrelenting pace. The work is characterized by, "variety, brevity and fragmentation of tasks, and preferences for verbal media and live action."¹⁰

Interestingly, the behavior of these building administrators is quite similar to a group of educational program managers that Sproull (1981) studied. She characterized her subjects routine as, 1) choppy...with many episodes of brief duration, 2) oral...spent talking to people, 3) unpredictable...without visible pattern...and 4) as much other directed as self directed. Her administrators were always busy and active. They engaged in approximately 60 interactions a day with an average duration of 5.6 minutes, most always inside, not outside the building, and often with others setting the agenda. These people were busy, they interacted serially with a great many people, and the topics tend to change with the

¹⁰Kmetz, John T. and Donald J. Willower. "Elementary School Principals' Work Behavior." Educational Administration Quarterly, Vol. 18, No. 4 (Fall 1982), pg. 72.

person and be initiated by the other person. "Even when the manager...is the initiator of interaction, it is usually to attend a topic raised by someone else."¹¹

These managers were not technicians or experts; they are facilitators and they facilitate the coming and going of people and events within the routine.

Review of Local School District Superintendent Work Behavior

A major purpose of Larson, Bussom and Vicars' (1981) study was to systematically study the nature of a school superintendent's work activity and to provide a detailed description of the nature of a school superintendent's job. The outcome from the data collection effort using structured observation was a data set of 79 days of narrative record, based on 560 hours of observation. The study focuses on the job in general, by reporting on where the superintendent worked, how he spent his time, whom he interacted with, who initiated the contact, the number of people involved, and the purpose of these interactions.

¹¹Sproull, Lee S. "Managing Education Programs: A Micro-behavioral Analysis." Human Organization, Vol. 40, No. 2, 1981, pg. 116.

Where do Superintendents Work?

The superintendents, as a group, spent two-thirds of their time in their office. The next most used location was "other areas in the school system," such as the cafeteria, learning center, industrial arts shop, or similar places on a school campus. They spent about 9% of their time away from the school facilities. While the school superintendents spent almost all of their time on the grounds, they averaged less than ten minutes per activity there; in contrast, activities away from campus took only 8.8% of the superintendents' time, but averaged almost 40 minutes.

How do Superintendents Spend Their Time?

To answer this question, the observed activities were classified into seven categories. The first five of these categories were developed and defined by Mintzberg (1973) in his study of chief executives. The researcher added "travel" and "other". Superintendents spent 10.7% of their time on the telephone, their phone calls averaged 3.2 minutes, and phone calls made up 20.6% of their total number of activities. The superintendents in the study spent 30.9% of their time on desk work and 29.7% of their time in unscheduled meetings; the remaining 39.6% of their time was spread over the rest of five categories.

It is interesting to note the amount of time that superintendents spent in interpersonal interaction with others. The percent of time absorbed by interpersonal contact--telephone calls, scheduled meetings, and unscheduled meetings--totals about 53% for the group, and this accounted for over 55% of the total number of their activities. Since contacts consumed more than one-half of their time and activities, obvious and important questions arise concerning their nature.

With Whom do Superintendents Interact?

As might be expected, the superintendents spent the largest percentage of their time (22.0%) with their immediate subordinates, such as business managers and assistant superintendent. However, they totaled almost an equal proportion of time (21.4%) with individuals who were not part of the school system (i.e., "Outsiders"), such as citizens (other than parents) and members of the business community. Furthermore, principals got about the same amount of the superintendent's time (12.9%) as did custodians, bus drivers, and kitchen workers (11.3%). In fact, the superintendents had a higher frequency of contact with the custodial group than they did with building principals (17.8% versus 14.5%).

Superintendents spent 13.0% of their time in contact with their peers. It was not uncommon for superintendents to call nearby superintendents to discuss such things as school closings and state aid formulas. In addition, most of the superintendents in the study attended frequent area meetings with other superintendents. Surprisingly, there was a relatively small amount of contact between superintendents and members of their own school boards--only 2.1% of contacts and 3.9% of time.

Who Initiates These Contacts?

The mean percent frequency is the most relevant statistic to describe who initiated contacts: the superintendent, others involved in the contact, the clock (i.e., a regularly scheduled, reoccurring contact), and mutual. The other party tended to initiate approximately one half of interpersonal contacts (49.2%). The superintendent initiated 36.3% of the contacts; self or other person initiated contacts tended to be brief (a mean duration of 5.3 minutes). Mutually initiated contacts (13.8%) tended to have a longer mean duration (9 minutes).

The majority (85.6%) of superintendents' contacts were paired (one-to-one) as opposed to group, but they only accounted for 37% of the contact time. Thus paired

contacts were frequent but brief (4.2 minutes) while group contacts were infrequent but long (16 minutes).

What are the Purposes of Superintendents' Contacts?

In order to describe in a systematic way the purposes of the more than 3,000 contacts that occurred during the observations, a modification of the Mintzberg (1973) framework was utilized. These data give an indication about the patterns of contacts for the school superintendents as a group. Nonmanagerial work, status requests, and negotiation sessions occurred infrequently, but when they did, they were of long duration. In contrast, action requests, manager requests, receiving information, and giving information were relatively frequent but brief occurrences. Also, the superintendents spent a considerable amount of their interaction time in long strategy sessions. Review was the predominant purpose in terms of frequency and time spent. Very little of the school superintendents' interaction activity was absorbed in ceremony and scheduling.

Combined categories related to information handling as defined by Mintzberg (1973)--receiving information, giving information, and review--accounted for about 64% of the superintendents' contact activities and over 65% of their contact time. Approximately 24% of the superintendents' contact activities and 13% of their contact time was spent taking requests from others and making

their own requests. Decision making categories (i.e., strategy and negotiation) comprised just a little over 5% of the superintendents' contact activities and took only 10% of his contact time.

The results of the Larson et al. School Superintendent Study can be compared with Mintzberg's conclusions about managerial work, and similarities and differences can be highlighted.

Quantity and Pace of Managerial Work

Mintzberg (1973) proposed that the quantity of work to be done, or that the manager chooses to do, during the day is substantial and the pace is unrelenting. The school superintendents averaged approximately ten events per hour, or 80 events in an eight-hour day. From an overall viewpoint, the data confirms this proposition; however, using only composite means in describing the quantity and pace of work ignores variability among and within individuals. A cursory analysis of a measure of the work pace (frequency of events per hour) suggests that there were considerable differences among the school superintendents as to the amount of work each performed. In addition, each superintendent's work load varied by observation period (fall, winter, and spring), by day and even within a single day.

Although there were times of high work demand on the superintendent's time, there were also numerous low work

demand periods. During periods of low demand, most superintendents tended to perform postponable or unrequired work, such as reading professional journals, disposing of promotional mail, or going on tours of the school grounds.

Mintzberg also noted that after normal work hours chief executives cannot escape from an environment that recognizes the power and status of their position. Nor can the executive's own mind, which has been trained to search continually for new job-related information, be still. Conclusions from direct observation of evening activities and participants' self-reports substantiate part of Mintzberg's statement. All of the superintendents attended evening civic meetings, local political functions, and other community events in addition to the numerous evening school-related events. It was not unusual for the superintendent to pass on information obtained at these functions to others in the school organization.

Brevity, Variety and Fragmentation

Mintzberg contended that a manager's job is characterized by brevity, variety, and fragmentation. He noted that a large majority of managerial activities are very brief, even for chief executives. The school superintendents in the study experienced even briefer activity periods than those reported by Mintzberg and others. The

school superintendents are similar to the police executives (Larson et al., 1981) and show lower mean durations than the Mintzberg (1973) and the Kurke and Aldrich (1979) studies. At first glance these data support Mintzberg's belief that managers continually move from item to item in a variety of episodes. However, the brevity of activity tends to vary considerable among individual school superintendents.

It seems the superintendent can manipulate these factors to different degrees to change his work pattern. He can, for example, encourage or discourage visitors to his office; he can even make modifications in the office layout to facilitate or restrict interpersonal contact.

Larson, Bussom and Vicars (1981) study of local school district superintendents indicated that although there were times of high work demand on the superintendent's time, there were also numerous low work demand periods--"the superintendent's work was characterized by lumpiness."¹²

This concept is supported by Duigan (1980) who concluded from his observational data of superintendents that the superintendents' administrative behavior is not generally as planned and organized as is sometimes suggested in the literature. "The superintendent works

¹²Larson, Lars L., Robert S. Bussom and William M. Vicars. "The Nature of a School Superintendent's Work-Final Technical Report." March, 1981, pg. 31.

in a world of action where uninvited verbal encounters and imposed deadlines play havoc with attempts to bring order to his work."¹³ Instead of a calm and controlled practitioner who diagnoses problems, generates alternatives and then chooses the optimum solution, we see a frustrated individual who is faced with an array of problems and crises. Confronted with a myriad of tasks and responsibilities of the job, the superintendent rarely finds sufficient time to analyze his problems nor plan his strategies.

Batchler (1981) also conducted a study commenting on the variety and fragmentation of the work activities of the Australian administrator. Batchler's findings provide comfort to the school administrator who feels guilty for spending time accomplishing little more than coping with ambiguity, frustration and disruptions.

The Use of Different Media

Mintzberg (1973) found that managers used five different media-- mail, telephone, scheduled meetings, unscheduled meetings, and tours. He pointed out that managers are strongly attracted to the verbal media-- telephone and scheduled and unscheduled meetings--with verbal contacts accounting for up to 75% of a manager's

¹³Duignan, P. "Administrative Behavior of School Superintendents: A Descriptive Study." The Journal of Educational Administration, 18, (1), 1980, pg. 25.

time. As noted earlier, the interpersonal contacts of the school superintendents accounted for 53% of their time and 55% of their total activities. Also, individual superintendents varied considerably in the percent of time spent in interpersonal contacts ranging from a low of 48% to a high of 74%. Thus while the Larson, et al. study tends to support the proposition, it also underscores the significant impact that individual differences have on the generalizability of the proposition.

Jon Morris (1979) conducted extensive research using a self reporting classification system of administrative acts (behaviors) analyzing a sample of twelve superintendents who randomly selected five minute blocks of time, twenty per day for twelve days. He concluded that school administration takes place in an intensely verbal environment and the contact networks of school superintendents are oriented toward interaction with subordinates at the expense of external contacts.

In a highly referenced study, Pitner and Ogawa (1981), examined the day to day behavior of the superintendent. They conclude that, "The superintendency is communicating. Most of this communication occurs in dyads; it is characteristically brief and fragmented and, although it usually involves subordinates, members of

boards of education or members of the community at large are often involved." ¹⁴

Also commenting on the verbal nature of the superintendency, was Gally's (1986) study of eight administrators whose job behavior was observed for five hours per day for ten days each. He concluded, in part, that a very large proportion of administrators' time was spent in verbal contacts, whether by means of direct talks or telephone calls and administrators usually relate to people on a one-to-one basis or in dyads.

Scheduled Meetings

The results of the Larson et al. school superintendent study do not support Mintzberg's contention that scheduled meetings take more of a manager's time than any other activity. The superintendents, as a group, spent the most time on deskwork (31%). Unscheduled meetings consumed 30% of their time and scheduled meetings only 13% of their time. The percent of time spent in scheduled meetings varied by individual, but one Superintendent, who spent the largest amount of time (19%) in scheduled meetings, did not approach the 75% reported by Mintzberg for one of his managers.

¹⁴Pitner, Nancy J. and Rodney T. Ogawa. "Organizational Leadership: The Case of the School Superintendent." Educational Administration Quarterly. Vol. 17, No. 2, Spring, 1981, pg. 49.

Tours

Mintzberg (1973) found that managers spent little time on tours. The school superintendent data confirmed this; they averaged only 4.6% of their time on tours and with the exception of one superintendent who spent almost 11% of his time on tours, there was little variation.

External Contacts

Mintzberg (1973) proposed that top level managers serve as a connecting link between their organization and outsiders. The school superintendents as a group spent 23% of their contact time dealing with outsiders compared to Mintzberg's 50%. These large differences between individuals once again highlights the danger of only using composite results.

Subordinates

Managers in Mintzberg's study spent between one-third to one-half of their contact time with subordinates. The school superintendents spent 59% of their time with subordinates. Inspection of the individual data reveals what appears to be an inverse relationship between time spent with subordinates and time spent with outsiders. Time spent with subordinates versus outsiders can describe the individual manager's internal-external orientation.

Superiors

Mintzberg found that managers spent relatively little time (about 10%) with their superiors. This result was

confirmed by the superintendents who, as a group, spent only 3.9% of their time with superiors.

Comparisons with Other Superintendent Work Behavior Studies

Other observational studies focusing on superintendents' activities have also been undertaken. One of Mintzberg's (1973) five chief executives was a school superintendent of a large (18,000 students) suburban school district who was observed for one week in the spring of the year. A second study was conducted by Pitner (1978), who observed three school superintendents in suburbs contiguous to a large Midwestern city for one week each. Finally, Kurke and Aldrich (1979), as part of a large managerial study, observed a school superintendent for one week in 1978.

None of these studies reported on the location of the superintendent's activities, but all used Mintzberg's (1973) classification schemes for activities and purposes of interactions. Exact comparisons between studies are not always possible, due to modifications each researcher made in the basic classification process.

A comparison across all four studies of whom the superintendents had contact with is difficult, since both Mintzberg (1973) and Kurke and Aldrich (1979) counted all organization members as subordinates. Their other classifications included directors, trade organizations,

clients, and suppliers. Unfortunately, only two of these are easily translated to a school setting: directors are equivalent to the board of education, and subordinates include all employees of the school district. While the majority of a school superintendent's time was spent with subordinates and others, there is some variability among the studies in terms of the contacts and time spent with members of the board of education (i.e., directors).

Pitner (1978) provided an expanded number of subordinate categories. She reported the percentage of contacts with immediate subordinates to be 35%; principals 38%; teachers 20%; and custodians, kitchen workers, etc. 2%. In the Larson et al. study, there were relatively fewer contacts with teachers and considerable more with custodians, kitchen workers, etc.

We can also make a comparison of the purpose of contacts across the four studies. While similarities are apparent--particularly with regard to status requests, manager requests, receiving information, and giving information--there are a number of major differences, and some are so severe as to cast serious doubt on the comparability of the studies. For example, Larson, et al., were involved with review 44% of the time, whereas Mintzberg's superintendent spent only 11% of his time in this activity.

Content

Another line of inquiry attempted to describe the work behavior of superintendents by analyzing job content. Huff and Pondy (1983) analyzed the job of the superintendent by examining the issues they addressed. The study focused on the case study of three suburban superintendents' management of five to seven major issues. The study brought to light major themes, including; effective issue management, avoidance of surprising their constituents, rehearsal as a key aspect of issue framing and incremental reframing of issues. Although it studied the process of issue management, it did not speak to the actual issues addressed that would aid this researcher in the determination of role.

This void was filled by Reed and Connors (1983). The study drew heavily on James Thompson's work Organizations in Action (1967) which contends that complex organizations, including school districts, consist of three organizational levels of responsibility. They are, 1) Technical, 2) Managerial, and 3) Institutional.

The Reed and Connors study contends that the primary activity of administration is to coordinate exchanges between technical organizational levels and task environments, and to respond to uncertainties which may disrupt the exchange relationship between organizational domains (job issues) and their related work environment.

They conclude that the work associated with the superintendent encompasses a variety of tasks. At the technical level, superintendents have the task of negotiating employee contracts and selecting personnel for a variety of positions. At the managerial level, they have the task of managing the district's transportation, food service and facilities. At the institutional level, they have the task of representing, supporting and defending all organizational domains to all task environments.

From the studies of the superintendent by job content, there emerges a dichotomy between "educational issues" and "management issues." Shannon (1988) refers to this as the world of ideas vs. the world of operations.

A number of contemporary researchers have noted this dichotomy. When studying the job of the superintendent, Pitner's study (1981) concludes that most of the superintendent's time is spent on noninstructional or non-educational issues.

Wallace (1985) found that the job content of the superintendent is heavily oriented toward management functions. He concludes the four B's of administration (busses, budget, buildings and bonds) have tended to occupy much of the attention of school superintendents at the expense of educational leadership issues.

Littleton and Turner (1984) analyzed the results of a questionnaire completed by 251 school board members across Texas and found that more responsibility tended to be delegated to superintendents for budgeting, financing, personnel, school facilities and community relations, while less responsibility tended to be delegated in the areas of curriculum and student discipline.

Analyzing the results of the 240 sample superintendents who filled out situational administrative decision making inventory, Sorenson (1985) identified six categories of job content: 1) Business, 2) Instruction, 3) Personnel Relations, 4) Student Relations, 5) Community Relations, and 6) Non-instructional Operations. He concluded that the majority of attention is directed to the noninstructional aspects of the superintendent's job.

Review of Intermediate School District Superintendent Work Behavior

The researcher noted previously that little research exists on the work behavior of the intermediate school district superintendent. Semantics of the job title and varying organizational structure from state to state may play a part in the research void but surprisingly little is known about this occupation. Available studies address the changing focus of the intermediate school district superintendent's work and the source of authority

of that work but no studies were found that addressed the managerial behavior of the intermediate school district superintendent.

Hill, Myers and Zuelke (1982) studied the job requirements of the county school superintendency in North Dakota. They offered three broad sources of work authority:

1. Work specified by statute
2. Work required by regulation
3. Work initiated by the superintendent or invited by one or more of the constituencies

The study found many of the statutory requirements obsolete. Regulatory requirements centered on the organization or transmittal of state reports. The work initiated or invited was very different from county to county and from incumbent to incumbent. The investigators believed that the present system permits - probably predicts - a haphazard approach to service functions because there exists no governance, not even advisory authority to set policy or determine priority. The researchers conclude, "The trend is quite clear, from both the experiences of North Dakota and other states: data gathering and reporting functions are giving way to service functions." ¹⁵

¹⁵Hill, Richard L., Elizabeth A. Myers and Dennis C. Zuelke. "The North Dakota County Superintendency in the 80's: Is it An Anachronism?" Planning and Change, 1982, p. 200.

A comprehensive study of the office of the county superintendent was conducted by the Oklahoma State Department of Education in 1986. Duties of 46 county superintendents were analyzed and educational benefits of statutory provisions and additional activities were evaluated.

Statutory duties were found to be present in each superintendent's report. Services initiated by superintendents or invited by constituents were more time consuming than statutory duties. The data was also used as a compilation and consensus of the current duties and functions of the office of county superintendent.

The data was organized into three general areas:

1. Responsibilities, functions and duties associated with statutory powers and duties,
2. Responsibilities, functions and duties associated with initiated or invited services,
3. Educational benefits to students.

The investigators conclude that the trend in the superintendent's job is away from regulatory functions and toward service functions.

Hendrick (1984) investigated the historical development of the bureaucratization of a county school superintendent's office since its creation in 1893. The study collected data from twenty-six interviews and from historical and scholarly works, documents and empirical studies. The data was analyzed to determine the process

of the county school office bureaucratization and the data implications for school administrators.

The researchers conclude that the county superintendent's office has evolved as a wild organization creating new services to meet clients' needs. The study supports the general trend of the intermediate school district superintendents' job, moving from regulatory functions to the service function.

SUMMARY

The researcher has attempted to describe "the state of the research" concerning managerial behavior. Compacting this knowledge base into a consistent, coherent and comprehensive summation is the final step of the review.

The researcher employed Mintzberg's propositions on managerial behavior as the conceptual frame of reference for this study. Thus, Mintzberg's conclusions became the "common thread" which ran throughout the research review.

For the most part, Mintzberg's six managerial work characteristics were found to be compatible with the managerial behavior of the elementary and secondary school principals and the local school district superintendents. The work of these educational managers can be characterized by:

1. An unrelenting pace
2. Variety, brevity and fragmentation
3. Verbal media preference

4. Live action preference
5. Contact networking
6. A blend of rights and duties

However, some distinctions were evident among these administrative positions. For example, the work pace was more hectic for principals than for superintendents. Also, brevity and fragmentation of work activities were greater for principals than superintendents. Contact networks were generally internal for principals and relatively balanced between internal and external agents for superintendents. Further, both groups' job responsibilities exhibited a blend of rights and duties, however, the superintendent had greater flexibility in discretionary job activities (job rights) than did principals who tend to be dominated by fixed job responsibilities (job duties).

Finally, there was greater variability among the superintendents in exhibiting these managerial characteristics than there was among elementary and secondary school principals. This leads the researcher to believe that individual superintendents may have a greater degree of individual control over their activities than do secondary and elementary principals.

Turning from job characteristics to job roles, the researcher then compared and contrasted previous research studies addressing theories of job role. The role of the

educational manager is compatible with Mintzberg's three role sets:

1. Interpersonal Roles
2. Informational Roles
3. Decisional Roles

Each group of educational managers utilized contacts made through interpersonal relations to give and get information to assist in their decision making duties. However, the types of frequency of interpersonal contact, the types of information exchanged and the complexity and impact of decisions made differed significantly between principals and local school district superintendents.

If differences in job characteristics and job roles were demonstrated in the studies examining various local school district administrative positions, the researcher questioned the degree of applicability of Mintzberg's findings when applied to intermediate school district superintendents.

As noted earlier, in reviewing the literature, there was a research void involving the study of intermediate school district superintendents. There were no available studies that examined the managerial behavior of this position. The job of the intermediate school district superintendent is separate and distinct from other educational managers and, as such, should be studied as an independent unit and conclusions drawn accordingly. As described above, differences began to emerge when

comparing building level administrators to local school district superintendents. The researcher was interested in determining if these differences form a continuum when including a study of the intermediate school district superintendent.

Finally, the researcher intends to examine the results of this study in the context of education, leadership, and institutions.

The researcher is interested in assessing what these findings say about the current state of schools and school administration in Michigan.

And, if our school administrators are so deeply engaged in organizational maintenance, the researcher would like to explore the implications of these findings on the ability of school leaders to effectuate change and improvement in our public school system.

The researcher would also like to compare and contrast his conclusions on public sector management with those of private sector management and speculate as to any inherent differences that might exist in the management of these two institutions.

It is anticipated that the integration of the results of this study with previous research endeavors analyzed in various contextual settings will extend the knowledge base of the managerial behavior of school administrators.

CHAPTER III

METHODOLOGY AND PROCEDURES

The purpose of this research study was to describe and explain the work and role characteristics of the intermediate school district superintendent.

Consistent with the nature of the research purpose, a qualitative field research methodology was utilized. The research methodology had to be inductive because the purpose was to describe what the researcher did not know, to develop from a study of specific intermediate superintendents a general statement of intermediate school district superintendents' administrative behavior. The research had to be comprehensive to capture, not what might interest the researcher or draw his attention for the moment, but to capture the whole job of the superintendent. And it had to be intensive in that it had to probe deeply, not superficially, into the complex set of intermediate school district superintendent work behaviors.

A number of field research methods were available to conduct this study. Mintzberg (1973) offers seven with accompanying advantages and disadvantages. (see Table 1)

Structured Observation Methodology

The researcher chose structured observation as the method for this study because it made it possible to

TABLE 1
Seven Methods to Study Managerial Work

Method	Applications	Major Advantage(s)	Major Disadvantage(s)	Appropriate Use
Secondary Sources	Neustadt	Convenient; draws on analyses of other	Data frequently unavailable, inappropriate, or incomplete	To study job of inaccessible manager
Questionnaire and Interview	Ohio State Leadership Group	Convenient	Data of questionable reliability	To study manager's perception of his job
Critical Incident and Sequence of Episodes	Flanagan, Marples	Allows for intense probing	Parts of job not covered by the data	To study certain aspects of job in depth (e.g., decision-making)
Diary	Carlson, Stewart	Efficient (i.e., large sample possible relative to researcher's time investment)	No help in developing understanding of new dimensions; some problems with interpretation, consistency, and reliability	To study characteristics of large sample of differing managerial jobs
Activity Sampling	Kelly, Wirtenius	Efficient; recording by researcher	Little help in developing understanding of new dimensions; noncontinuous, hence interpretation difficult	To study observational aspects of different jobs in one location
Unstructured Observation	Sayles, Dalton, Hodgson et al.	Enables researcher to understand new dimensions and to probe	Nonsystematic (may lose important data; cannot replicate); inefficient	To study the most complex, least understood aspects of manager's job (content)
Structured Observation	Guest, Ponder, Mintzberg, Radomsky	Enables researcher to understand new dimensions, to probe, to be systematic	Inefficient (consumes much researcher time); difficult to interpret some activities	To study at same time content and characteristics of small sample of managers' job

develop theory inductively, to observe and question intensively and to be systematic. Mintzberg defines this methodology as follows, "Structured observation...couples the flexibility of open-ended observation with the discipline of seeking certain types of structured data. The researcher observes the manager as he performs his work. Each observed event (a verbal contact or a piece of incoming or outgoing mail) is categorized by the researcher in a number of ways (for example, duration, participants, purpose) as in the diary method, but with one important difference. The categories are developed during the observation and after it takes place. In effect, the researcher is influenced in his coding process, not by the standing literature or his own prior experience, but by the single event taking place before him. In addition to categorizing events, the researcher is able to record detailed information on important incidents and to collect anecdotal materials."¹

Structured observation involved a large investment on the part of the researcher in simply gathering the data prior to the application of any treatment. Because of this, this technique did not lend itself to research involving numerous subjects. But, it did allow detailed

¹Mintzberg, Henry. The Nature of Managerial Work. New York, NY: Harper & Row, Publishers, 1973, pp. 231-232.

analysis of the work of a small number of participants and was well suited for this type of study.

Guba and Lincoln (1983) cited several arguments for using non-participant observation when doing qualitative studies. They summarized the benefits of using this research technique:

"Observation maximizes the inquirer's ability to grasp motives, beliefs, concerns, interests, unconscious behaviors, customs, and the like; observation allows the inquirer to see the world as his subjects see it, to live in their time frames, to capture the phenomenon in and on its own terms, and to grasp the culture in its own natural, ongoing environment; observation provides the inquirer with access to the emotional reactions of the group introspectively, that is, in a real sense it permits the observer to use himself as a data source; and observation allows the observer to build on tacit knowledge, both his own and that of members of the group."²

However, no methodology is without limitation.

Willower (1982) stated the following about structured observation: "Like all methods, Mintzberg's structured observation approach has its weaknesses: 1) activities that are of overriding importance but occur infrequently

²Guba, E. G. and Y. S. Lincoln. Effective Evaluations. San Francisco: Jossey-Bass, Publishers, 1983, pg. 193.

are deemphasized; 2) the meaning and the symbolic content of activities are neglected as are their emotional components; 3) the social context within which action occurs is slighted; and 4) variables that do not lend themselves to classification as activities (such as administrator "presence" or what Goffman labeled personal front) are missed entirely.

Nevertheless, the methodology provides a general sense of the realities of administrative life and a specific record of the allocation of managerial attention. The results concerning the characteristics of administrative work are fairly consistent across the studies".³

Structured observation proved to be an effective and efficient methodology to record the work activities of the intermediate school district superintendent. Additionally, the use of structured observation and Mintzberg's classification system allowed for comparison of this researcher's findings with those of other studies examining the managerial behavior of other educational administrators.

³Willower, Donald J. "School Organizations: Perspectives in Juxtaposition." Educational Administration Quarterly. Vol. 18, No. 3, Summer, 1982, pg. 102.

Validity and Reliability

The value of scientific research is partially dependent on the ability of the researcher to demonstrate the credibility of his findings. A common criticism directed at qualitative investigation (e.g., Magoon, 1977, Reichardt & Cook, 1979) is that it fails to adhere to the canons of reliability and validity.

LeCompte and Goetz (1982) state, "The results of ethnographic research often are regarded as unreliable and lacking in validity and generalizability. Some ethnographers ignore such criticisms; others, recognizing potential threats to the credibility of their findings, develop strategies addressing the issues."⁴ This researcher attempted not to ignore but to develop and implement procedures to strengthen the credibility of the findings of his research endeavor.

Reliability is concerned with the replicability of scientific findings. The question of reliability addresses the issue of whether independent researchers would discover the same phenomena or generate the same constructs in the same or similar settings.

In this research endeavor, the investigator was the research instrument. Consequently, it was important to

⁴LeCompte, Margaret D. and Judith P. Goetz. "Problems of Reliability and Validity in Ethnographic Research." Review of Educational Research, Vol. 52, No. 1, Spring, 1982, pg. 32.

ensure observer reliability. To that end, a pilot study was conducted to test for inter-rater reliability. During the training of the raters, it became apparent that open-ended field notes could produce inconsistent categorization. As a result, a Structured Observation Record (Appendix 1) was developed. Part A of the record allowed for consistent application of quantifiable data in the following categories:

1. Duration of activity
2. Type of activity
3. Number and type of participants
4. Form of initiation
5. Location of activity

After the Structured Observation Record was developed and tested, it also became apparent that a common set of definitions was required to uniformly observe and categorize activities. Consequently, a Data Coding Manual (Appendix 2) was adopted to afford a common nomenclature when observing activities. The Data Coding Manual used in this study was a modification of one used by Larson, Bussom and Vicars (1981) in their study of local school district superintendents.

These two documents proved to be extremely beneficial in the training for and conducting of the observation process. With the training and process in place, a sample superintendent was observed for one week by the two raters. Observation sessions ran approximately one

hour each, one in the a.m. and one in the p.m. for five consecutive days. At the conclusion of the pilot study, the researcher conducted an analysis of on each raters' record to determine reliability.

Eighty-four activities were recorded encompassing eleven hours and twenty-five minutes of observation by each rater. The degree of variance was determined by comparing each of the raters' observation records by category. If identical entries were made when recording the same activity dimension, no variance was noted. Comparing the five activity dimensions by rater resulted in the following findings.

Type of Activity

All nine types of activity were recorded during the pilot study. In all ten of the observation periods, the type of activity was recorded consistently between the raters. No variance was present between the raters.

Type and Number of Participants

Ten categories of individuals who interact with the subject superintendents were utilized in this study. Of the ten, seven participant types were observed. Those categories not observed included teachers, students and unknown. An analysis of the ten observation periods also revealed no variance between the raters in the type and number of participants recorded. That is, the position and number of people interacting with the subject

superintendents were recorded consistently between raters.

Form of Initiation

All four forms of initiation were observed. For example, the impetus for a contact could be by the subject superintendent, the opposite party, a previously scheduled meeting (the clock) or could be indeterminate. The form of initiation for personal contacts were consistent between the two raters in all observation periods with no variance present.

Location of Activity

All five locations of work activity were recorded. Both raters identified the location of the activities consistently throughout the ten observation periods with no variance.

Duration of Activity

Variations of up to one minute were noted in 47 of the 84 activities observed. It was noted that both the raters used watches with sweep second hands that were not synchronized at the beginning of the observation period. Although there was a minimal difference in the recorded duration of the activities, no variance was greater than one minute. It was concluded that the use of a synchronized digital clock would have eliminated any variance in

time noted. Regardless, it was the conclusion of this investigator that the variance in the duration is not significant and did not adversely impact the results of the Pilot Study.

It was the conclusion of this researcher that the Pilot Study proved that through the use of the Structured Observation Record and the Data Coding Manual, the principal investigator can consistently and accurately observe the day to day work patterns of a superintendent and accurately record his or her activities. Thus, reliability of the study was enhanced as a result of the development and execution of uniform definitions, forms and procedures utilized in the pilot study.

To further ensure reliability, the researcher reviewed numerous studies addressing managerial behavior. Specifically, he reviewed Mintzberg's (1978) study of CEO's and compared and contrasted that study with other research endeavors using the same methodology applied to educational managers. The researcher compared Kmetz's (1982) study of elementary principals, and Martin's (1980) study of secondary principals together with Larson, Bussom and Vicars' (1981) study of local school district superintendents. Comparing the studies convinced this researcher that the methods and procedures utilized in this study did indeed observe, record and treat the data in a consistent and accurate manner and

the findings are consistent with what other researchers might find under similar conditions.

While reliability is concerned with the replicability of scientific findings, validity is concerned with the accuracy of scientific findings. Establishing validity requires determining the extent to which conclusions effectively represent empirical reality. To ensure validity, the researcher tailored his work to the six indices of subjective adequacy stated by Homans (1950):

1. Time: the more time an individual spends with a group the more likely it is that he will obtain an accurate perception of the social meaning its members live by. By observing four intermediate school district superintendents one week each, the researcher witnessed the equivalent of 11% of the total time in which one superintendent would work in a 180 day school year.

Additionally, efforts were made to ensure each week of observation is representative of the superintendent's typical schedule by reviewing the previous twelve months of appointment calendars;

2. Place: the closer the physical proximity of the researcher to the people he studies, the more accurate should be his interpretations. This observational study examined the superintendent

in situ. Consequently, the study captured the actions and activities of his actual work environment;

3. Social circumstances: the number and variety of social circumstances which the observer encounters within the social structure of the community increases his accuracy. Every minute of every work day was observed and recorded. All verbal contacts and written communication were noted. Consequently, this study provides a great variety and amount of data;
4. Language: the researcher and his subject should share a common language. Because of the researcher's sixteen years of experience as a school administrator, the last fourteen of which was gained in an intermediate school district, common language was utilized. Lack of understanding of issues or purpose as a result of unfamiliarity with topics addressed was not evidenced;
5. Intimacy: the greater degree of intimacy the researcher achieve, the greater his accuracy. As noted earlier, the researcher "lived the life" of the superintendent during each work day. Consequently, all actions and activities were subject to description and analysis;
6. Consensus: confirmation that the meanings interpreted by the observer are correct. At the end

of each observation period, the researcher met with the superintendent to confirm the data and remove any uncertainties.

With these six indices in mind, Homans concludes that the researcher who undertakes an observational study will have some assurance that his findings reach an acceptable degree of validity.

To further ensure the validity of this study, the researcher sought confirmation of his inferences from the incumbent intermediate school district superintendents. At the conclusion of each observation period, the researcher reviewed with the subject the data and conclusions drawn for that observation session. In every case, there was agreement by each subject that the data and the conclusion presented an accurate description and explanation of their respective managerial behaviors for the time period observed.

Finally, concluding interviews were conducted with each subject with the results of the study being shared with each. Again, all subjects concurred that the data, its treatment and its findings were valid perceptions and accurately described the job realities of the intermediate school district superintendent.

Consequently, the researcher believes that extensive efforts were made to ensure that the study and its findings represented a reliable and valid portrayal of the work activities and managerial behavior of the

intermediate school district superintendent. As LeCompte and Goetz (1982) conclude, "Attaining absolute validity and reliability is an impossible goal for any research model. Nevertheless, investigators may approach these objectives by conscientious balancing of the various factors enhancing credibility within the context of their particular research problems and goals. For decades, reputable ethnographers have used a variety of strategies to reduce threats to reliability and validity. This has been a major source for one of the defining characteristics of present-day ethnography-its multimodality".⁵

Effects of Presence of Researcher

Any researcher employing direct observation must be cognizant of any influence his presence might have on the subject (Hawthorne Effects). Some activities are not subject to observer influence. For example, scheduled meetings are set up well in advance and incoming phone calls and mail are not influenced by the presence of an observer.

Other meetings were more susceptible. It is possible that fewer unscheduled meetings and originated phone calls would take place as a result of the presence of the researcher, but given the information the researcher was exposed to, there is no reason to believe that activities were delayed to avoid the researcher's exposure to them.

⁵LeCompte & Goetz, op. cit., pg. 55.

On occasion, there was a tendency, particularly in small group meetings, for participants to try to draw the researcher into the conversation. By avoiding eye contact and not sitting at the table with the subjects the researcher was able to distance himself and remain in the role of a non-participant observer.

When the subject superintendent left his office, the researcher walked a few paces behind so as not to inhibit others from approaching the superintendent. Additionally, this allowed the superintendent to move freely and prevented the superintendent from engaging in conversation with the researcher.

The only Hawthorne Effects of note in the researcher's estimation occurred during scheduled meetings. The superintendent got used to the researcher's presence as the week progressed. But, to most participants at meetings, with the exception of immediate subordinates who had frequent unscheduled contacts, the researcher's presence was unexpected. In most cases, with the exception of large meetings where the researcher's presence was not evident, introductions were necessary. In no case, to the researcher's knowledge, did anyone express misgivings about the researcher's presence.

The researcher concluded that the basic events of the superintendent's week were not subject to major change simply because the researcher was present.

Data Collection

1. Preliminary Data

For each superintendent studied, a body of preliminary data was collected before the actual observation began.

Information About the Work Week

The researcher reviewed, usually with the assistance of the superintendent's secretary, one year of calendar entries to ensure that the week chosen for observation was representative of the typical work week of the superintendent. In each case, it was determined that the observation week represented a "typical" work week.

Information About the School District

Information collected included an organizational chart, staff roster, district directory, annual audit reports and district brochures. This information was used to familiarize the researcher with each district, the environment in which the superintendent operates and the names and titles of individuals who will likely interact with the superintendent.

Information About the Superintendent

Information was collected on the superintendent and his background. Copies of personal resumes were also obtained. This allowed the researcher to become better

acquainted with each individual. This data was also used to compare the representativeness of the sample superintendent with the population in terms of years of experience, training, age, sex, etc.

2. Primary Data

Recording and Coding of Observations

"Structured data" was collected on the pattern of work behavior throughout the work day and on all mail and verbal contacts. "Unstructured data" was collected on issues addressed and purpose of activities.

Although the basic concept of Mintzberg's data collection scheme was used, this researcher modified Mintzberg's structured observation methodology in two significant ways:

- A. The observation record was expanded to include issues addressed to allow for job content analysis.
- B. The interpretation of the data was more than a replication of the Mintzberg work and role classification. The researcher was open to new and more accurate propositions.

Many of the recent descriptive research studies have employed the structured observation method, both in and out of the educational community to analyze administrative behavior. For the most part, these studies have also replicated Mintzberg's propositions to reaffirm their reliability and validity.

This methodology has been applied in the private sector studying hotel managers (Ley 1978), long term health care administrators (Mosher 1981), city managers (Hale 1983) and policy chiefs (Mayo 1983).

More extensive use has been employed in the educational administration sector studying public school elementary principals (Kmetz 1982, Hallinger 1983, Holloway 1985, Gibson 1986), private school elementary principals (Parker 1984), secondary assistant principals (McDonald 1981), secondary high school principals (Martin 1980, Berman 1982, Chung 1987), music administrators (Schmidt 1982, Burden 1985), assistant superintendents (Foshee 1984), superintendents (Kennedy 1985), and community college chairperson (Burke 1985).

The difficulty with considering only the replication and analysis on previously proposed role sets, is that the researcher is unable to explore new propositions. As Mintzberg himself concluded when describing his set of ten roles of the manager, "It should be made clear at the outset that the view of managerial roles presented in this chapter is one among many that are possible. The delineation of roles is essentially a categorization process, a somewhat arbitrary partitioning of the manager's activities into affinity groups. The result must ultimately be judged in terms of its usefulness."⁶

⁶Mintzberg, op. cit., pg. 55.

Appendix 1-A, "Structured Observation Record", was used to record and classify the structured data. Activities were recorded by frequency, duration, type and location. Actors were recorded by type, number and source of initiation.

Appendix 1-B, "Structured Observation Analysis Record", was used to record the open-ended data and field notes on each activity. The issue involved with each activity was noted. On occasion, multiple issues were addressed during the same activity. In those instances, the additional issues were secondary and not as significant to the activity as the primary topic. Therefore, only the primary issue, usually the basis or purpose for the activity was recorded. The explanation of the data and/or purpose of activity was noted. The analysis record was open ended so as not to force the issues or purpose of the observed activity into preconceived classifications. The field notes were analyzed after the fact to allow the issues and purpose of activities to flow from the data, as opposed to arbitrary classification by the researcher in the limited time available during the observation process.

The researcher felt the conclusions required on issues and purpose are more qualitative and require more thought and interpretation than does the more quantitative data recorded in the Structured Observation Record. It should be noted, however, that the findings were also

classified according to Mintzberg's system to allow for comparison with previous studies involving other groups of educational managers.

Some of the work activities of the subjects occurred in the evening after normal working hours. In those instances when the researcher was unable to be present, the subject was asked to record his activities. Appendix 3 (Evening Activity Log) was developed to record such data. The next day the researcher reviewed with the subject the evening activities and completed the more qualitative aspects of the activity. This allowed for the inclusion and analysis of after hour's work activities.

Sample Selection

As noted earlier, structured observation imposes restrictions on the research sample size. Coupled with the fact that the population itself is relatively small ($N=57$) the researcher studied four ISD superintendents ($n=4$). This represents a sample of 7% of the total population.

Instead of random sampling, the researcher utilized a theoretical sampling technique which represented a cross section of the population. The adequate theoretical sample was judged on the basis of how widely and diversely the analyst chose his group according to the type of

theory he wished to develop. Glaser and Strauss (1967) concluded, "Thus, random sampling is not necessary for theoretical sampling, either to discover the relationship or check out its existence in other groups."⁷

Three district variables were considered when identifying sample ISD superintendents:

Size - (a. student population, b. number of constituent local districts)

Demographic Make-Up - (a. urban, b. suburban, c. rural)

Services Provided - (a. General Education, b. Special Education, c. Vocational Education)

A. Size

Three classifications were considered based on two variables:

<u>Districts</u>	<u>Student Population (Constituent Districts)</u>	<u>No. of Constituent Districts</u>
Large ISD	50,000 & above	20 & above
Medium ISD	20,000-49,999	10-19
Small ISD	1-19,999	1-9

B. Demographic Make-Up

Because intermediate school districts encompass large land areas, demographic make-up can be varied and mixed. Regardless, these broad categories depicting the predominant feature of the intermediate school district were used in the sample selection process.

⁷Glaser, Barney G. and Anselm L. Strauss. "The Discovery of Grounded Theory." Chicago: Aldine Publishing Company, 1967, pg. 45.

1. Urban

An ISD that contains a central city with a population greater than 100,000 and a metropolitan area greater than 200,000.

2. Middle City/Suburban

An ISD that contains a city with a population between 25,000 to 75,000 and features multiple suburban areas representing several school districts.

3. Small Town/Rural

An ISD that contains cities/towns with a population less than 25,000 and features multiple small rural school districts.

C. Services Provided

All ISD's provide services through general education millage. Additionally, all 57 ISD's provide services through a special education millage. But vocational education millage is only levied by 26 ISD's (45.6%).⁸

Therefore, two of the sample superintendents were selected from full service ISD's and two from districts with no vocational education millage.

Taking all three variables into consideration, the researcher developed a Sample Matrix (see Table 2). The researcher selected superintendents that represented a cross section of intermediate school districts within the State of Michigan.

⁸State of Michigan. "Intermediate School District Statistical Data (1987-88)", April, 1988.

TABLE 2

<u>Sample Matrix</u>			
	<u>Size</u>	<u>Demographic Make-Up</u>	<u>Service</u>
Supt. Alpha	Large	Urban	G.E., S.E., V.E.
Supt. Beta	Medium	Middle City/ Suburban	G.E., S.E.
Supt. Gamma	Small	Small Town/ Rural	G.E., S.E., V.E.
Supt. Delta	Small	Small Town/ Rural	G.E., S.E.

Representativeness of Sample Superintendents

The sample matrix was designed to ensure a cross section of ISD's was used to select subject superintendents. However, theoretical sampling of the districts did not address whether the superintendent of the selected districts were representative of the population.

Consequently, the researcher conducted an analysis of the subject superintendents considering certain variables (i.e., age, sex, gender, work experience, education). A comparison was made to relevant populations (i.e., Superintendent-National, Superintendent-Michigan, and Intermediate Superintendent-Michigan). The results of the analysis of sample representatives are depicted on Table 3.

The researcher concluded that the sample intermediate school district superintendents selected for this research endeavor, as a group, were representative of the national, state and intermediate populations from which they were drawn.

A detailed description of the subject superintendents, their educational and professional background, the demographics of their respective school districts and their physical work environment are provided in Appendix 4.

TABLE 3
REPRESENTATIVENESS OF SAMPLE
INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENTS

	Gender		Race		Avg Age	Avg Experience		Highest Degree Held			
	Male	Female	White	Other		This Position	Total	BA	MA	SPEC	DOCT
Supt-National ¹	96%	4%	97%	3%	49	7 yrs	25 yrs	2%	31%	30%	37%
Supt-State ²	98%	2%	N/A	N/A	50	N/A	23 yrs	2%	49%	22%	27%
Supt-ISD ³	100%	0	100%	0	N/A	N/A	N/A	0	41%	14%	45%
Bergers' Sample	100%	0	100%	0	51	11 yrs	27 yrs	0	75%	0	25%

97

N/A = Not Available

Source:

1. Educator Opinion Poll, Educational Research Service, Arlington, VA, Dec. 1985
2. Professional Personnel Report, Michigan Department of Education, State of Michigan, October 1988, Fiscal Year 1987-88
3. Michigan Intermediate School District Directory, Fiscal Year 1988-89, Michigan Association of Intermediate School District, Summer, 1989

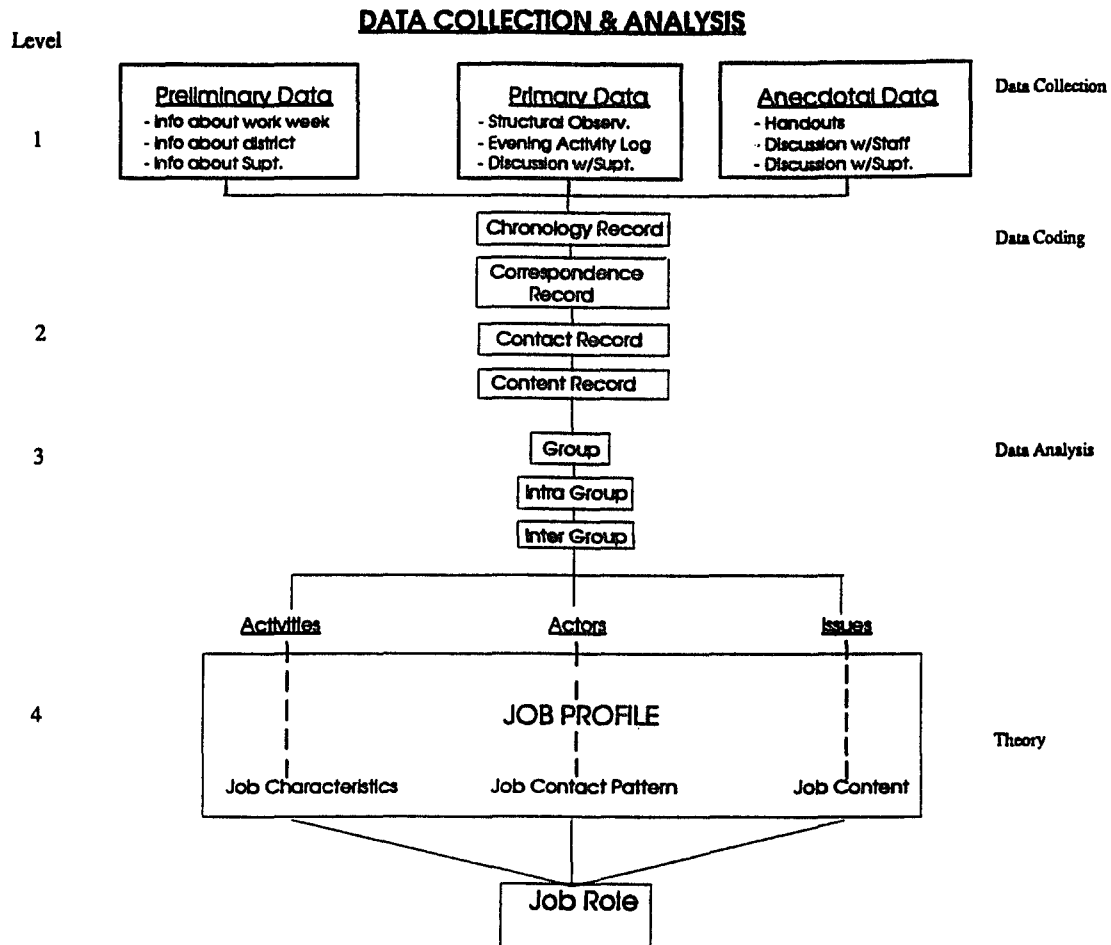
Overview of Data Analysis and Collection

The researcher used four levels of data collection and analysis to complete this research endeavor (see Figure 2). Level one involved the collection of raw data. The researcher collected preliminary data concerning the events of the observation week, information concerning the school district and information about the subject superintendent. Anecdotal data was collected before, during and after formal observation through handouts, discussion with staff and discussions with the superintendent himself. The primary data was collected through structured observation, and in some instances, in the absence of the researcher, through evening activity logs. The four subject superintendents were observed for five days each, the results of which comprised over 1,000 individual observable activities, and accounted for over 200 hours of direct observation. These activities ranged from brief one on one encounters of less than one minute to scheduled meetings with multiple participants lasting many hours.

Once collected, the data was then coded and reduced, using four task analysis records. These data coding records comprise level two.

1. The Chronology Record - This record details every minute of the superintendent's day. It lists the type of activity and its duration and references the mail and contact record.

FIGURE 2



2. Correspondence Record - This record details all written correspondence, both incoming and outgoing. It records incoming written communication by sender, form, attention given and action taken. Outgoing communication is recorded as to target and form.
3. Contact Record - This record details all direct contacts the superintendent had with others. Contacts were recorded by type, location, type of participant, number of participants, and form of initiation.
4. Content Record - This record details the subject or content of the observed activities and is recorded by written communication output, written communication input and types of contacts.

By way of example, the following sequence of events will be described, then coded, utilizing the four records explained above.

7:59 a.m., the superintendent began his day meeting with a consultant at a restaurant to review his presentation on team building skills for a staff inservice later that morning. They discussed the outline for the presentation, the length of the presentation, the participants and some likely questions to be asked.

8:38 a.m., the superintendent left the restaurant to drive to his office.

8:52 a.m., the superintendent went directly to the meeting room and assisted the custodian and the presenter in setting up the room for the meeting.

8:54 a.m., the superintendent went to his office and spoke with an assistant superintendent making sure arrangements had been made for a State Board of Education member to give a welcome at a dedication ceremony later that week.

9:00 a.m., the superintendent went to the meeting room and introduced the consultant to the administrative staff present for the inservice training on team building.

9:26 a.m., the superintendent left the staff inservice meeting and greeted and welcomed a small group of local superintendents who were assembling for a legislative meeting. Upon entering the meeting room, he noticed that there were no rolls.

9:29 a.m., the superintendent called his secretary to check if any rolls had been ordered for the meeting.

9:33 a.m., the superintendent returned to his office, whereupon, he checked his desk and reviewed the mail. He reviewed a memo from the Business Manager requesting a decision on an acquisition of a school vehicle, a letter from the State Department of Education announcing the awarding of a grant for intervention with at-risk students and a flyer from a vendor about a word processing software package.

9:35 a.m., the superintendent receives a call from a local superintendent asking his position on the school finance reform proposal.

The above scenario creates the following records:

Chronology Record

<u>Time</u>	<u>Activity</u>	<u>Reference</u>		<u>Duration (Minutes)</u>
		<u>Mail</u>	<u>Contact</u>	
7:59 a.m.	Sched. Mtg.		1	39
8:38 a.m.	Travel			14
8:52 a.m.	Unsched. Mtg.		2	2
8:54 a.m.	Unsched. Mtg.		3	6
9:00 a.m.	Sched. Mtg.		4	26
9:26 a.m.	Unsched. Mtg.		5	3
9:29 a.m.	Tele.-Call Out		6	4
9:33 a.m.	Desk Work	A-C		2
9:35 a.m.	Tele.-Call In		7	3

Mail Record

Input

<u>Reference</u>	<u>Form</u>	<u>Sender</u>	<u>Attention</u>	<u>Action</u>
A.	Memo	Other Admin. Subordinate	Read	Forward
B.	Letter	Gov't. Agency	Skim	Forward
C.	Flyer	Vendor	Skim	Discard

Contact Record

<u>Reference</u>	<u>Type</u>	<u>Location</u>	<u>Participant</u>	<u>No.</u>	<u>Initiation</u>	<u>Duration</u>
1.	Sched. Mtg.	Other Location	Outsider	1	Clock	39
2.	Unsched. Mtg.	Other Ofc. Area	Outsider, Other Sub.	2	Self	2
3.	Unsched. Mtg.	Office	Adm. Sub.	1	Self	6
4.	Sched. Mtg.	Other Ofc. Area	Other Adm. Sub.	16	Clock	26
5.	Unsched. Mtg.	Other Ofc. Area	LEA Supt.	3	Mutual	3
6.	Tele. Out	Other Ofc. Area	Sec.	1	Self	4
7.	Tele. In	Office	LEA Supt.	1	Other	3

Content Record

<u>Reference</u>	<u>Type</u>	<u>Form</u>	<u>Issue</u>
A.	Mail-In	Memo	Organizational Maintenance
B.	Mail-In	Letter	Instructional Program
C.	Mail-In	Flyer	Organizational Maintenance
1.	Contact	Sched. Mtg.	Organizational Maintenance
2.	Contact	Unsched. Mtg.	Other
3.	Contact	Unsched. Mtg.	Community Relations
4.	Contact	Sched. Mtg.	Organizational Maintenance
5.	Contact	Unsched. Mtg.	Constituent Relations
6.	Contact	Tele.-Out	Other
7.	Contact	Desk Work	Organizational Maintenance

Level three consists of multiple data analyses. In examining and comparing the four data records, the first analysis involved the study of the composite results (i.e., group analysis). The researcher then moved to an examination of the findings among group members (i.e., intra group analysis). The researcher concluded level three analysis by comparing the results of this study with the findings of other researchers in their studies of the work activities of other educational administrators (i.e., intergroup analysis).

The fourth level of analysis was the development of theory based on what was known previously and what had been discovered through this research endeavor. Through an analysis of job characteristics, job contact patterns and job content, conclusions are drawn concerning the job profile of the intermediate school district superintendent (i.e., what they do) and job role of the intermediate school district superintendent (i.e., why they do it).

With an overview of the data collection and analysis process as a reference point, the researcher turned his attention to the research questions which directed this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Analysis of Types and Characteristics of ISD Superintendent Work Activities

What are the types and characteristics of the work activities in which the Intermediate School District Superintendents invest their time while on the job?

To answer this question, the researcher analyzed the chronology record which chronicled how the superintendents as a group spent their work day. The researcher utilized nine categories to identify work activity types. This is an expansion of Mintzberg's original categorization of five categories (i.e., desk work, telephone calls, scheduled meeting, unscheduled meeting and tours). It became apparent at the outset that Mintzberg's classification system was not a sufficient categorization scheme in that it assumes that all work activities are managerial. It became apparent early on in the pilot testing, that other activities, such as travel and personal activities, are part of the managerial day and, therefore, should be categorized separately. Also, a distinction was made between solitary desk work and desk work with the superintendents' secretary. The researcher was interested in an analysis of the secretary/administrator interactions.

Table 4 presents the percentage of time and frequency the superintendents spend by activity type. The mean duration of work activity type is also noted.

The intermediate school district superintendents, as a group, spent the greatest percent of total activities in unscheduled meetings (27.9%). However, this represented just 13% of total time invested with such meetings averaging six minutes in duration. For the most part, these unscheduled meetings were brief encounters distributed throughout the course of the work day.

The largest portion of the intermediate school district superintendents' work day was devoted to scheduled meetings (40.2%). Yet, this represented only 7.6% of the total number of activities. The average duration for such scheduled meetings was in excess of 68 minutes. These scheduled meetings were normally attended by a large number of people and were used to handle a variety of formal issues, normally with a set agenda.

The intermediate superintendents invested relatively small amounts of their work day on the telephone. Outgoing telephone calls represented 9.2% of total number of activities and 3.4% of total time. Incoming telephone calls represented 7.1% of total activities and 3% of total time. Phone calls, both incoming and outgoing averaged about five minutes in duration.

The remaining contact activity, the tour, was utilized very infrequently. Only 1.9% of the total number of

TABLE 4
ANALYSIS OF WORK ACTIVITY BY TYPE

<u>Activity</u>	<u>Mean % of Activity</u>	<u>Mean % of Time</u>	<u>Mean Duration (Minutes)</u>
Tours	1.9	2.0	13.5
Sch. Mtgs.	7.6	40.2	68.7
Unsch. Mtgs.	27.9	13.0	6.0
Telephone Out	9.2	3.4	4.8
Telephone In	7.1	3.0	5.6
Desk Work-Self	25.0	19.3	9.9
Desk Work-Sec.	6.8	1.1	2.0
Travel	8.3	13.8	21.4
Personal	6.3	4.3	8.8

activities were comprised of tours and only 2% of their time was invested in tours. Although the subjects expressed a desire to be in contact with their organization through these informal walk-throughs, the pace of the work day was such that the tour was infrequently utilized because of the demands of the other activities.

It is interesting to examine the amount of time the superintendents spent in interpersonal interaction with others. The percent of time absorbed by interpersonal contact (telephone calls, meetings and tours) totals 61.6% for the group and accounts for 53.7% of their activities. Since interpersonal contacts consumed about 2/3's of their time, obvious and important questions arise concerning their nature which will be explored later in this study.

The largest percent of non-contact time was spent in solitary desk work, 25% of total activities and 19.3% of superintendents' time was spent working alone at his desk. The average duration for such settings was just under ten minutes each. These sessions were generally brief interludes between scheduled or unscheduled interruptions. This "quiet time" was spent checking through piles of work on one's desk and processing, or quickly checking a "to do" list and/or an appointment calendar so as not to miss the next scheduled meeting.

It might be true that the secretary is the superintendents' right-hand person, but if that is the case,

this relationship is not based on frequency of contact nor duration of such contacts. The superintendents spent just 6.8% of the total amount of activity with his secretary, and an even smaller percentage of his total time (1.1%). The superintendent's contact with his secretary were not only infrequent, but brief, averaging two minutes per contact. These contacts usually centered around coordination of calendars or obtaining required signatures.

The last two activities are non-managerial in nature, yet, together they represent 18.1% of the superintendents' time. The most frequent nonmanagerial activity was traveling to and from various work sites. Travel represented 8.3% of total activities and 13.8% of total time. It is interesting to note that the superintendents invested more time traveling than they did in unscheduled meetings. Travel time averaged 21.4 minutes per session. This average duration is exceeded only by scheduled meetings. Thus, the intermediate school district superintendent averages over one hour per day in the car.

The last category is personal activity, such as visits to the rest room, smoke breaks, eating lunch at home, packing for a trip, etc. These activities represented 6.3% of total activities and 4.3% of total time with an average duration of 8.8 minutes.

An analysis of the work activities revealed no set pattern in the day. It appears that the superintendents

work day is comprised of short bursts of interaction sandwiched between several long, scheduled meetings. Scheduled meetings set the basic structure and location of the work day and the gaps between such scheduled meetings were filled with a mixture of unscheduled meetings, telephone calls, and desk work. It appeared that the superintendent exhibited little control over the pattern of these work activities.

Of the four non-contact activities (desk work-self, desk work-secretary, travel and personal), the largest investment in terms of both mean percent of activities and mean percent of time is desk work-self. Desk work-self is comprised of three basic components: reviewing incoming correspondence, creating outgoing correspondence and what could be considered general paper work. The most frequently observed solitary desk work was that of reviewing incoming correspondence. Incoming correspondence for the group were analyzed by: Type of Correspondence, Source of Correspondence, Attention Given to Correspondence and Action Taken.

As a group, the superintendents received fairly diverse forms of communication (Table 5). The superintendents received 437 pieces of mail, an average of 109.25 pieces of correspondence per week. The most frequently received type of correspondence was letters which represented 24.9% of all incoming correspondence and memos, representing 15.1% of all incoming

TABLE 5

**ANALYSIS OF CORRESPONDENCE RECORD - INPUT
BY TYPE**

<u>FORM</u>	<u>NO.</u>	<u>PERCENT</u>
Letter	109	24.9
Memo	66	15.1
Report	50	11.4
Brochure/Flyer	74	16.9
Newsletter	47	10.8
Note	25	5.7
Newspaper/Magazine	22	5.0
Other	44	10.1

correspondence. On the other end of the scale, the superintendents received 25 notes and 22 newspapers and magazines per week, representing 5.7% and 5.0% of the total incoming correspondence. Because of the amount of incoming correspondence and the limited time available to handle it, it appeared the superintendents put priority on not being the "bottleneck" in the paper flow. Most desk sessions began with the handling of incoming correspondence.

Sources of incoming correspondence (Table 6), were also diverse and mixed, ranging from a high of 100 pieces of correspondence per week from educational organizations which represent 22.9% of total correspondence received to a low of 1 correspondence received from board members. Only 23.1% of all incoming correspondence was generated from members of the formal organizational structure (i.e., board member, subordinate, peers, and LEA personnel). Of that total, 17.6% of incoming correspondence was generated by subordinates. Over half of total correspondence came from governmental agencies, educational organizations, vendors and community organizations. Thus, most written communication directed to the intermediate school district superintendent was originated from sources external to the school organization.

Another interesting finding was the attention given to incoming correspondence. As can be seen on Table 7, 70.5% of all incoming correspondence received cursory

TABLE 6
ANALYSIS OF CORRESPONDENCE RECORD - INPUT
BY SOURCE

<u>Sender</u>	<u>No.</u>	<u>Percent</u>
Board Member	1	0
Subordinate	77	17.6
Peer	18	4.1
LEA Personnel	6	1.4
Government	73	16.7
Educational Organization	100	22.9
Vendor	72	16.7
Community Organization	49	11.2
Publisher	23	5.3
Other	18	4.1

TABLE 7
ANALYSIS OF CORRESPONDENCE RECORD - INPUT
BY ATTENTION GIVEN

<u>Attention</u>	<u>No.</u>	<u>Percent</u>
Skim	308	70.5
Read	125	28.6
Study	4	0.9

treatment (i.e., the material was skimmed) with only 28.6% of incoming mail being read, and less than 1% of the material was given enough attention to be classified as being studied. It appears from this data that if one wishes the intermediate school district superintendent to be attentive to information and spend some time reviewing and understanding its contents, one would do well not to submit it in written form.

The last aspect of incoming communication studied was the actions of the intermediate school district superintendents upon receiving the incoming correspondence. As can be seen in Table 8, almost half (47.1%) of all correspondence was forwarded to others upon receipt. It was interesting to note that the superintendent acted as a clearing house or gatekeeper to his organization relative to incoming correspondence. Almost one-quarter (22.2%) of all mail received by the superintendent was discarded.

Consequently, there is a great likelihood that any written communication sent to an intermediate school district superintendent will be skimmed and forwarded to other members of the organization. Seventeen and six tenths percent of all mail received was actually filed and kept by the intermediate school district superintendent for review at a later date. Thirteen percent of the incoming correspondence was deferred. That is, after initial attention, it was left on the desk to be taken

TABLE 8
ANALYSIS OF CORRESPONDENCE RECORD - INPUT
BY ACTION TAKEN

<u>Action</u>	<u>No.</u>	<u>Percent</u>
File	77	17.6
Forward	206	47.1
Discard	97	22.2
Defer	57	13.0

up at a later date rather than discarded or forwarded to someone immediately. Therefore, 87% of all incoming correspondence was handled just once with a decision made on its future and immediate action taken.

The researcher next conducted an examination of the correspondence generated by the intermediate school district superintendent. In terms of communication output, superintendents as a group produced 58 outgoing correspondence. This is compared to 437 incoming pieces of correspondence. The superintendents spent relatively little time generating written correspondence. When they did, it was generally of a formal nature, requiring a written record. The most frequently used form of communication (Table 9) was the letter, representing 43.1% of the outgoing mail, followed by handwritten notes which account for 39.7% of the outgoing mail. Written documents were a little used communications device and normally, were less preferable than the direct contact.

In terms of targets (Table 10), the most frequently communicated group through the written media was subordinates. Outgoing communications to subordinates represented 34.5% of all outgoing correspondence. It was also interesting to note the limited contact that the intermediate school district superintendent had with board members. In only 1.7% of the cases was an outward communication directed to a board of education member.

TABLE 9
ANALYSIS OF CORRESPONDENCE RECORD -OUTPUT
BY FORM

<u>Form</u>	<u>No.</u>	<u>Percent</u>
Letter	25	43.1
Memo	6	10.4
Note	23	39.7
Report	2	3.4
Other	2	3.4

TABLE 10
ANALYSIS OF CORRESPONDENCE RECORD- OUTPUT
BY TARGET

<u>Target</u>	<u>No.</u>	<u>Percent</u>
Board Member	1	1.7
Subordinate	20	34.5
Peer	8	13.8
LEA Personnel	4	6.9
Government	8	13.8
Educational Association	7	12.1
Vendor	0	0.0
Community Organization	1	1.7
Other	9	15.5

The remainder of the desk work activities involved general paper work. The most frequently observed desk activity, outside of handling of correspondence, was the creation and maintenance of "to do" lists and checking of calendar. Much of the desk work involved reviewing material on the desk and establishing priorities for action.

The researcher next turned his attention to the activities in the intermediate school district superintendent's work day that involved contact with others. Table 11 examines these contacts by type. In terms of total contact time, the superintendent spent 52% of his total contact activities in unscheduled meetings which represented 21.1% of total time invested. This compared with 14.1% of total activities invested in scheduled meetings. Yet, such meetings consumed 65.2% of all the contact time. Although incoming and outgoing telephone calls represented 13.2% and 17.2% of total contact activities respectively, they represent only 4.9% and 5.6% of total time invested.

The least utilized contact activity, the tour, represented 3.5% of total activities and 3.2% of time. It appears that the primary medium for intermediate school district superintendents' interactions is the meeting. Collectively, meetings, both scheduled and unscheduled, represented 66.1% of total number of contact activities and 86.3% of total time in contact

TABLE 11
ANALYSIS OF CONTACT RECORD
BY TYPE

<u>Type of Activity</u>	<u>Mean % of Activities</u>	<u>Mean % of Time</u>	<u>Mean Duration (Minutes)</u>
Tour	3.5	3.2	13.5
Scheduled	14.1	65.2	68.7
Unscheduled Mtgs.	52.0	21.1	6.0
Telephone - In	13.2	4.9	5.6
Telephone - Out	17.2	5.6	4.8

activities. Scheduled meetings, on average, lasted over ten times longer than unscheduled meetings. Because such a large portion of the superintendent's day is spent in meetings, an examination of the nature of those meetings would be helpful in understanding the work of the intermediate school district superintendent.

The researcher next turned his attention to the location of contact activities (Table 12). Although the superintendent spent 51.3% of all contact activities in his own office, that represented 23.4% of total time invested in contact activities with an average duration of 6.8 minutes. By far the largest portion of the superintendents' contact time took place at other locations, outside of the intermediate school district facilities.

Although contact in other locations only represented 14.6% of total number of contact activities, it represented nearly half (47.8%) of all time involved in contact activities. The average duration for contacts outside of the school district was 48.4 minutes.

Taken collectively, the intermediate school district superintendents spent 81.6% of all of their contact activities at various locations within their administrative building and spent 47.3% of their time within their own building. They very seldom had contact activities in other intermediate school district operated buildings, just 3.7% of their total activities and 5% of their time

TABLE 12
ANALYSIS OF
CONTACT RECORD BY LOCATION

<u>Location</u>	<u>Mean % Of Activity</u>	<u>Mean % of Time</u>	<u>Mean Duration (Minutes)</u>
Office	51.3	23.4	6.8
Immediate Administrative Subordinate Office	3.3	1.4	6.1
Other Office Area	27.0	22.5	12.3
Other ISD Building	3.7	5.0	20.0
Other Location	14.6	47.8	48.4

was spent in intermediate school district operated buildings other than their administrative offices. It appears from this data that the superintendent's time is equally split between their administrative office building (47.3%) and locations outside the district (47.8%). This time commitment is at the expense of contacts in other intermediate school district buildings which house the instructional programs. Although intermediate school district superintendents expressed a desire to visit their instructional buildings and "be seen", they invested only 5% of the contact time at those sites.

The researcher next reviewed the type of participants with whom the intermediate school district superintendent had contact with during the study (Table 13). Intermediate school district superintendents spent the greatest percent of total contact activities with immediate administrative subordinates (27.6%) followed by organizational outsiders at 24.8% of total contact activities. The intermediate school district superintendent also invested the most time in contact activities with these same two groups, immediate administrative subordinates (19.4%) and outsiders (23.6%). The next largest participant group was other superintendents in which the superintendent spent 17.9% of total contact time and 13% of total activities with peers.

It is interesting to note that the percent of activities and time invested by contact type is not a function

TABLE 13
ANALYSIS OF CONTACT RECORD
BY PARTICIPANT TYPE

<u>Type of Participant</u>	<u>MEAN %*</u> <u>ACTIVITIES</u>	<u>MEAN %*</u> <u>TIME</u>
Board Member	3.4	8.0
Peer	13.0	17.9
Local Administrator	6.2	10.0
Immediate Administrator Subordinate	27.6	19.4
Other Administrative Subordinate	10.4	9.0
Teacher	3.1	2.0
Other Subordinate	10.9	8.9
Student	0.6	1.2
Outsider	24.8	23.6

*Multiply contact (i.e. meeting which included superiors, peers, and subordinates) were duplicated for time and activity count to equal 100%.

of position in the organizational hierarchy. Only 3.4% of total activities and 8% of total time of the intermediate school district superintendent was spent with board members. Conversely, other subordinates, such as, office workers, accounted for 10.9% of total contact activities and 8.9% of time. The fact that the intermediate school district superintendent is isolated from the teaching/learning environment is also evidenced by the data.

Consequently, the instructional staff does not have access to the superintendent's ear and must rely on sending information "through the channels." Intermediate school district superintendents spent just 3.1% of activities and 2.0% of contact time with teachers and an infinitesimal .6% of activities and 1.2% of time with students.

Additionally, it appears that most contacts that the intermediate school district superintendent has with local district personnel are funneled through the local district superintendents as opposed to direct contact with other local administrators. The intermediate school district superintendent contacted the superintendent twice as often (13.0% to 6.2%) as he did all other local administrators combined.

Also, examining the contact record by participant types, it appears that three major segments of participants garner the most attention of the intermediate

school district superintendent, both in terms of number of contact activities, and percentage of time invested in those activities. Internal organizational members (i.e., immediate administrative subordinates, other administrative subordinates, and other subordinates) totaled 48.9% of activities and 37.3% of time; local school district personnel (peers, and local administrators) representing 29.2% of activities and 27.9% of time; and outsiders represent 24.8% of activities and 23.6% of time. Thus, it appears the intermediate school district superintendent has established a contact network that includes three major groups: internal educators/staff, external educators/staff and organizational outsiders.

Another form of contact analysis was conducted examining the number of participants involved in contact activities (Table 14). This analysis was conducted for both scheduled and unscheduled meetings. Collectively, two-thirds (66.6%) of all contacts occurred with just one other participant. The least frequent number of participant groups is 6-9 which represents 3.9% of total contacts. Large groups of 10 or more represent 8.7% of all meetings. Comparing this data, between scheduled and unscheduled meetings, the less formal but more frequent unscheduled meeting occurred with just one other participant 79.4% of the time.

There is an inverse relationship between the number of participants and percent of unscheduled meeting

TABLE 14
ANALYSIS OF CONTACT RECORD
BY NUMBER OF PARTICIPANTS

<u>No. of Participants</u>	<u>Scheduled Meetings</u>		<u>Unscheduled Meetings</u>		<u>Composite</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
1	14	18.7	223	79.4	237	66.6
2	6	8.0	35	12.5	41	11.5
3-5	14	18.7	19	6.8	33	9.3
6-9	11	14.7	3	1.1	14	3.9
10 or more	30	40.0	1	.4	31	8.7

frequency. As the number of participants increase, the percentage of unscheduled meetings decreases. Unscheduled meetings that were attended by a large group of 10 or more occurred in just .4% of all unscheduled meetings. Just the opposite appears to be true for the number of participants involved in scheduled meetings. Scheduled meetings with one participant occurred in 18.7% of all such meetings. But, scheduled meetings which had 10 or more participants occurred in 40% of all such meetings. Again, it appeared that scheduled meetings were used to convene large numbers of people to share information or receive individual and collective feedback. Whereas, unscheduled meetings were usually ad hoc, give and take, sessions with a single participant.

The final contact variable studied by the researcher was the form of initiation of contacts (Table 15). Who initiated the contact appeared to be relatively evenly distributed between self initiation (44.6%), and the opposite party representing 34.1% of the contact initiation. In 7.6% of the cases, the form of initiation was indeterminate and in 13.7% of the cases, the clock determined the contact.

Based on this data, it appears that the intermediate school district superintendents determine approximately one-half of their contacts and the other half is determined for them either by initiation on the part of others or by a previously scheduled meeting. This again gives

TABLE 15
ANALYSIS OF CONTACT RECORD
BY FORM OF INITIATION

<u>Form of</u> <u>Initiation</u>	<u>No.</u>	<u>Percent</u>
Self	241	44.6
Opposite	184	34.1
Mutual	41	7.6
Clock	74	13.7

evidence to the fact that there is a lack of a predictable pattern to the daily activities of the intermediate school district superintendent and that brief contacts, both self initiated and initiated by others, control the activities between previously scheduled meetings.

The last work activity analysis conducted for the intermediate school district superintendents as a group centered on the content or issues involved in three forms of activity: incoming correspondence, outgoing correspondence, and interpersonal contact. Content was defined as follows:

1. Organizational Maintenance - This category involved issues relative to budget and fiscal matters or staff and personnel issues; e.g., those things concerned with the operation of the organization.
2. School Program - This involved instructional/curriculum issues and pupil affairs. It revolved around items pertaining to the actual instructional endeavors and programs of the intermediate school district.
3. Constituent Affairs - This refers to issues involving the relationship between the intermediate school district and its constituent school districts. Issues may involve either regulatory functions or service for local school districts.

4. Community Relations - This involved issues related to public relations and image of the intermediate school district. In other cases, it involved the intermediate school district superintendent's role as a liaison between the district and other noneducational public or community organizations.
5. Other - This covers content areas not fitting in the four previously mentioned categories.

In analyzing the content of incoming written correspondence (Table 16), organizational maintenance issues represented 51.7% of the content of all written incoming communications. The next largest category was community relations representing 20.6% of all incoming correspondence. Little incoming correspondence related to constituent affairs (6%) or school programming (10.3%).

In analyzing outgoing correspondence (Table 17), organizational maintenance again demanded the most attention accounting for 46.6% of the content of all outgoing communications. Constituent affairs accounted for 20.7% of outgoing communication content and community relations 25.9%. Relatively little attention was given to school program (5.2%) or other content areas (1.7%) in outgoing communications.

In reviewing the content of the intermediate school district superintendents' contacts (Table 18), the most

TABLE 16
ANALYSIS OF CONTENT RECORD
WRITTEN COMMUNICATION - INPUT

<u>Content</u>	<u>No.</u>	<u>Percent</u>
Organizational Maintenance	226	51.7
School Program	45	10.3
Constituent Affairs	26	6.0
Community Relations	90	20.6
Other	50	11.4

TABLE 17
ANALYSIS OF CONTENT RECORD
WRITTEN COMMUNICATION - OUTPUT

<u>Content</u>	<u>No.</u>	<u>Percent</u>
Organization Maintenance	27	46.6
School Program	3	5.2
Constituent Affairs	12	20.7
Community Relations	15	25.9
Other	1	1.7

TABLE 18
ANALYSIS OF CONTENT RECORD
BY CONTACTS

<u>Contacts</u>	<u>No.</u>	<u>Percent</u>
Organizational Maintenance	213	39.4
School Program	51	9.4
Constituent Affairs	142	26.3
Community Relations	65	12.0
Other	69	12.8

frequently discussed issue during contacts with others was, again, organizational maintenance, representing 39.4% of total contacts. This is followed by constituent affairs whose issues involved 26.3% of total contacts. Again, the least attended to content area for the intermediate school district superintendents were school programs, representing 9.4% of the content of total contacts.

Analyzing the content record collectively, it appears that the superintendent spends the majority of his time, both in written communication and in contact with others, discussing organizational maintenance issues. In this respect, it appears that the intermediate school district superintendent functions more as a manager than as an educator. That is, the majority of his efforts are expended on maintaining the fiscal and personnel aspects of the organization. The remainder of his time is concerned primarily with issues involving relationships with the constituent school districts or the community in general, with a limited amount of time devoted to discussing actual school programs and instructional/curricular matters.

Analysis of Task Performance Among ISD Superintendents

What similarities and differences exist in the managerial behavior among intermediate school district superintendents in their task performances?

Once the researcher reviewed the types of tasks and task characteristics of intermediate school district superintendents as a group, he turned his attention to the second research question.

The most effective way to determine the similarities and differences in managerial behavior is to compare and contrast the observational records; e.g., Chronology Record, Mail Record, Contact Record and Content Record among members of the group. This will be the basis for comparison of managerial behavior among superintendents.

Table 19 is an analysis of individual superintendents' chronology records and provides an excellent basis for comparison of their task performance. All superintendents exceeded the typical 40-hour work week. With the work week ranging from 48.9 hours (Superintendent Alpha) to 62.6 hours (Superintendent Gamma). Although all superintendents experienced hours of evening work, Superintendent Gamma experienced the largest number of after hours work activity at 13 hours. The average activities per day were relatively consistent among Superintendent Alpha (56), Gamma (56), and Delta (50). Superintendent Beta demonstrated an average number of activities of 40 per day.

In comparing the amount of solitary desk work the superintendents engaged in, Superintendent Gamma and Delta had 70 or more sessions, while Superintendent Alpha and Beta had less than 60 each. Although the percent of

TABLE 19

**COMPARISON OF THE CHRONOLOGY RECORD
BASED ON FOUR WEEKS OF OBSERVATION**

<u>Category</u>	<u>Composite</u>	<u>Supt. Alpha</u>	<u>Supt. Beta</u>	<u>Supt. Gamma</u>	<u>Supt. Delta</u>
Total Job Hours	216.6	48.9	54.3	62.6	50.8
Hours of Evenings Worked (Ind.)	27.3	5.7	4.9	13.0	3.7
Total # of Activities	1007	279	199	279	250
Average # of Activities Per Day	58.35	56	40	56	50
<u>Desk Work - Self</u>					
# Of Sessions	252	56	54	70	72
Total Time (Minutes)	2506	278	693	868	672
Average Duration (Minutes)	9.9	5.0	12.8	12.3	9.3
Percent of Time	19.3	9.5	21.3	23.0	22.1
Percent of Frequency	25.0	20.0	27.1	25.1	28.8
<u>Desk Work - Sec.</u>					
# of Sessions	68	20	16	15	17
Total Time	136	45	34	28	29
Average Duration	2.0	2.3	2.1	1.9	1.7
Percent of Time	1.1	1.5	1.0	0.8	1.0
Percent of Frequency	6.8	7.2	8.0	5.4	6.8
<u>Telephone Calls - In</u>					
# of Sessions	71	7	23	23	18
Total Time	395	53	170	115	57
Average Duration	5.6	7.6	7.4	5.0	3.2
Percent of Time	3.0	1.8	5.2	3.1	1.9
Percent of Frequency	7.1	2.5	11.6	8.2	7.2
<u>Telephone Calls - Out</u>					
# of Sessions	93	25	16	32	20
Total Time	447	102	84	165	96
Average Duration	5.6	7.6	7.4	5.0	3.2
Percent of Time	3.4	3.5	2.6	4.4	3.1
Percent of Frequency	9.2	9.0	8.0	11.5	8.0
<u>Scheduled Meetings</u>					
# of Sessions	76	26	18	22	10
Total Time	5219	1478	999	1524	1218
Average Duration	68.7	56.9	55.55	69.3	121.8
Percent of Time	40.2	50.0	30.7	40.6	40.0
Percent of Frequency	7.6	9.3	9.1	7.9	4.0

Unscheduled Meetings

# of Sessions	281	96	38	63	84
Total Time	1691	362	363	317	649
Average Duration	6.0	3.8	9.6	5.0	7.7
Percent of Time	13.0	12.3	11.1	8.4	21.3
Percent of Frequency	27.9	34.4	19.1	22.6	33.6

Tours

# of Sessions	19	7	2	8	2
Total Time	257	89	58	91	19
Average Duration	13.5	12.7	29.0	11.4	9.5
Percent of Time	2.0	3.0	1.8	2.4	0.6
Percent of Frequency	1.9	2.5	1.0	2.9	0.8

Travel

# of Sessions	84	14	22	29	19
Total Time	1794	359	587	567	281
Average Duration	21.4	29.9	26.7	20.0	14.8
Percent of Time	13.8	12.2	18.0	15.1	9.2
Percent of Frequency	8.3	5.0	11.1	10.4	7.6

Personal

# of Sessions	63	28	10	17	8
Total Time	553	169	271	86	27
Average Duration	8.8	6.0	27.1	5.1	3.4
Percent of Time	4.3	5.8	8.2	2.3	0.9
Percent of Frequency	6.3	10.0	5.0	6.1	3.2

frequency of desk work-self ranged between 20% and 30% for all the superintendents, the percent of time invested in desk work-self with three superintendents ranged between 20% and 25% with Superintendent Alpha investing just 9.5% of total activities in desk work-self. Average duration of desk work also ranged from a low of 5 minutes per session (Superintendent Alpha) to a high of 12.8 minutes per session (Superintendent Beta).

All of the superintendents spent relatively little time working with their secretaries. Percent of frequency ranged from Superintendent Gamma at 5.4% of total activities to a high of 8% for Superintendent Beta. None of the superintendents invested more than 1.5% of their total time in activities involving work with their secretaries.

The superintendents also spent relatively small amounts of their time on incoming telephone calls, ranging from a low of 1.8% for Superintendent Alpha to a high of 5.2% for Superintendent Beta. The frequency of calls to total activities did range widely from a low of 2.5% for Superintendent Alpha receiving only 7 incoming calls to a high of 11.6% for Superintendent Beta who received 23 calls. Average duration of calls ranged from 3.2 minutes for Superintendent Delta to a high 7.6 minutes per call for Superintendent Alpha. In comparing outgoing telephone calls, all superintendents spent approximately the same average duration per phone call,

in the 4-5 minutes range per session. None of the superintendents invest more than 5% of their total time on outgoing phone calls. Also, the frequency of outgoing phone calls was relatively similar ranging from a low of 8% for Superintendent Beta to a high of 11.5% for Superintendent Gamma.

Turning our attention to comparison of meetings, it appears that there is some similarity of meeting schedules between the superintendents observed. Scheduled meetings occupied the largest investment of time by each of the superintendents, ranging from 30.7% of the week for Superintendent Beta up to one half of the work week for Superintendent Alpha. Superintendent Alpha, Beta and Gamma experienced approximately the same percent of frequency of meetings (8-9%) with Superintendent Delta's scheduled meetings only amounting to 4% of total activities. By far, scheduled meetings also lasted longer than any other activity, equaling approximately 1 hour for Superintendent Alpha, Beta and Gamma and exceeding an average duration of 2 hours per scheduled meeting for Superintendent Delta.

There was noticeable variation concerning the percent of time devoted to unscheduled meetings. Superintendent Alpha and Beta invested 12.3 and 11.1% respectively while Superintendent Gamma's unscheduled meetings accounted for 8.4% percent of his day compared to Superintendent Delta's 21.3%. Duration also varied, ranging from a low

of 3.8 minutes (Superintendent Alpha) to a high of 9.6 minutes (Superintendent Beta).

Individually, tours represented a small portion of the investment of both time and frequency in all of the superintendents' schedules, accounting for less than 3% in each case.

It is interesting to note that the last two categories, involving non-managerial work, also accounted for significant portions of each of the superintendents' work day. The superintendents range in time invested from 9.2% (Superintendent Delta) to 18% (Superintendent Beta).

Personal time ranged from 3.2% of total frequency of activities to 10%, with one notable exception of the average duration of 6 minutes or less with the exception of Superintendent Beta whose average duration for personal time is 27.1 minutes. This is accounted for by two occasions in which he had lunch by himself and was thus classified personal time, and the fact the Superintendent Beta is a smoker and smoking is not allowed in any of the buildings. So consequently, he had to leave the facility to take personal smoking breaks.

Once the researcher made comparisons with the work days of the superintendents, he turned his attention to a comparison of their incoming correspondence. Table 20 compares, by superintendent, the form of correspondence received during the observation periods. All the

TABLE 20
COMPARISON OF CORRESPONDENCE RECORD - INPUT
BY FORM

Superintendent

<u>Form</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Letter	36/38.3	40/20.4	21/21	12/25.5	109
Memo	16/17.0	37/18.9	07/07	06/12.8	66
Report	5/5.3	29/14.8	09/09	07/14.9	50
Brochure	8/8.5	22/11.2	31/31	13/27.7	74
Newsletter	10/10.6	28/14.3	07/07	02/4.3	47
Note	10/10.6	11/5.6	04/04	0/0	25
Newspaper	04/4.3	11/5.6	06/06	01/2.1	22
Other	5/5.3	18/9.2	15/15	6/12.8	44
Total	94	196	100	47	437

First Cell Represent Frequency
 Second Cell Represents Percentage

superintendents received diverse forms of written communication. The only example not observed was notes received by Superintendent Delta.

In terms of gross numbers, Superintendent Beta received 196 pieces of incoming correspondence during the observation period, whereas, Superintendent Delta received just 47. It is also interesting to note that neither Superintendent Beta nor Delta had their secretaries screen any of their mail. Superintendent Alpha and Gamma had secretarial screening to varying degrees. Therefore, the volume of mail received in this study was affected by the fact that certain documents never reached the superintendent's desk. As might be expected, memos, records and notes tended to be generated from within the organization, while the remainder of written communication records; e.g., letters, brochures, newsletters, newspapers and other correspondence, tended to be generated externally from the organization.

Table 21 compares the written correspondence record by sender or source of the written material. It is interesting to note that the largest number of incoming correspondence came from educational organizations where 100 of the 437 pieces of total mail received came from that source. The researcher believes this speaks to the networking function of school superintendents and their educational support groups. None of the superintendents received significant written correspondence from board

TABLE 21
COMPARISON OF CORRESPONDENCE RECORD - INPUT
BY SENDER

SUPERINTENDENT					
<u>Sender</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Board Member	0/0	1/5	0/0	0/0	0
Subordinate	17/18.1	45/23.0	15/15	0/0	77
Peer	13/13.8	5/2.6	0/0	0/0	18
LEA Personnel	2/2.1	2/1.0	2/2	0/0	6
Government	13/13.8	24/12.2	20/20	16/34.0	73
Educational Organization	17/18.1	51/26.0	16/16	16/34.0	100
Vendor	4/4.3	29/14.8	25/25	14/29.8	72
Community Organization	17/18.1	26/13.3	5/5	1/2.1	49
Publisher	7/7.5	7/3.6	9/9	0/0	23
Other	4/4.3	6/3.1	8/8	0/0	18
TOTAL	94	196	100	47	437

First Cell Represents Frequency
 Second Cell Represents Percentage

members with Superintendent Beta only receiving one correspondence and the remainder receiving none. Likewise, it appeared that peers; e.g., other superintendents, did not rely on written communications to a great extent, with a high being 13.8% for Superintendent Alpha. Superintendent Gamma and Delta received no written communications from other superintendents. Likewise, other local school district personnel did not utilize written correspondence to communicate with the intermediate school district superintendent with a high of only 2.1% for Superintendent Alpha.

Governmental organizations, educational organizations and vendors relied heavily on written communication to address the superintendents to varying degrees between intermediate superintendents. By analyzing the source of written communications by internal school structure; (e.g. board members, subordinates, peers, local school district personnel), and external sources; (e.g., governmental agencies, educational organizations, vendors, community organizations, publishers and others), the following analysis results. Superintendent Alpha received 34% of written communications from internal sources and 66% external; Superintendent Beta, 27% internal, 73% external; Gamma, 17% internal, 83% external; and Delta, 0% internal, 100% external. Thus, it appears that individuals outside the immediate school structure rely heavily on written communications,

whereas, people involved in the immediate school community, do not rely as heavily on written communications as a form of providing information to the intermediate school district superintendent.

Table 22 analyzes the attention each of the superintendents gave incoming correspondence. Only Superintendent Beta gave evidence of studying any incoming correspondence, which he did on four occasions out of the 196 pieces he received. The superintendents showed varying propensity for reading material they received, ranging from a high of 37.2% of the material for Beta, to a low of 4.3% for Delta. By far the most frequently demonstrated attention given incoming mail was to simply skim it, ranging from a low of 60.7% for Beta to a high of 95.8% for Delta.

Table 23 reflects the action taken by the superintendents upon receiving incoming correspondence. Superintendent Alpha and Beta filed approximately one-quarter of all of the correspondence received. Superintendent Gamma filed 10%, whereas, Superintendent Delta retained none of the correspondence received. Approximately 50% of all correspondence was either forwarded or discarded. Although there was a large range in percentage of discarded correspondence from a low of 10.2% for Superintendent Beta to a high of 44.7% for Superintendent Delta. It also appeared, for the most part, that each of the superintendents preferred to handle communications just

TABLE 22
COMPARISON OF CORRESPONDENCE RECORD - INPUT
BY ATTENTION GIVEN

SUPERINTENDENT

<u>Attention</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Skim	64/68.1	119/60.7	80/80	45/95.8	308
Read	30/31.9	73/37.2	20/20	2/4.3	125
Study	0/0	4/2.0	0/0	0/0	4
Total	94	196	100	47	437

First Cell Represents Frequency
 Second Cell Represents Percentage

TABLE 23
COMPARISON OF CORRESPONDENCE RECORD - INPUT
BY ACTION TAKEN

<u>Action</u>	SUPERINTENDENT				
	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
File	22/23.4	45/23.0	10/10	0/0	77
Forward	46/52.1	92/46.9	47/47	21/44.7	206
Discard	26/27.6	20/10.2	30/30	21/44.7	97
Defer	0/0	39/19.9	13/13	5/10.6	57
Total	94	196	100	47	437

First Cell Represents Frequency
 Second Cell Represents Percentage

once. Superintendent Alpha deferred none of his 94 communications where Superintendent Beta deferred 19.9% of the 196 pieces of communication received.

The researcher then turned his attention to an analysis of the outgoing correspondence to make comparisons as to how these were handled among the research subjects.

Table 24 analyzes the outgoing correspondence for each superintendent by form. None of the superintendents generated many reports. Only a total of 2 were generated of the total of 58 for the group. The two most frequently used forms of outgoing written communication were the letter, ranging from Superintendents Alpha and Beta's 23.1% to Superintendent Gamma's 60.9. Normally, these communications were formal in nature, directed outside the organization in which a copy was kept for further reference. Memos were utilized in no instances by Superintendent Gamma compared to a high of 23.1% for Superintendent Beta. But, in terms of total numbers, the amount was still only 6 forms of communication out of the total 58. The next most frequently used form was the note, used in 23 of the 58 cases, ranging from a low of 22.2% for Delta to a high of 61.5% for Alpha. These notes were normally handwritten, spur of the moment, reactions to correspondence covering a specific subject. Most of the notes were generated to internal staff members and attached to other correspondence.

TABLE 24
COMPARISON OF CORRESPONDENCE RECORD - OUTPUT
BY FORM

SUPERINTENDENT

<u>Form</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Letter	3/23.1	3/23.1	14/60.9	5/55.6	25
Memo	2/15.4	3/23.1	0/0	1/11.1	6
Note	8/61.5	6/46.2	7/30.4	2/22.2	23
Report	0/0	0/0	1/4.4	1/11.1	2
Other	0/0	1/7.7	1/4.4	0/0	2
Total	13	13	23	9	58

First Cell Represents Frequency
 Second Cell Represents Percentage

The other aspect of outgoing correspondence was analyzed by the intended target. Table 25 reveals the majority of written correspondence was directed to subordinates, ranging from a low of 22.2% for Delta to a high of 39.1% for Gamma. Again, the superintendents did not rely on written communications to communicate with board members. Only 1 of the 58 outgoing correspondence was directed to that audience. In comparing the target by internal educational members and external agencies, an interesting spread develops between the individual superintendents. Outgoing correspondence directed to internal numbers range from a high of 77% for Superintendent Alpha to a low of 33% for Superintendent Delta. Externally directed communications range from 23.1% for Alpha to 66.6% for Delta. It appears that outgoing communications are distributed quite differently than are incoming correspondence concerning internal and external senders and targets. As a single group, subordinates received the largest share of the intermediate school district superintendents' written communications, ranging from a low of 22.2% for Delta to a high of 39.1% for Gamma.

The researcher next turned his attention to contact activities to identify individual similarities and differences. Table 26 analyzes the type of contact activity among the superintendents. None of the superintendents used the tour to any significant extent. Scheduled meetings accounted for a majority of their time, ranging

TABLE 25
COMPARISON OF CORRESPONDENCE RECORD - OUTPUT
BY TARGET

SUPERINTENDENT

<u>Target</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Board Member	0/0	1/7.7	0/0	0/0	1
Subordinate	4/30.8	5/38.5	9/39.1	2/22.2	20
Peer	4/30.8	3/23.1	1/4.4	0/0	8
Local District Personnel	2/15.4	0/0	1/4.4	1/11.1	4
Government	0/0	2/15.4	3/13.0	3/33.3	8
Educational Association	0/0	2/15.4	4/17.4	1/11.1	7
Vendor	0/0	0/0	0/0	0/0	0
Community Organization	0/0	0/0	1/4.4	0/0	1
Other	3/23.1	0/0	4/17.4	2/22.2	9
Total	13	13	23	9	58

First Cell Represents Frequency
 Second Cell Represents Percentage

TABLE 26
COMPARISON OF CONTACT RECORD
BY ACTIVITY TYPE

SUPERINTENDENT

<u>Activity</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>
Tour	4.4/4.3	2.1/3.5	5.4/4.1	1.5/0.9
Scheduled Mtg.	16.2/70.9	18.6/59.7	14.9/68.9	7.5/59.7
Unscheduled Mtg.	59.6/17.4	39.2/21.7	42.6/14.3	62.7/31.8
Telephone - In	4.4/2.5	23.7/10.2	15.5/5.2	13.4/2.8
Telephone - Out	15.5/4.9	16.5/5.0	21.6/7.5	14.9/4.7

First Cell Represents Percent of Frequency

Second Cell Represents Percent of Time

from a low of 59.7% for Superintendent Beta and Delta to a high of 70.9% for Superintendent Alpha. Unscheduled meetings represented the highest percent of frequency of all contact activities, ranging from a low of 39.2% of such activities for Beta to a high of 62.7% for Superintendent Delta. Superintendent Alpha spent only 4.4% of his total contact activities in incoming phone calls compared to 23.7% of all contact activities for Superintendent Beta. Outgoing telephone calls were relatively consistent for both percent of frequency and percent of time for all of the subject superintendents.

In examining meetings, both scheduled and unscheduled as a group, the amount of time taken up by these two activities in the course of the superintendents' day is extremely high. Superintendent Alpha invests 88.3% of his contact time in meetings, Superintendent, Beta 81.4%, Superintendent Gamma, 83.2% and Superintendent Delta, 91.5%. It appears that other than scheduled and unscheduled meetings, there is little time left in the superintendents' day to attend to other contact activities.

Table 27 examines the number of participants involved in the scheduled and unscheduled meetings. In each case, there is an inverse relationship between the number of participants and the scheduled and unscheduled meeting. Unscheduled meetings, for the most part, involve just one other participant, ranging from a low of 74% of unscheduled meetings with one participant for Superintendents

TABLE 27
COMPARISON OF CONTACT RECORD
BY NUMBER OF PARTICIPANTS

SUPERINTENDENT

<u># Of Particp.</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
1 Sched.	4/15	7/41	3/14	0/0	14
1 Unshed.	71/74	28/74	53/84	71/85	223
2 Sched.	3/12	0/0	3/14	0/0	6
2 Unshed.	14/15	5/13	9/14	7/8	35
3-5 Sched.	4/15	3/18	3/14	4/40	14
3-5 Unshed.	10/10	4/11	1/2	4/5	19
6-9 Sched.	4/15	2/12	2/9	3/30	11
6-9 Unshed.	1/1	0/0	0/0	2/2	3
10+ Sched.	11/42	5/29	11/50	3/30	30
10+ Unshed.	0/0	1/3	0/0	0/0	1
Total Frequency					
Sched.	26	17	22	10	75
Unshed.	96	38	63	84	281

First Cell Represents Frequency
 Second Cell Represents Percentage

Alpha and Beta to highs of 84% and 85% for Superintendent Gamma and Delta, respectively. Collectively, 223 of the 281 unscheduled meetings involved just one person. As the number of participants increased, the meeting shifted from unscheduled to scheduled. When the superintendent met with 10 or more people in a scheduled meeting, that represented 42% of all scheduled meetings for Superintendent Alpha down to 29% of all scheduled meetings for Superintendent Beta. Thirty of the 75 scheduled meetings involved 10 or more people in addition to the intermediate superintendent. Thus, unscheduled meetings were normally one to one encounters, usually brief in nature involving a quick exchange of information, both two way communication. Whereas, scheduled meetings normally involved larger numbers of people were more formal in its format and content and was more used as an information generating instrument.

The researcher next examined the form of initiation for each contact activity. Table 28 examines the results. With the exception of Superintendent Beta, whose self initiation of contacts was only 26% of total contacts. The other three superintendents initiated contacts roughly half the time; Alpha, 57%; Gamma, 45%; Delta, 43%. The superintendents' contact initiated by the opposite party ranged from a low of 24% for Superintendent Alpha to a high of 45% for Superintendent Beta.

TABLE 28
COMPARISON OF CONTACT RECORD
BY FORM OF INITIATION

SUPERINTENDENT					
<u>Form of</u> <u>Initiation</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Self	92/57	25/26	66/45	58/43	241
Opposite	38/24	44/45	53/36	49/37	184
Mutual	6/4	9/9	8/5	18/13	41
Clock	25/16	19/20	21/14	9/7	74
Total	161	97	148	134	540

First Cell Represents Frequency
 Second Cell Represents Percentage

Mutual or indeterminate source of initiation ranged from 4% for Superintendent Alpha to 13% for Superintendent Delta. The clock refers to previously scheduled meetings and accounted for 20% of forms of initiation for Superintendent Beta to a low of 7% for Superintendent Delta. Roughly half of the contact initiations, as a group, were self initiated, the remainder spread over the other forms. Thus, the superintendents have some degree of control over their contacts over the course of a work day. The remainder of the time the superintendents are subject to contacts initiated by others to raise issues in which they may or may not be interested or concerned, or scheduled meetings in which they are tied to their appointment book. The superintendents expressed frustration in the lack of their ability to do the things that they deemed important. Instead, they were at the whims and wishes of those individuals who wished to set the agenda. Despite their objections, it was interesting that each of the superintendents usually had their office doors open to invite the presence of outside contacts and, frequently, when completing their desk work, they took the opportunity to go to the breakroom or to a common office area to be accessible to people. So, despite their concern about lack of control over their day, they continually invited such interruptions.

Table 29 analyzes the location of contacts among superintendents. The superintendents showed a great

TABLE 29
COMPARISON OF CONTACT RECORD
BY LOCATION

SUPERINTENDENT

<u>LOCATION</u>	<u>ALPHA</u>	<u>BETA</u>	<u>GAMMA</u>	<u>DELTA</u>
Office	45.3/21.6	75.3/32.0	58.1/30.7	33.6/10.3
Immediate Subordinate	1.9/0.3	00.0/00.0	7.4/4.3	3.0/0.4
Other Office Personnel	47.8/44.9	7.2/6.8	21.0/27.4	23.1/7.1
Other Buildings	.6/.8	5.2/7.8	9.5/11.4	00.0/00.0
Other Location	4.3/32.4	12.4/53.5	4.1/26.2	40.3/82.2

First Cell Represents Percent of Frequency
 Second Cell Represents Percent of Time

degree of divergence in their mobility and work locations. The superintendents contacts in their office in terms of frequency of contacts ranged from 75.3% of all contacts for Superintendent Beta to a low of 33.6% of all contacts for Superintendent Delta. In terms of time spent in contacts in the office, it ranged from a high of 32% for Beta to a low of 10.3 for Delta. Thus, Beta had a higher propensity to stay in his office where Superintendent Delta had a high propensity to work out of the office. None of the intermediate superintendents spent a significant amount of time in their immediate subordinate's office, although they did spend relatively significant portions of their day in other office areas within the building. Superintendent Alpha spent 47.8% of total frequency and 44.9% of total time in other areas of the building. Conversely, Beta spent 7.2% of total contacts and 6.8% of total time in other office areas. None of the superintendents devoted a large amount of time to contacts in other intermediate school district buildings. Normally, these buildings would house instructional programs such as, special education centers or vocational centers. The highest of such contacts was Superintendent Gamma who spent 11.4% of his contact time in these locations. All of the superintendents spent a significant amount of time in other locations. Superintendent Gamma spent 26.2% of his contact time in other locations outside of the ISD buildings, whereas,

Superintendent Delta spent 82.2% of his contact time away from ISD buildings. In the case of Superintendent Delta, much of this contact was in local school district buildings, troubleshooting the computer system that the ISD runs and operates for the local constituent districts.

Table 30 examines the type of participant with whom the intermediate school district superintendent has contact. None of the superintendents spend much time with board of education members. Only two instances were recorded where there was contact with board members outside of the formal board meeting or the discussion of the creation of agendas for the board meetings.

A combination of contacts with peers and other local administrators account for about 25% of the time spent with local school district personnel. This is relatively consistent among the superintendents studied. Also, approximately 25-35% of the total number of contacts experienced by the superintendents were with immediate administrative subordinates. It appeared that the chain of command was relatively closely followed, with the exception of Superintendent Alpha in which 18.5% of his time and 22.2% of his contacts were with other administrative subordinates. The remaining three superintendents spent very little time in contact with other administrative personnel. Most of the contact was directed through their immediate subordinates.

TABLE 30
COMPARISON OF CONTACT RECORD
BY TYPE OF PARTICIPANT

SUPERINTENDENT

<u>Type</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>
Board Member	2.5/6.5	5.1/11.1	4.0/8.0	2.7/7.1
Peer	12.8/18.6	11.0/21.3	20.0/17.0	6.7/15.2
Local Administrator	2.0/3.3	2.5/9.1	7.4/15.9	13.4/13.0
Immediate Administrative Subordinate	25.1/19.8	34.8/16.6	29.7/26.4	22.8/14.0
Other Administrative Subordinate	22.2/18.5	7.6/5.3	6.3/9.4	1.3/0.1
Teacher	1.5/0.2	0.9/0.5	5.1/6.2	4.7/1.0
Other Subordinate	15.3/13.2	7.6/2.5	5.1/2.4	14.1/15.8
Student	00.0/00.0	0.9/2.3	1.7/3.0	00.0/00.0
Outsider	18.7/20.0	29.7/31.2	20.6/11.6	34.2/33.9

First Cell Represents Percent of Frequency
 Second Cell Represents Percent of Time

Teachers and students experience very little contact with any of the intermediate school district superintendents. The greatest investment of time with teachers was 6.2% of total contact time by Superintendent Gamma. Two of the superintendents (Alpha and Beta) had less than 1% of their contact time devoted to teacher contact. Students received even less attention with only two superintendents (Beta and Gamma) having any contact at all with students, representing less than 3%. It is interesting to note that custodial staff had greater access to and contact with the ISD superintendent than did either teachers or students. Also, other subordinates such as, secretaries, had some degree of access to the superintendent, although that varied.

Organizational outsiders had significant contact with the ISD superintendents. The most exposure being exhibited by Superintendent Delta, where 34% of his contacts and 33% of his contact time was spent with outsiders. Because much of the superintendents' time is spent in verbal contacts, usually through scheduled and unscheduled meetings, it is interesting to note those people that have the greatest access to ISD superintendents, the contacts that the ISD superintendents choose to make, with whom and how frequently they make contacts.

The final area of analysis conducted by this researcher was that of content analysis or the issues involving each of the intermediate school district

superintendent. Table 31 examines written communication input by content area. The majority of incoming, written communications involved organizational maintenance issues, ranging from a low of 36.1% for Superintendent Alpha to a high of 70% for Superintendent Delta. The next largest group of issues involved in incoming communications was community relations, ranging from 27.7% of Alpha's incoming mail to 15% of Delta's mail. Incoming correspondence rarely dealt with constituent affairs, ranging from 2% for Gamma to 9.6% for Alpha, or school and instructional programming, ranging from 6.4% for Delta to 13% for Gamma.

This trend continues when examining the Content Analysis of Outgoing Communications (Table 32). Again, the majority of communications are dealing with organizational maintenance issues, from a low of 33.3% of Delta's outgoing communications to a high of 61.5% of Alpha's. Of the 58 outgoing communications for the group, only 3 of them involved school programming issues. It was interesting to note that constituent affairs and community relations as a group, equaled 27 of the 58 content issues of outgoing communications.

Table 33 analyzes content by personal contact. Analyzed in this manner, organizational maintenance issues still dominate the subject matter discussed, ranging from a low of 35.1% for Superintendent Gamma to a high of 52.6% for Beta. School programming remains low frequency

TABLE 31
COMPARISON OF CONTENT RECORD
WRITTEN COMMUNICATION - INPUT

SUPERINTENDENT					
<u>Content</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Organization Maintenance	34/36.1	100/51.0	61/61	31/70.0	226
School Program	9/9.6	20/10.2	13/13	3/6.4	45
Constituent Affairs	9/9.6	14/7.1	2/2	1/2.1	26
Community Relations	26/27.7	41/20.9	16/16	7/15.0	90
Other	16/17.0	21/10.7	8/8	5/10.6	50
Total	94	196	100	47	437

First Cell Represents Frequency
 Second Cell Represents Percentage

TABLE 32
COMPARISON OF CONTENT RECORD
WRITTEN COMMUNICATION - OUTPUT
SUPERINTENDENT

<u>Content</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Organization Maintenance	8/61.5	5/38.5	11/47.8	3/33.3	27
School Program	0/0	0/0	1/4.4	2/22.2	3
Constituent Affairs	3/23.1	5/38.5	2/8.7	2/22.2	12
Community Relations	1/7.7	3/23.1	9/39.1	2/22.2	15
Other	1/7.7	0/0	0/0	0/0	1
Total	13	13	23	9	58

First Cell Represents Frequency
 Second Cell Represents Percentage

TABLE 33
COMPARISON OF CONTENT RECORD
BY CONTACTS

SUPERINTENDENT

<u>Content</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Composite</u>
Organization Maintenance	61/37.9	50/52.6	52/35.1	48/35.8	211
School Program	16/9.9	6/6.3	22/14.9	7/5.2	51
Constituent Affairs	30/18.6	11/11.6	39/26.4	62/46.3	142
Community Relations	30/18.6	16/16.8	15/10.1	4/3.0	65
Other	24/14.9	12/12.6	20/13.5	13/9.7	69
Total	161	95	148	134	538

First Cell Represents Frequency
 Second Cell Represents Percentage

content, ranging from 5.2% for Delta to 14.9% for Gamma. Constituent affairs has a diverse frequency, ranging from a high of 46.3% of Delta to a low of 11.6% of Beta. It appears that regardless of the form of communication; i.e., written or personal contact, that organizational maintenance issues dominated the discussion and the issues in each of the superintendents' cases.

Comparison With Mintzberg's Six Managerial Work Characteristics

Do the task performance patterns of the intermediate school district superintendents' daily routine support the characteristics of managerial work developed by Mintzberg?

The third question of this study concerned comparisons of the intermediate school district superintendents' work activities with Mintzberg's six characteristics of managerial work. Evidence of the Mintzberg characteristics was evident during this investigation. Table 34 presents a comparison of the chronology record of this study and Mintzberg's study.

The intermediate school district superintendent averaged 251.8 activities per week compared with Mintzberg's CEO's who averaged 109.4 activities per week. The intermediate school district superintendent also worked longer hours, averaging 54.3 hours per week compared to Mintzberg's CEO's who averaged a 40.4 hour work week.

TABLE 34
COMPARISON OF CHRONOLOGY RECORD
WITH MINTZBERG'S CEO'S

<u>CATEGORY</u>	<u>BERGERS</u> <u>ISD SUPT.</u> (4)		<u>MINTZBERG</u> <u>C.E.O.</u> (5)	
	<u>Composite</u>	<u>Mean</u>	<u>Composite</u>	<u>Mean</u>
Total Hours Worked	217	54.3	202	40.0
Hours of Evening Work (Inc.)	27.3	6.8	24	4.8
Total Number of Activities	1007	251.8	547	109.4
<u>Desk Work</u>				
Number of Sessions	320	80	179	35.8
Time on Desk Work	44 hrs.	11	44 hrs.	8.8
Average Duration	8 min.	-	15 min.	-
Proportion of Time	20%	-	22%	-
<u>Telephone Calls</u>				
Number of Calls	164	41	133	26.6
Time on Telephone	14 hrs.	3.5	13 hrs.	2.6
Average Duration	5 min.	-	6 min.	-
Proportion of Time	7%	-	6%	-
<u>Scheduled Meetings</u>				
Number of Meetings	76	19	105	21
Time in Meetings	87 hrs.	21.8	120 hrs.	24
Average Duration	69 min.	-	68 min.	-
Proportion of Time	40%	-	59%	-
<u>Unscheduled Meeting</u>				
Number of Meetings	281	70.3	101	20.2
Time in Meetings	28 hrs.	7	20 hrs.	4
Average Duration	6 min.	-	12 min.	-
Proportion of Time	13%	-	10%	-
<u>Tours</u>				
Number of Tours	19	4.8	29	5.8
Time on Tours	4 hrs.	1	5 hrs.	1
Average Duration	14 min.	-	11 min.	-
Proportion of Time	2%	-	3%	-
<u>Travel</u>				
Number of Trips	84	21	-	-
Time on Trips	30 hrs.	7.5	-	-
Average Duration	21 min.	-	-	-
Proportion of Time	14%	-	-	-
<u>Personal</u>				
Number of Sessions	63	15.8	-	-
Time on Sessions	9 hrs.	2.3	-	-
Average Duration	9 min.	-	-	-
Proportion of Time	4%	-	-	-

Desk work occupied 20% of intermediate school district superintendents' work activities compared to 22% of CEO's activities, but the average duration was almost twice as long for the CEO's (15 minutes compared to 8 minutes).

The use of the telephone was comparable, 7% of intermediate school district superintendents' time and 6% of CEO's, as was the use of tours, 2% for intermediate school district superintendents and 3% for CEO's.

Scheduled meetings took 40% of the intermediate school district superintendents' work week compared to 59% for CEO's. The average duration was almost identical, 69 minutes for intermediate school district superintendents to 68 minutes for CEO's.

Unscheduled meetings took 10% of the CEO's time compared to 13% for intermediate school district superintendents, but lasted twice as long, on average 6 minutes to 12 minutes.

Eighteen percent of the intermediate school district superintendents' work week was expended in nonmanagerial activities. These activities were not reported separately in Mintzberg's study of CEO's.

Table 35 compares incoming mail. Mintzberg's CEO's received an average of 132 pieces of mail compared to the intermediate school district superintendents' 109 per week. The form of input was diverse for both groups.

TABLE 35
COMPARISON OF MAIL RECORD - INPUT
WITH MINTZBERG'S CEO

<u>Category</u>	<u>Bergers ISD Superintendent</u>	<u>Mintzberg CEO's</u>
Number of Pieces Received	437	659
Mean Number of Pieces Received	109	132
<u>Form of Input (%)</u>		
Letter	25	29
Memo	15	10
Report	12	25
Periodical	5	16
Other	43	20
<u>Attention (%)</u>		
Skim	70	31
Read	29	63
Study	1	6
<u>Sender (%)</u>		
Subordinate	18	39
Director	0	1
Peer	4	16
Trade Organization	23	9
Client	1	5
Supplier or Associate	17	8
Independent	15	6
Publisher	5	11
Government	17	5

There was a notable difference in the attention given to incoming correspondence between the two groups while intermediate school district superintendents skimmed 70% of incoming mail, CEO's skimmed just 31%. The CEO's read or studied 69% of their mail compared to 30% for intermediate school district superintendents. Thus, CEO's spent more time per session and gave greater attention to the written work than did the intermediate school district superintendent.

In examining the source of written communications, CEO's received twice as much communication from subordinates (39%) compared to intermediate school district superintendents (18%), and four times as much from peers, 16% to 4% for intermediate school district superintendents. Conversely, the intermediate school district superintendents received 78% of their written correspondence from sources external to the organization compared to 44% for CEO's.

Table 36 compares outgoing mail. Mintzberg's CEO's generated three times as many written correspondences than did intermediate school district superintendents, averaging 46 pieces per week compared to 15 per week for intermediate school district superintendents. Both groups used diverse forms of written communication. The predominate form was the letter. Both groups directed the largest percent of outgoing correspondence to

TABLE 36
COMPARISON OF MAIL RECORD - OUTPUT
WITH MINTZBERG'S CEO'S

<u>Category</u>	<u>ISD Superintendent</u>	<u>CEO's</u>
Number of Pieces Generated	58	231
Mean Number of Pieces Generated	15	46
<u>Form of Output(%)</u>		
Letter	43	47
Memo	10	19
Report	4	2
Other	43	32
<u>Target (%)</u>		
Subordinate	34	55
Director	2	2
Peer	14	17
Trade Organization	12	5
Client	7	7
Supplier or Associate	0	3
Independent	17	5
Government	14	7

subordinates, CEO's averaging 55% and intermediate school district superintendents 34%.

Table 37 compares contacts. In examining the amount of personal contacts, intermediate school district superintendents averaged 135 contacts per week compared with CEO's who averaged 73.6. Each group averaged over 30 hours per week in interpersonal contacts. CEO's invested more time and frequency in scheduled meetings than did their ISD counterparts. Conversely, intermediate school district superintendents invested more time and frequency in unscheduled meetings. The use of tours and phone calls were comparable between the two studies.

When examining the form of contact initiation, intermediate school district superintendents had a greater degree of control their over contacts. Intermediate school district superintendents initiated 45% of their contacts compared with 32% for CEO's. Conversely, the opposite party initiated contacts 57% of the time with CEO's compared with 34% for intermediate school district superintendents.

In comparing location of contacts, intermediate school district superintendents spent 51% of contacts and 23% of contact time in their office compared to CEO's 75% and 39% respectively. Both groups spent large portions of their work week in other locations, 48% for intermediate school district superintendents and 38% for CEO's.

TABLE 37
COMPARISON OF CONTACT RECORD
WITH MINTZBERG'S CEO's

<u>Category</u>	<u>Bergers'</u> <u>ISD Supts.</u> <u>(4)</u>	<u>Mintzberg's</u> <u>Ceo's</u> <u>(5)</u>
Total Time in Verbal Contacts	134 hrs.	158 hrs.
Mean Time in Verbal Contacts	33.5 hrs.	31.8 hrs.
Total Number of Verbal Contacts	540	368
Mean Number of Verbal Contacts	135	73.6
 <u>Media: Percent of Contacts/Percent of Time</u>		
Total Phone Calls	30%/11%	36%/8%
Total Scheduled Meetings	14%/65%	29%/76%
Total Unscheduled Meetings	52%/21%	27%/13%
Total Tours	4%/3%	8%/3%
 <u>Form of Initiation(%)</u>		
Self	45%	32%
Opposite	34%	57%
Mutual	8%	5%
Clock	14%	7%
 <u>Location: Percent of Contact/Percent of Time</u>		
Office	51%/23%	75%/39%
Office of Subordinate	3%/1%	10%/8%
Other Office Area	4%/5%	3%/1%
Other Building	27%/23%	3%/14%
Other Location	15%/48%	8%/38%

It also appears that intermediate school district superintendents had a much greater tendency to work in other areas within the administrative building, 27% of contacts compared to 3% for CEO's.

In summary, when comparing the composite results of the chronology, mail and contact records of the two studies, it appears that the intermediate school district superintendents as a group exhibited similar managerial behavior as did the CEO's in Mintzberg's study. The researcher concluded his analysis by comparing the results of this study in relation to Mintzberg's six managerial characteristics.

Volume and Pace. The high volume and unrelenting pace of the managerial work identified by Mintzberg (1973) was similar to the days of the intermediate school district superintendents. The average work hours for Mintzberg's managers were from 28 to 53 hours with an additional total of 24 hours for evening meetings. The intermediate school district superintendents' total job hours were 43 to 50 hours with an additional 27 hours for after work activities.

The volume of the intermediate school district superintendents' work load is evident not only in the time they spent on the job but in the number of tasks. The average number of daily activities per subject was 50. This means the superintendents were undertaking about 4.7 different tasks per hour (see Table 38).

TABLE 38
ISD SUPERINTENDENT
NUMBER OF ACTIVITIES - OVER TIME

<u>Activities</u> <u>Per</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Mean</u>
Day	56.0	40.0	56.0	50.0	50.0
Hour	05.7	03.7	04.5	04.9	04.7
Minutes	00.1	00.06	00 .07	00.08	00 .08

Variety, Brevity and Fragmentation. Mintzberg stated that managerial work consisted of a variety of tasks which were interrupted by other activities. This description of the managerial behavior can be applied to the intermediate school district superintendent. Superintendents performed 4.7 tasks per hour and engage in activities that usually last two to three minutes. Approximately 75% of the intermediate school district superintendents' work activities lasted ten minutes or less (see Table 39).

Verbal Media Preferences. Mintzberg's third characteristic is a preference for managers to employ verbal media. This characteristic is applicable to intermediate school district superintendents. Verbal contacts, which included unscheduled and scheduled meetings, phone contacts and tours, totaled more than 53% of the superintendents' total activities and 62% of his time. Nonverbal contacts such as deskwork, trips, and personal activities comprised 47% of the subjects' total activities and 38% of their time.

Table 40 examines the verbal and nonverbal contacts of the subjects, which clearly demonstrates the intermediate school district superintendents' preference for verbal contacts. Mean self-initiated verbal contacts (60) outnumbers nonverbal output correspondence (15) by four to one.

TABLE 39**PERCENT OF TASK DURATION BY SUBJECT**

<u>Task Duration In Minutes</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Mean</u>
1 To 4	60.9	41.2	47.0	56.4	52.0
5 To 10	21.1	19.6	25.5	22.8	22.4
Above 10	17.9	39.2	27.6	20.8	25.5

TABLE 40**NUMBER OF VERBAL & NON-VERBAL CONTACTS
BY SUBJECT**

<u>Verbal Contacts</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Mean</u>
Self Initiated	92	25	66	58	60
Other Initiated	38	44	53	49	46
<u>Non-Verbal Cont.</u>					
Input Corr.	94	196	100	47	109
Output Corr.	13	13	29	9	15

Face-to-face contacts, which included tours, scheduled and unscheduled meetings, comprised 37% of the subjects' activities, while the telephone represents an additional 16%. These findings further substantiate the preference for verbal media contacts by intermediate school district superintendents.

Preference for Live Action. Mintzberg (1973) stated that managers show a distinct preference for live issues and are therefore action persons rather than reflective planners. Observation of the intermediate school district superintendents' preference for live action which involves the subject in the most current and pressing problems was evident in this study though difficult to assess. All subjects usually dropped what they were doing to assist in a more urgent task. Planned routines were often disrupted by any problem that occurred during the day. As the problems occurred, the subjects attended to them first, often placing the other tasks into the background. Each subject preferred to complete all tasks as soon as possible but leaving the longer duration activities for the early morning hours or late afternoons when the staff had left for the day.

The subjects' work was often fragmented and interrupted, which further demonstrates a preference for live action. Interruptions consisted of more pressing issues being handled simultaneously with less urgent matters.

The Contact Network. The contact network of intermediate school district superintendents indicated that the verbal contacts were split between inside and outside the organization (Table 41). Analysis of the intermediate school district superintendents verbal contacts (phone calls, scheduled and unscheduled meetings) with participants reveals that 56% of the contacts were with the staff members, while 44% were with members outside the intermediate school district organization.

Table 42 examines the intermediate school district superintendents' contacts inside the organization. The intermediate school district superintendents spent an average of 58.5% of inside contact time with administrative subordinates, with the remainder split between superiors (16.5%), and other subordinates (25%). Thus, the superintendents appeared to have developed contact with each organizational level within the district. Table 43 reports the intermediate school district superintendents' contacts with individuals outside the organization. Again, the data indicated the intermediate school district superintendents have developed a contact network with other superintendents 34.8% of outside contact time, with other local school district administrators 19.5%, and others outside the educational community 45.8%.

A Blend of Rights and Duties. Mintzberg (1973) used his last characteristic, a blend of rights and duties, to

TABLE 41

**PERCENT OF INSIDE/OUTSIDE CONTACTS
BY SUBJECT**

	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Mean</u>
Inside	66.5	56.8	52.0	45.6	56.0
Outside	33.5	43.2	48.0	54.4	44.0

TABLE 42

**PERCENT OF SUBJECTS' TIME SPENT WITH
INSIDE CONTACTS BY POSITION**

<u>Position</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Mean</u>
Superiors	11.2	29.1	14.4	18.6	16.5
Administrative Subordinates	65.9	57.0	64.5	37.1	58.5
Other Subordinates	23.0	13.9	21.1	44.4	25.0

TABLE 43

**PERCENT OF SUBJECTS' TIME SPENT WITH
OUTSIDE CONTACTS BY POSITION**

<u>Position</u>	<u>Alpha</u>	<u>Beta</u>	<u>Gamma</u>	<u>Delta</u>	<u>Mean</u>
Peers	44.5	34.5	38.2	24.5	34.8
Local Adm.	7.9	14.8	35.7	20.9	19.5
Others	47.6	50.7	26.1	54.6	45.8

depict the manager as the head of the organization over which he fails to exercise full control. Mintzberg states that in many cases role performance occurred in response to the demands of the job rather than being tailored to address task performance in an active as opposed to reactive fashion. Since structured observation does not lend itself to the assessment of control, Mintzberg (1973) used the rate of task initiation to determine the degree of control by his subjects. He found that his managers initiated fewer than one half of their contacts and were more passive than active in their work.

Analysis of the intermediate school district superintendents' contacts record for telephone calls, scheduled and unscheduled meetings reveals that 44.6% of the intermediate school district superintendents' contacts were self initiated. Thirty-four and one-tenth percent of the contact activities were initiated by others, and only 7.6% were mutually initiated by both parties, 13.7% were initiated by the clock. Using this form of initiation as an indicator of control, the data indicated that less than half of the contacts are initiated and thus controlled by the intermediate school district superintendent.

Comparison with Mintzberg's Managerial Role Sets

Is the overall role set of the intermediate school district superintendent comparable to the Managerial role set developed by Mintzberg?

The fourth research question is concerned with the comparisons between the intermediate school district superintendents' role set with Mintzberg's roles. A total of ten roles in three categories comprise this model of managerial behavior: Interpersonal roles - figurehead, leader, liaison; Informational roles - monitor, disseminator, spokesman; Decisional roles - entrepreneur, disturbance handler, resource allocator, and negotiator.

The Interpersonal Roles. The figurehead is one of three interpersonal roles reported by Mintzberg. Most of the intermediate school district superintendents' attendance at after-hour activities and tours of the facility with special interest groups placed the subjects in the figurehead role. They were responsible for providing a certain amount of public relations for the district. Requests to give a welcoming statement to many groups not convened by the superintendent are examples of the figurehead role. The subjects also had the opportunity to use the public address as a way to speak to the staff as a figurehead. The input correspondence indicated the subject's authority to appropriate staff leave or requests by signing routine forms.

The figurehead role for the intermediate school district superintendents was relatively small when compared with other administrative duties. However, the figurehead role allowed the subjects to be highly visible and accessible by all. The subjects' participation in certain ceremonial functions such as United Way is considered a community necessity. The subjects' presence at these functions helped to enhance the district's status and created a feeling of security that the district is in good hands.

The organization looks at its formal head for guidance and motivation. The leader role is the most significant of all the roles. In this study the four intermediate school district superintendents show clear evidence of this activity. The subjects were continually seeking information about programs or problem situations; and when exposed to something which created a problem, they did not hesitate to act. These activities had leadership overtones since the subjects' prime responsibility was to maintain the orderly operation of the district.

The leadership role permeated all aspects of the intermediate school district superintendents' work routine. The leadership function of approving requests for services by staff members accounted for a majority of the subjects' input correspondence.

The final interpersonal role is that of liaison. Table 41 indicates that 46% of the subjects' contacts were with outsiders. Statutorily, the intermediate school district superintendent serves as a liaison between the local districts and the Michigan Department of Education. The superintendent invested 26.4% of his contacts in constituent relations. In addition, the intermediate school district superintendent serves as a liaison between the district and community organizations. These contacts represent over 12% of the superintendents' contacts.

The Informational Roles. Mintzberg's (1973) second role set consists of monitor, disseminator, and spokesman. The manager as a monitor is continually seeking and being bombarded with information which enables him/her to understand what is taking place within the organization. By playing the role of monitor, the subjects were involved with gathering information about the organization, which assisted them in the decision making process, and then disseminating this information to staff.

The intermediate school district superintendents were continually monitoring their environment, gathering information. In many instances, when the opposite party initiated contact to get information, the superintendent used the opportunity to also request information from the other party.

The disseminator role required the subjects to be a sender rather than a receiver of information. The subjects were the informational centers from which information came into the organization and was then forwarded on to the staff. A review of the incoming correspondence record reveals that 47.1% of incoming mail was forwarded to other members of the organization. During contact activities, whether it was by telephone or face to face, a two way communication usually ensued with the subject dispensing information to internal staff.

Mintzberg's (1973) third informational role is spokesman. While the disseminator role transmits information into the organization, the spokesman role requires the individual to speak on behalf of the organization. Meeting outsiders indicated that intermediate school district superintendents were displaying the spokesman role. As noted previously, 46% of the superintendents' contacts were with organizational outsiders. Most of the contacts were used to formally or informally represent the district.

The Decisional Role. The third and final set of Mintzberg's managers' activities is entrepreneur, disturbance handler, resource allocator, and negotiator. Observations of these decisional roles were the most difficult to identify during the study. Most decisions made during the study were routine and mechanical. When confronted with a decision-making situation, the subjects

would choose the best alternative based on their experience and policies determined by the district or state. Participant decision making was apparent but only in an advisory capacity. The intermediate school district superintendents made most decisions, but they provided the staff the opportunity for input.

In the entrepreneur role, the manager acts as initiator and designer of much of the controlled change in his organization. The entrepreneur's role is more appropriate for the private sector rather than for the intermediate school district superintendent. The reason for this is the element of change, since major changes in the schools are generally slower to take place and are subject to greater controls (policy, laws, statutes, etc.). However, some subjects initiated pet projects which were closely monitored by the subjects themselves.

For example, Superintendent Alpha guided the establishment of a job readiness assessment center. Superintendent Gamma initiated a data base for compiling and sharing student data between the intermediate school district and the LEA, and Superintendent Delta almost single-handedly established and maintained the Data Processing Service of the Intermediate School District.

The disturbance handler role deals with involuntary situations and change which is partially beyond the manager's control. An unforeseen event may precipitate a crisis which requires the manager to take necessary action to correct the situation.

The majority of the disturbances which confronted the intermediate school district superintendents required minimal intervention to correct. The major source of disturbance arose when trying to balance the needs and wants for the various constituencies. Problems were created by conflicts between staff, local districts and organizational rules and regulations.

The resource allocator role requires the manager to oversee the system by which organizational resources are allocated. Mintzberg (1973) considered resource allocation to involve money, time, material and equipment, manpower, and reputation. Although all superintendents employed a Business Manager, the major issues concerning budget or staff allocation fell to the superintendent to decide. Although they relied on support staff for details, they made the program decisions that directed the course of services.

Mintzberg's (1973) final role is that of participant in the negotiation activity. Mintzberg defined the role of negotiator as a figurehead, spokesman, and resource allocator since his presence adds credibility, and he represents his organization's information and value system to outsiders which allows the manager to commit the resources of the organization. The intermediate school district superintendents did not participate in any quasi negotiations with teachers or any other school-related personnel. The negotiator role would have

been evident with collective bargaining, but these activities were not observed during the observational period. Although the negotiator role was not apparent during the study, the possibility of its being included in the overall set does seem to be evident.

Comparison with Studies of Other Educational Managers' Work Activities

What similarities and differences exist between the intermediate school district superintendent and other educational managers in the characterization of managerial work developed by Mintzberg?

The fifth research question is concerned with the comparability of the present findings for intermediate school district superintendents with those of other educational managers. This researcher compared his findings with building level administrators using Kmetz's (1982) study of elementary principals and Martin's (1980) study of secondary principals. The researcher then examined the work activities of the local school district superintendent using Larson, Bussom and Vicars (1981) study.

Building Principals

In this section, comparisons among the elementary and secondary principals, and intermediate school district superintendents include comparisons of subjects by the chronological record, contact record, and correspondence record, the number of activities over time and task duration.

Although the sample, size and length of observation of this study closely follows Martin's 1980 and Kmetz's 1982 studies, the comparisons of the data were not always available in the same form or format. Changes were necessary in specific categories in order to include all of the intermediate school district superintendents' activities for comparison sake.

Comparison of Chronological Data. Table 44 provides information on the secondary and elementary principals' and intermediate school district superintendents' work activities. There is a total of 13 different categories which include the mean number of activities, and percentage of time and duration among the three different sets of subjects. The researcher included all of the categories used in the building level studies even though they did not match the categorization used in this study. An attempt was made to group categories, but the results were unsatisfactory. They skewed the data for comparison purposes so all 13 categories were left intact when making comparison of chronology data.

Intermediate school district superintendents worked the longest job hours, averaging 47.3 per week compared with 42.2 for secondary principals and 41.7 for elementary principals. But, building level principals worked longer after school hours, averaging 11 for secondary principals and 8 for elementary compared with 6.8 for intermediate school district superintendents.

TABLE 44
COMPARISON OF CHRONOLOGICAL DATA
WITH BUILDING PRINCIPALS

<u>Category</u>	<u>Kmetz</u> <u>Elementary</u>	<u>Martin</u> <u>Secondary</u>	<u>Bergers</u> <u>ISD Supt.</u>
Total Job Hours - Mean	41.7	42.2	47.3
Total After Hours - Mean	8.0	11.0	6.8
Total Hours Worked - Mean	49.7	53.2	54.1
Activities Per Day - Mean	122.3	149.2	50.4
<u>Desk Work</u>			
Mean Number of Activities	53.4	50.8	80.0
Mean Percent of Time	8.0	5.8	6.4
Mean Duration	9.8	9.4	8.3
<u>Phone Calls</u>			
Mean Number of Activities	84.8	78.6	41.0
Mean Percent of Time	8.0	5.8	6.4
Mean Duration	2.6	2.2	5.1
<u>Scheduled Meetings</u>			
Mean Number of Activities	8.4	23.4	19.0
Mean Percent of Time	10.4	17.3	40.2
Mean Duration	34.6	22.2	68.7
<u>Unscheduled Meetings</u>			
Mean Number of Activities	205.4	244.2	70.3
Mean Percent of Time	32.5	27.5	13.0
Mean Duration	4.4	3.4	6.0
<u>Exchanges</u>			
Mean Number of Activities	168.4	271.0	-
Mean Percent of Time	6.0	9.0	-
Mean Duration	1.0	1.0	-
<u>Monitoring</u>			
Mean Number of Activities	18.4	16.4	-
Mean Percent of Time	4.4	5.5	-
Mean Duration	4.0	13.2	-

<u>Category</u>	<u>Kmetz Elementary</u>	<u>Martin Secondary</u>	<u>Bergers ISD Supt.</u>
<u>Tours</u>			
Mean Number of Activities	29.2	17.6	4.8
Mean Percent of Time	4.2	7.7	2.0
Mean Duration	4.0	13.2	13.5
<u>Trips</u>			
Mean Number of Activities	7.4	2.2	26.3
Mean Percent of Time	5.4	2.2	13.8
Mean Duration	20.4	29.7	21.4
<u>Observation</u>			
Mean Number of Activities	1.8	1.6	-
Mean Percent of Time	2.5	2.4	-
Mean Duration			
<u>Personal</u>			
Mean Number of Activities	13.4	26.2	15.8
Mean Percent of Time	3.5	5.1	4.3
Mean Duration	3.6	5.8	8.8
<u>Announcing</u>			
Mean Number of Activities	9.8	12.2	-
Mean Percent of Time	0.7	0.7	-
Mean Duration	2.1	1.7	-
<u>Teaching</u>			
Mean Number of Activities	1.4	0.4	-
Mean Percent of Time	1.9	0.1	-
Mean Duration	38.7	9.0	-
<u>Processing</u>			
Mean Number of Activities	9.8	1.0	-
Mean Percent of Time	1.9	.7	-
Mean Duration	5.4	.7	-

Total hours worked ran from a high of 54.1 for intermediate school district superintendents to a low of 49.7 for elementary principals.

A significant difference exists on the mean activities per day. While secondary principals engaged in an average of 149.2 activities per day and elementary principals 122.3 activities per day. Intermediate school district superintendents averaged just 50.4 activities per day. Thus, the pace of the work day is much greater for building level administrators than it is for the intermediate school district superintendent.

The researcher next examined the spread of activities encompassing the work day. In regard to desk work, the intermediate school district superintendent averages 80 sessions while building principals averaged roughly 50 sessions. Desk work occupies 6.4% of the superintendents time and compared with 5.8% to 8.0% of the building level principals' time. The mean duration of such desk work is relatively equal for all of the subjects averaging just under 10 minutes per session.

The opposite relationship is seen in phone calls. The intermediate school district superintendent averages 41 phone calls per observation period. That number jumps to 78.6 for secondary principals and 84.8 for elementary

principals. The intermediate superintendent also spends longer periods on the phone, averaging 5.1 minutes per phone call compared to 2.2 minutes and 2.6 minutes for secondary and elementary principals respectively.

Perhaps the greatest differences between these three educational managers exist in their utilization of meetings. While the intermediate school district superintendent invests 40.2% of his work week in scheduled meetings, this represents just 17.3% of secondary principals and 10.4% of elementary principals' time. Additionally, the average duration of the intermediate superintendents' scheduled meetings are just under 69 minutes per session compared to 22.2 minutes for secondary principals and 34.6 minutes for elementary principals. Conversely, intermediate superintendents spend just 13% of their work week in unscheduled meetings compared to 27.5% for secondary principals and 32.5% for elementary principals. Also, both principals' groups have a large number of unscheduled meetings compared to intermediate school district superintendents. The mean number of unscheduled meetings for elementary principals is 205.4, secondary principals 244.2 compared to just 70.3 average number of unscheduled meetings for intermediate superintendents.

Although not a major activity in any of the three subject groups, tours were utilized more frequently by building level administrators, 7.7% of total activities for secondary principals, and 4.2% for elementary

principals compared to 2.0% for intermediate school district superintendents. Although elementary principals engaged in the greatest number of tours, they were of the shortest duration lasting just 4 minutes compared to 13.2 minutes for secondary principals and 13.5 minutes for intermediate school district superintendents.

Another significant difference exists in the utilization of trips. Whereas, 13% of the intermediate school district superintendents' time is spent traveling from location to location, this represents just 5.4% of an elementary principal's time and 2.2% of a secondary principal's time. Average duration of trips was fairly consistent, running 20.4 minutes for elementary principals to 29.7 minutes for secondary principals. The use of personal time was relatively consistent among the groups.

Comparison of Number of Activities Over Time and Task Duration. A comparison of the elementary, secondary and intermediate school district superintendents average number of activities over time is reported in Table 45. The three different sets of subjects average number of activities per day, hour and minute are reported in this table. Intermediate school district superintendents averaged approximately 50 activities per day. This is significantly lower than 122.3 for elementary principals and 149.2 for secondary principals. It points to the fact that intermediate superintendents have a

TABLE 45
COMPARISON OF THE NUMBER OF
ACTIVITIES OVER TIME
WITH BUILDING PRINCIPALS

<u>Activities Per</u>	<u>Kmetz</u> <u>Elementary</u>	<u>Martin</u> <u>Secondary</u>	<u>Bergers</u> <u>ISD Supt.</u>
Day	122.3	149.2	50
Hour	14.7	17.7	4.7
Minute	0.3	0.3	0.08

significantly slower pace in terms of activities in the work day. Intermediate school district superintendents average 4.7 activities per hour compared to approximately 15 and 18 activities per hour for the building level principals. Building level administrators engage in a new task approximately every three minutes. Intermediate school district superintendents engage in a new task approximately every 12 minutes.

Table 46 is an analysis of the activity duration for intermediate school district superintendents, secondary and elementary principals. Again, significant differences are evident. While the building level administrators spend over three-quarters of their time in activities lasting one to four minutes, 77% for elementary principals and 81.4% for secondary principals, intermediate school district superintendents spend just over half (52%) of their time in activities of four minutes or less. Conversely, in activities lasting longer than ten minutes, intermediate school district superintendents account for 25.5% of total activities while less than 10% of the building administrators' activities last longer than ten minutes. An analysis of the number of activities over time and task duration would indicate that the work pace of the intermediate school district superintendent is less hectic than that of the building level administrator. Thus, the intermediate school district superintendent has a less hectic

TABLE 46
COMPARISON OF THE TASK DURATION
WITH BUILDING PRINCIPALS

<u>Task Duration</u> <u>Minutes</u>	<u>Kmetz</u> <u>Elementary</u>	<u>Martin</u> <u>Secondary</u>	<u>Bergers</u> <u>ISD Supt.</u>
1 to 4	77.0	81.4	52.0
5 to 10	13.5	9.5	22.4
More than 10	9.5	9.1	25.5

pace and the activities in which they engage tend to be of longer duration than building level administrators.

Comparison of the Correspondence Records. The written correspondence for the elementary and secondary principals and intermediate school district superintendents were compared among the three sets of subjects as to form, sender or receiver, attention received and action taken.

Comparison of Input Correspondence. Table 47 presents information concerning the comparisons of incoming correspondence for intermediate school district superintendents, elementary and secondary principals. Each of the three sets of subjects' incoming mail was analyzed by form, sender and attention. The first set of numerical entries represent the mean number of mail received by form and the second represents the percentage of each of the three sets of subjects. Secondary principals received the highest number of mean incoming correspondence (155.6), followed by elementary principals (115.0), and intermediate school district superintendents (111.0).

Table 47 reveals that forms and notes were the most common form of incoming correspondence to the building level administrators. These two forms comprise 61.7% for secondary and 39.3% for elementary. The most frequently used forms of incoming communication for intermediate superintendents were letters (24.9%) and brochures (16.9%), followed by memos (15.1%). Forms represented

TABLE 47
COMPARISON OF INPUT CORRESPONDENCE
WITH BUILDING PRINCIPALS

	<u>Kmetz Elementary</u>		<u>Martin Secondary</u>		<u>Bergers ISD Supt.</u>	
<u>Form</u>	<u>Mean</u>		<u>Mean</u>		<u>Mean</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Letter	17.6	17.1	15.6	10.0	27	24.9
Note	14.2	13.8	18.6	11.9	5.4	4.9
Memo	9.8	9.5	18.4	11.8	17	15.1
Book	1.6	1.6	2.2	1.4	-	-
Periodical	3.4	3.3	2.4	1.5	-	-
Newspaper	3.4	3.3	1.8	1.2	6	5.4
Brochure	8.6	8.4	11.4	7.3	19	16.9
Form	26.2	25.5	77.4	49.8	-	-
Catalog	5.0	4.9	3.6	2.3	-	-
Check	1.6	1.6	2.8	1.8	-	-
Report	10.6	10.3	1.2	0.8	13	11.4
Media	0.8	.7	0.2	0.1	-	-
Newsletter	-	-	-	-	12	10.8
Other	-	-	-	-	11	10.1
	115.0		155.6		111	
<u>Sender</u>						
Superior	18.6	16.2	5.8	3.7	0	0.0
Subordinate	46.4	40.3	102.8	66.0	19	17.6
External	50.0	43.5	47.0	30.3	91	83.4
<u>Attention</u>						
Skim	50.8	44.1	59.6	38.3	77	70.5
Read	51.4	45.6	80.4	51.7	31	28.6
Sign	11.8	10.3	15.6	10.0	-	-
Study	-	-	-	-	1	0.9

the greatest number of incoming form of correspondence with 49.8% for secondary and 25.5% for elementary. Forms were classified as other incoming for intermediate school district superintendents and represented just 10.1%.

Table 47 also examines the sender of these correspondence. The smallest sending group were superiors with no correspondence coming to intermediate school district superintendents from superiors compared to 3.7% to secondary principals and 16.2% to elementary principals.

The greatest disparity lies in the relationship of subordinate correspondence and external communications. While 40.3% of incoming mail came from subordinates for elementary principals and 66% for secondary principals, only 17.6% came from subordinates of intermediate school district superintendents. Conversely, while roughly half of all correspondence came from external sources for the building level principals, over 83% of incoming correspondence came from that source for intermediate school district superintendents. This demonstrates the fact that intermediate superintendents have a greater network of external agents. It also might reveal the fact that some of the incoming correspondence might be sorted and filtered down to building level principals from the superintendents' office as opposed to receiving direct communications externally.

Turning now to the attention given to incoming correspondence, the researcher can make no comparisons as to

the relationship between signing incoming documents recorded in the elementary and secondary principals' studies and study which was recorded in the intermediate superintendents. Because the researcher cannot be sure that these are equivalent, no judgements will be made. Comparisons can be made between the two categories; skimming versus reading material. While elementary principals skimmed 44.1% of incoming compared to 38.2% of secondary principals, intermediate school district superintendents skimmed 70.5% of all incoming documents. Conversely, they read only 28.6% compared with 45.6% for elementary and 51.7% for secondary. It appears that written communication has a greater chance of receiving serious attention if sent to building level administrators as opposed to intermediate school district superintendents.

Comparison of Output Correspondence. The analysis of all outgoing correspondence generated by intermediate school district superintendents, elementary and secondary principals is presented on Table 48. The output correspondence was analyzed by form and target. The first set of numbers represents the mean number of correspondence generated and the second number the mean percent of correspondence by category.

Average number of outgoing correspondence generated was 68.2 by elementary principals, 72.8 by secondary principals and 16 by intermediate school district superintendents. The largest form of outgoing correspondence

TABLE 48
COMPARISON OF OUTPUT CORRESPONDENCE
WITH BUILDING PRINCIPALS

	<u>Kmetz</u> <u>Elementary</u>		<u>Martin</u> <u>Secondary</u>		<u>Bergers</u> <u>ISD Supt.</u>	
	<u>Mean</u>		<u>Mean</u>		<u>Mean</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Total Output	68.2		72.8		16	
<u>Form</u>						
Form	5.4	8.0	6.8	9.3	-	-
Memo	2.8	4.1	7.4	10.2	2	12.5
Letter	1.8	2.6	6.2	8.5	6	37.5
Report	5.0	7.3	5.0	6.9	1	6.3
Note	52.4	76.8	47.4	65.1	6	37.5
Other	0.8	1.2	-	-	1	6.3
<u>Target</u>						
Supervisor	11.4	16.7	3.4	5.2	1	6.6
Subordinate	15.2	22.3	25.6	35.1	5	33.3
External	53.0	61.0	47.2	59.7	9	60.0

to all the groups was notes, ranging from 76.8% of outgoing correspondence for elementary principals to 65% for secondary principals. It represented 37.5% of intermediate school district superintendents' outgoing correspondence. The intermediate school district superintendents' outgoing correspondence for letters also represented 37.5%. This is compared to just 8.5% of secondary and 2.6% of elementary.

The researcher concluded that because of the requirements for formal records of action, the letter was utilized more frequently at the superintendent level as opposed to the building level. It is interesting to note though that all of the administrative subjects referred to the ease and speed of handwritten notes as a preferred form of outgoing communications. This is particularly true of communications to internal staff members.

Turning attention to the target of these outgoing correspondence, the smallest percentage was directed to superiors, running from a low of 6.6% of intermediate school district superintendents outgoing correspondence to a high of 16.7% for elementary and 5.2% for secondary. This could simply be a function of the organizational hierarchy in that the higher you get on the organizational chart, the fewer superiors you have to direct correspondence.

All of the groups directed the greatest percentage of correspondence to individuals external to the

organization, ranging from a high of 60.0% for intermediate superintendents to a low of 47.2% for secondary principals. It can be inferred from the data that most of the contact with internal individuals can be handled either through phone or face to face, whereas, external agents are handled by phone or written communication.

Comparison with Studies of Local School District Superintendents' Work Activities. The final comparison to be made is that of the intermediate school district superintendents' work activities with that of the local school district superintendent. This might prove to be the most significant comparison in that there is normally transition between the two positions. That is, the intermediate school district superintendent, on many occasions, has previously served as the local school district superintendent. The researcher was interested in what differences or similarities might exist.

The first comparison that the researcher addressed was data comparing how the two groups spend their work day. Table 49 provides the data used in this analysis. Both groups of superintendents spend a large percent of their activities in desk work, 30.6% for local superintendents, and 31.8% for intermediate superintendents. The telephone calls averaged 20.6% of total activities for local superintendents and 16.3% for intermediate superintendents. Unscheduled meetings averaged 32.8% of

TABLE 49

**COMPARISON OF WORK ACTIVITIES
WITH LOCAL SUPERINTENDENTS**

<u>Activity</u>	<u>Mean % of Activity</u>		<u>Mean % of Time</u>		<u>Mean Duration (Minutes)</u>	
	<u>Larson Bergers</u>		<u>Larson Bergers</u>		<u>Larson Bergers</u>	
	<u>LEA</u>	<u>ISD</u>	<u>LEA</u>	<u>ISD</u>	<u>LEA</u>	<u>ISD</u>
Desk Work	30.6	31.8	30.9	20.4	6.2	8.3
Telephone Calls	20.6	16.3	10.7	6.4	3.2	5.1
Scheduled Mtg.	1.9	7.6	12.3	40.2	40.5	68.7
Unscheduled Mtg.	32.8	27.9	29.7	13.0	5.5	6.0
Tours	2.6	1.9	4.6	2.0	10.8	13.5
Travel	3.4	8.3	5.7	13.8	10.3	21.4
Other	8.0	6.3	5.8	4.3	4.3	8.8

activity for local superintendents, 27.9% intermediate superintendents.

The greatest differential in mean percent of activities appears in the scheduled meeting where only 1.9% of total local school district superintendents' activities is represented by scheduled meetings compared to 7.6% of intermediate superintendent activities. The differences become even greater when turning to an analysis of the mean percent of time per activity type. Whereas the local superintendent invests just 12.3% of his total work week in scheduled meetings, the intermediate superintendent invests 40.2% of total work time. Also, scheduled meetings last on an average of 40.5 minutes for local superintendents compared with 68.7 minutes for intermediate school district superintendents.

Thus, it appears that local school district superintendents aspiring to be intermediate school district superintendents should understand that almost half of their work day will be involved in scheduled meetings. Just the opposite is true of unscheduled meetings, whereas, 29.7% of the local superintendents day is involved with unscheduled meetings, it represents just 13% of the intermediate school district superintendent activities. Thus, it appears that the intermediate school district superintendent has much more structured work day with less unanticipated interventions. The local school district superintendent also spends over 40%

of his work day in desk work and telephone calls, whereas the intermediate school district superintendent invests less than 30% in those activities.

Finally, the intermediate school district superintendent spends over twice as much time on the road traveling between activities as does the local school district superintendent (13.8% compared to 5.7%). This comparison is also borne out in the mean duration of activities where the average trip for the intermediate superintendent amounts to over 21 minutes while an average trip amounts to 10 minutes for the local school district superintendent.

Now that the researcher analyzed what the two groups do (activities), the researcher turned his attention to examining the individuals with whom they have contact. Table 50 analyzes the data. Neither group spent a great amount of their activities with board members; representing just 2.1% of mean activities for local school district superintendents and 3.4% of mean activities for intermediate school district superintendents. In terms of percent of time invested, it's 3.9% of local superintendents and 8% of the intermediate superintendents' time. The local school district superintendent spends 38.8% of his time dealing with administrative subordinates compared with 28.4% of intermediate school district superintendents' time. There is also a much higher rate of interaction between superintendent and

TABLE 50

**COMPARISON OF CONTACTS BY
PARTICIPANT TYPE
WITH LOCAL SUPERINTENDENTS**

<u>Type of Participant</u>	<u>Mean % of Activity</u>		<u>Mean % of Time</u>	
	<u>Larson</u>	<u>Bergers</u>	<u>Larson</u>	<u>Bergers</u>
	<u>LEA</u>	<u>ISD</u>	<u>LEA</u>	<u>ISD</u>
Board Member	2.1	3.4	3.9	8.0
Peer	4.2	13.0	13.0	17.9
Local Administrator	-	6.2	-	10.0
Immediate Adm. Subordinate	26.6	27.6	22.0	19.4
Other Administrative Subordinate	18.2	10.4	16.8	9.0
Teacher	8.0	3.1	8.7	2.0
Other Subordinate	17.8	10.9	11.3	8.9
Student	0.6	0.6	0.5	1.2
Outsider	20.7	24.8	22.9	23.6
Unknown	2.0	0.0	0.9	0.0

teacher at the local level. The local superintendents' contact with teachers represent 8% of all activities compared with 3.1% for intermediate superintendents and local superintendents invest 8.7% of their time with teachers as opposed to just 2% with intermediate school district superintendents. Both groups spent very little time with students, the highest being 1.2% of the intermediate school district superintendents' time. Both groups also spent approximately one-quarter of their activities and time involved in contacts with parties outside of the school system. Again, this reflects that both superintendent groups have developed and maintain a network of contacts outside of the school community.

The next comparison was the analysis of the location of superintendent contacts. Table 51 examines the data comparing the two studies. Significant differences exist in the percent of time invested in different work locations. Where the local school district superintendent spends nearly two-thirds of his activity in his own office, the intermediate school district superintendent spent 23.4%. Thus, the local superintendent is much more home bound, relying on individuals to come to him for contacts. Neither superintendent group spent more than 2% of their activity in immediate subordinate's offices. Another significant difference that exists is the amount of time spent in other office locations within the administrative building. Whereas only 1.3% of the local

TABLE 51

**COMPARISON OF LOCATION OF
SUPERINTENDENT'S CONTACTS
WITH LOCAL SUPERINTENDENTS**

<u>Location</u>	<u>Mean Percent of Activity</u>		<u>Mean Duration of Activity (minutes)</u>	
	<u>*LEA ISD</u>		<u>LEA ISD</u>	
	<u>Larson</u>	<u>Bergers</u>	<u>Larson</u>	<u>Bergers</u>
Office	66.4	23.4	5.3	6.8
Immediate Adm. Subordinate Office	0.9	1.4	3.1	6.1
Other Office	1.3	22.5	6.9	12.3
Other Building	11.0	5.0	9.4	2.0
Other Location	8.8	47.8	39.9	48.4

*The column will not total 100% . The time spent on personal business and interacting with the observer was not coded to a specific location. The majority of these non-work related activities did occur in the LEA Supt. Office.

school district superintendents' activity was invested in other areas of the building outside of his office, 22.5% of the intermediate school district superintendents' activity was spent in other locations. Thus, the intermediate school district superintendent had a greater propensity to have contacts outside of his office area. Also, of significant difference is the amount of activity outside of the intermediate school district facilities. While only 8.8% of total activity was spent in other locations for local superintendents, nearly half (47.8%) of all of the intermediate school district superintendents' contacts were in other locations. This is a combination of both local school district personnel and contacts external to the school community. The local school district superintendent invests twice as much time in other school buildings, 11% to just 5% for intermediate school district superintendents, and the duration of those such visits was also greater, 9.4 minutes to 2 minutes. Thus, it appears that the intermediate school district superintendent is much more mobile in their contact activity throughout the work day.

Table 52 examines the form of initiation of contacts. The intermediate school district superintendent initiates 44.6% of contacts compared to 36.3% for local school district superintendents. Thus, it appears that the intermediate superintendent has a somewhat greater control over the happenings of the work day. For local

TABLE 52
COMPARISON OF INITIATION OF CONTACTS
WITH LOCAL SUPERINTENDENTS

<u>Form</u>	Larson <u>LEA</u>	Bergers <u>ISD</u>
Self	36.3	44.6
Opposite	49.2	34.1
Mutual	13.8	7.6
Clock	.7	13.7

superintendents, nearly half of the contacts are initiated by others (49.2%) compared to 34.1% for intermediate superintendents. The greatest difference appears to be in the initiation controlled by the clock; i.e., scheduled meeting, where 13.7% of total intermediate superintendent contacts are generated through the clock, with just .7% of the local school district superintendents activities are such initiated.

The final comparison analyzes the mean duration of activities. That data is displayed in Table 53. The intermediate school district superintendent spends longer in each contact activity than does his local school district counterpart. The biggest difference being in the local school district superintendent spending 3.2 minutes on an average for telephone call compared to 5.1 minutes for the intermediate superintendent and the local school district superintendent spends 40.5 minutes on average per scheduled meeting compared to 68.7 minutes for the intermediate superintendent. Both superintendent groups displayed the largest portion of their contacts in episodes lasting less than 10 minutes. 81.4% of local school district superintendents' activities were of that duration and 74.4% of the intermediate school district superintendents were of 10 minutes or less.

TABLE 53
COMPARISON OF MEAN DURATION
OF ACTIVITIES WITH LOCAL
SUPERINTENDENTS

<u>Activities</u>	<u>Larson</u> LEA	<u>Bergers</u> ISD
Desk Work	6.2	8.3
Telephone Calls	3.2	5.1
Scheduled Meetings	40.5	68.7
Unscheduled Meetings	5.6	6.0
Tours	10.8	13.5
Portion of Activities Lasting Less Than 10 Minutes	81.4	74.4

CHAPTER V

CONCLUSIONS

Once the researcher completed the analysis of the data, he then combined the findings of this study with what was previously known about managerial work activities in an effort to develop a theory to better understand the work characteristics and work role of the intermediate school district superintendent. Because a theory cannot be tested directly, it is inappropriate to speak of a theory as being true or false. It is more appropriate to speak of theory in terms of its usefulness. On this point, Hall and Lindzey (1978) noted:

"The theory can be seen as a kind of proposition mill, grinding out related empirical statements which can then be confirmed or rejected in the light of suitable controlled empirical data. It is only the derivations or propositions or ideas derived from the theory which are open to empirical test. The theory itself is assumed and acceptance or rejection of it is determined by its **utility**, not by its truth or falsity. In this instance, utility has two components--verifiability and comprehensiveness.

Verifiability refers to the capacity of the theory to generate predictions which are confirmed when the relevant empirical data are collected. **Comprehensiveness** refers to the scope or completeness of these derivations."¹

This researcher believes that through this study of the managerial behavior of the intermediate school district superintendent, theories can be offered as to what intermediate school district superintendents do (job profile) and why they do it (job role).

The job profile is derived from the examination of three major job components. The researcher studied intermediate school district superintendents' daily work activities in order to determine job characteristics. He studied the individuals who interact with the superintendent to identify job contact networks, and he studied the issues addressed by the superintendent to identify job content patterns. Collectively, an examination of these three job dimensions led the researcher to the creation of a job profile, a theory to explain what intermediate school district superintendents do. Further, an examination of the purpose of these job dimensions led to a delineation of job role, an attempt to better explain why intermediate school district superintendents engage in

¹Hall, Calvin S. and Gardner Lindzey. Theories of Personality, 3rd Edition, (NY: Wiley, 1978), pg. 89.

certain job behaviors. The remainder of this chapter is dedicated to an explanation of the job profile and job role of the intermediate school district superintendent.

JOB PROFILE

Work Activities -> Job Characteristics

The first major component of the job profile, common characteristics of intermediate school district superintendents' managerial behavior, was derived from an analysis of daily work activities. Seven dimensions were identified that describes the job characteristics of the intermediate school district superintendent:

1. Unsettled Work Environment. The intermediate school district superintendent works in a job setting that is both unstable and unpredictable. Unlike the picture of a structured, orderly CEO, who's day is controlled only by his desires and interests, we find a harried manager who is constantly being tossed about by the waves of activity surrounding him. With the exception of regularly scheduled meetings which provide occasional islands of predictability, once adjourned, he is set on a course of acting and reacting to a ubiquitous series of phone calls, one on one encounters and written communication. Although he may be designated the captain of his ship, and

he has responsibility to steer her to the ultimate destination, he lacks the ability to control the wind and waves encountered during each day's journey.

2. Open-ended Job Responsibilities. Also evident in the intermediate school district superintendency is the open-ended nature of the job. The superintendents continually scan the environment looking for the next task to tackle. Very rarely does the superintendent find satisfaction in task completion. This could be due in part to the open-ended nature of managerial work in general. The fact is that the job is never done. There's always other issues to be addressed and problems to be resolved. No matter how good things are today, they could always be made better tomorrow. This phenomenon is also evidenced in the recent school improvement movement. Its cornerstone is that improvement is a process, not an event, and is ongoing. Their job was not one of completing one task, then moving on to another. Quite the contrary, because of the scope of their responsibilities and the dynamic nature of their organizations, the job of the intermediate school district superintendent could never be considered

finished. Consequently, the superintendents demonstrated a propensity to feel guilty about doing nothing. As soon as a task was completed, the job incumbents immediately looked for the next item on the agenda. This represents a stimulating challenge but also can be a source of fatigue, frustration and lack of satisfaction and gratification.

3. Multiple Sources of Work Activities. The source or impetus for task initiation emanates from three directions; 1) from above, e.g., Board of Education or State Department of Education, 2) from below, e.g., intermediate school districts and/or local districts' staff, or, 3) from within, e.g., intermediate school district superintendent's personal interest or desire. It has been demonstrated that little regular contact exists between the intermediate school district superintendent and his board of education. Nevertheless, the board is a primary source of work for the superintendent. The majority of job responsibilities required from above concerns the creation of the agenda and participation in regularly scheduled board meetings. Although meetings typically run an hour or two, preparation by the superintendent and staff can be

tenfold. Although, work generated by the Department of Education was normally delegated to staff, the Superintendent is still responsible for monitoring the successful completion of such tasks.

The superintendent's contact with intermediate school district staff and local school district personnel is frequent. Consequently, a major portion of work activity is created by requests for action or information from these sources "below" the intermediate school district superintendent. This is hardly unexpected, but the frequency of these requests is. The intermediate school district superintendent is constantly bombarded by requests from these sources. He was usually placed in a reactionary mode and bounced about like a pinball trying to deal with the task requests generated from others.

The final source of work activity is generated internally. This phenomena also addresses the openendedness of the position. When presented with the opportunity for free or quiet time, the superintendent usually initiated activity on his own; so that every minute of the work day was accounted for. This internally

generated work stimuli also provided the superintendent with some proactive work activities. It often set in motion a chain reaction throughout the organization as others react to the request for information or action by the superintendent. The self-initiated activities appear to be the putty that fill the unoccupied cracks in the superintendent's work day.

4. Ad Hoc Decision Making. The intermediate school district superintendents' decision making process is normally required to be instantaneous. He is constantly responding to the ebb and flow of events surrounding him. Most decisions are based on information stored in the head of the superintendent and gained from previous experience. The superintendents demonstrated that they were not reflective planners who systematically weighed alternatives and chose and implemented the best decision after evaluating consequences. Instead, they were instantaneous, shoot from the hip types of decision makers. The pace of the work day and the demands of the job precluded an isolated decision making process. More often than not, individuals confronted the superintendent with immediate problems requiring immediate

solutions. After very brief sessions of give and take concerning specifics of the situation, decisions were normally rendered. More often than not, the superintendents asked for information specific to the problem and then applied that knowledge to his set of preconceived principles and related experiences, and conducted an instantaneous evaluation to make the required decision.

5. Restricted Access. The problem of timely access appeared to be another important characteristic of the intermediate superintendency. Staff continually hovered and circled the superintendent and attempted to get and give information or give and get decisions. Most people expressed frustration with the inability to access the superintendent in a timely manner. Usually opportunities were seized in restrooms, before or after scheduled meetings, or walking down the hall in an attempt to address the superintendent with an array of stored up requests and information.

It appeared that this access problem was reciprocal. Many times the superintendent expressed frustration with his inability to contact people immediately to give or get the

appropriate information to take action. A long trail of phone messages give evidence to the inability to access people by phone in a timely manner. Additionally, many times a quick run by an office to receive some information was met with an empty desk. Once access did take place, this contact created a forum to trade information concerning an array of topics. More often than not, the specific reason for a meeting or contact was expanded to incorporate an array of other issues that had been piling up, all of which became fair game once access had been gained. Also an interesting phenomenon took place concerning this limited access characteristic. The superintendent's secretary played a major role as a gatekeeper or screener of external intervention. Whether it be incoming mail, incoming phone calls or people wishing to make appointments with the superintendent, the secretary played a vital role in controlling who and how frequently the superintendent was accessed.

6. Preferred Use of Two-Way Communication. It appeared that the most productive, and thus, preferred media of the intermediate school district superintendent was that of verbal

contact. This was so because it allowed for two-way communication as opposed to written communication which offered no opportunity for response or probing. Verbal communication allowed for the give and take of an array of issues. The superintendents appeared to place little importance on written communication. Therefore, all the time and effort invested on the part of staff to research and prepare regular reports and studies appears to be of little value to the intermediate school district superintendent. However, even though written communication maintained a low level of importance, an interesting phenomena developed. There was a pressing need on the part of the superintendents to handle the flow of these documents. They felt compelled to process it in and out of the organization and not be the bottleneck in the written communications flow. Although they placed little value on it, evidenced by the lack of time and attention given, they felt compelled to keep this mountain of written communication moving.

The phone also proved to be an effective but a very inefficient method of communication. It allowed two-way access to distant parties but harking back to the access problem, very seldom

was a contact made on the first attempt. Normally, two or three call backs were required and more times than not, the problem and/or the issue was resolved prior to the contact finally being made. Unscheduled meetings were used frequently to give and get information on pressing and future issues, but were of short duration. Scheduled meetings, on the other hand, ate up huge chunks of the superintendents' time, but nevertheless, required his presence. Although they were normally used to convene large groups of people to discuss formal issues, usually from a set agenda, the opportunity was taken by the superintendent and others to trade information on an array of topics and it served the purpose of allowing a planned access between the superintendent and others. The greatest advantage of two-way modes of communication was the ability of the superintendent to expand agendas and probe for information.

7. A Mobile Manager. The intermediate school district superintendent appeared to be a very mobile person, much more so than his other educational administrative counterparts. Evidence was given that large portions of each

day were devoted to travel. Normally, this is extended travel to and from sites throughout the area and the state. Because the superintendent spent very little time in other intermediate school district facilities that housed instructional programs, most of the local travel time involved trips to local districts. The most frequent travel time involved trips to sites that were hosting state or regional meetings. Also, because of his involvement in community affairs, much time was spent traveling to and from these functions. This mobility also contributed to the access problem. Although a car phone would reduce the access effects of this mobility, none of the superintendents utilized them. The superintendents protected and appreciated the isolation created by their mobility.

Actors -> Job Contact Patterns

The second major component of the job profile is job contact networks. A review and analysis of the actors prominent in the working day of the intermediate superintendent revealed certain contact patterns. Normally, the more frequent the contact, the more opportunity one had to persuade and impact the decisions made by the intermediate school district superintendent.

The frequency of these contact networks create an opportunity to access and impact the superintendent and create a sphere of influence. These networks involve the following primary players: 1) intermediate school district board of education, 2) intermediate school district staff, 3) local district staff, 4) community affiliations, and, 5) professional organizations.

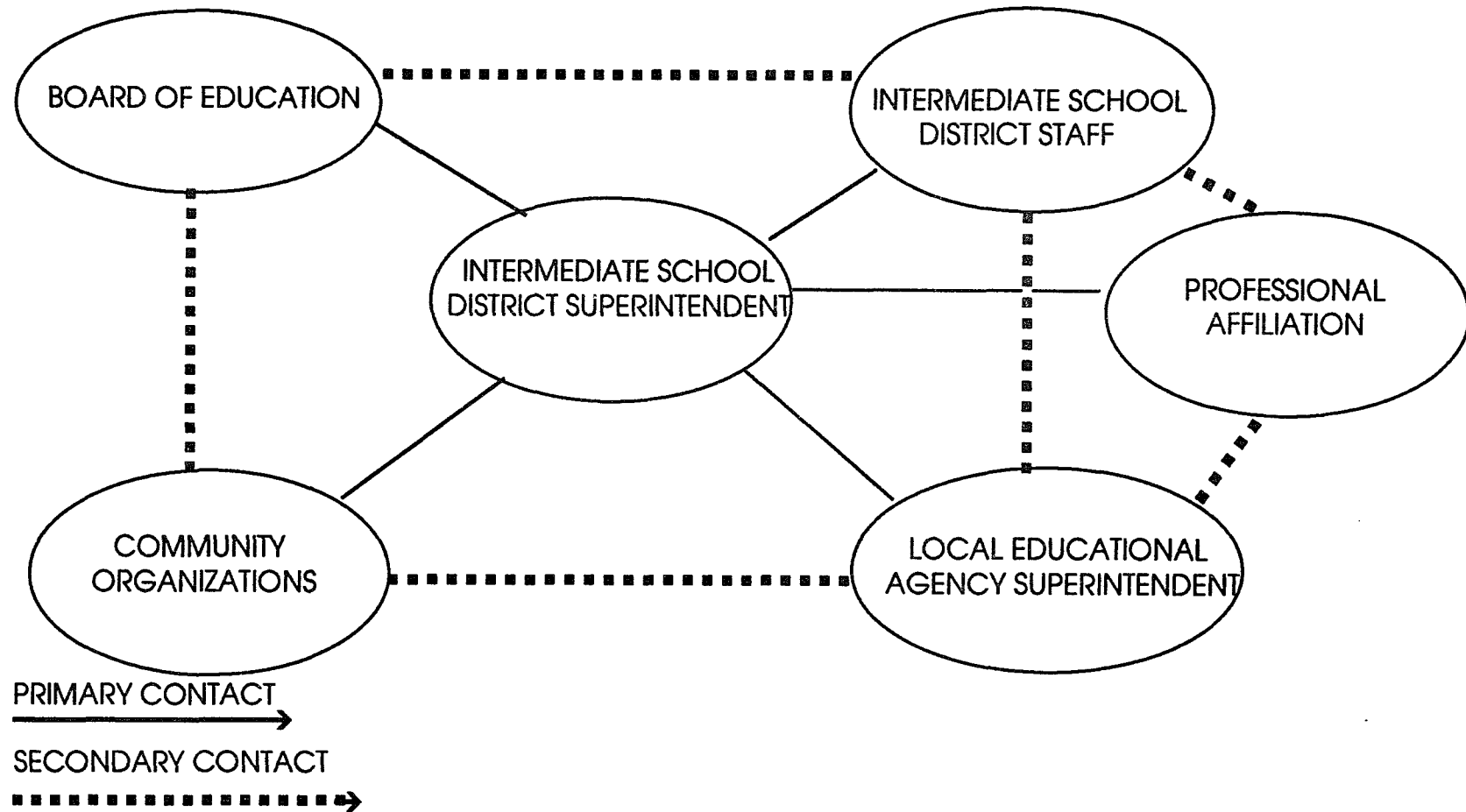
A diagram of these relationships is depicted in Figure 3. As noted earlier, the intermediate superintendent has very little day-to-day contact with his board of education. The direction and leadership for the operation of the organization comes from the superintendent not the board. The board, in most cases, appears to be a repository of recommendations with an occasional checking and questioning of rationale. For the most part, the impetus for change and programmatic direction is generated and carried out by the superintendent and his staff.

Regardless of the frequency of contact, because of the statutory authority of the board of education, each intermediate school district superintendent placed a great amount of importance on keeping the board informed and responding to their every request.

In examining the internal staff contacts with the superintendent, they appear to predominantly follow the organizational hierarchy. Immediate administrative subordinates and other administrators have the greatest access and contact with the superintendent.

FIGURE 3

CONTACT NETWORK/SPHERES OF INFLUENCE



Consequently, they have the opportunity to exert the greatest influence on the superintendent. This influence diminishes as one continues down the educational hierarchy. As a result, teachers and students have very little contact and, thus, access to the superintendent. This has major consequences for input and decision making as was discussed earlier with the decision making process and the access issues. Superintendents rely heavily on information received from face to face contacts. With the limited contacts students, teaching staff and principals have with the superintendent, most information reaching the superintendent must be run through channels, thus allowing for a filtering effect along the way. Therefore, the immediate subordinates of the superintendent have a great deal of influence to control information in and out of the superintendent's office and the ability to access and persuade the superintendent on various issues.

There appears to be little direct contact between the board of education and intermediate school district staff, except for formal contact at a board meeting. Organizational protocol calls for all contact by board of education members to be funneled through the intermediate school district superintendent. This also allows the superintendent to filter, select, sort and interpret what information flows between these two groups.

The next significant network participant is the local school district superintendent. Again, there seems to be an unspoken protocol for the establishment and maintenance of contacts. Almost without exception, the communication between the intermediate school district and the local school districts' were between the superintendents. On very few occasions did the intermediate school district superintendent make contact with other local administrators and vice versa. This "birds of a feather" philosophy seems to be pervasive regardless of the issues. Coupled with the fact that the intermediate school district superintendent has very little physical presence within the local school districts, it becomes apparent that the key relationships between the intermediate school district and the local school districts is monitored through the respective superintendents.

The intermediate school district superintendent placed great importance on maintaining good working relationships with the LEA superintendents. It appeared each superintendent recognized the vital role they played in the linkage of their respective organizations.

The next network participant identified is that of professional affiliations. Although not as direct and frequent as the three primary network contacts, professional affiliations appear to be a very close and strong network for both information exchange and support. All of the superintendents were heavily involved in

professional organizations. A large portion of the written communications came from such sources. Also, frequent contacts were made and maintained through these organizations. It gave the intermediate school district superintendents immediate and sustained contact with others in the profession in which to give and get information and advice. These contacts also provided for moral support and some degree of informality. Unlike other contacts that required the intermediate school district superintendent to be either a supervisor, subordinate or official representative of his organization, these gatherings were with peers feeling the same pressures and the same problems. Consequently, these contacts allowed the intermediate school district superintendent to "let their hair down" and engage in some relaxed interaction.

The final player in this job network is that of community organizations. Each of the superintendents demonstrated a propensity to be involved in community affairs. Again, it provided the opportunity to gather information from influential forces within the community and also serve as the intermediate school district representative to the community. It allowed for an information flow from the district to the community. The intermediate school district superintendent placed great importance on this community linkage. For the most part, intermediate school districts are not as visible as the

local school districts. Consequently, because there is limited contact between the intermediate school district and the general public, the establishment and maintenance of these community contacts are vital channels of information and influence.

It also appeared that intermediate school district superintendents were the prime target for educational representation on area-wide boards and committees. This is particularly true of organizations that incorporated more than one local school district. Rather than trying to pick and choose representation at the local level, it seemed more expedient to have the intermediate school district superintendent representing the educational interest of all involved to serve on area boards.

Issues -> Job Content Patterns

The third major component of the job profile is that of job content patterns, which were derived from an examination of the issues addressed by the intermediate school district superintendent during his work day. A content dichotomy appeared with two predominant job content domains emerging, that of internal organizational management; i.e., internal issues concerning the operation of the district, and constituent affairs; i.e., issues concerning the relationships between the intermediate school district and the local districts.

The predominance of these organizational maintenance issues casts the superintendent in the role of an organizational manager as opposed to an educational leader. The predominance of issues in personal contacts and written communication revolved around the actual day-to-day operations of the organization. Constituent affairs issues revolved around two major topics, that of service issues and regulatory issues. For the most part, the intermediate school district superintendent preferred to be involved and stressed the service issues over the regulatory. More often than not, the regulatory functions were issues of compliance that were relegated and delegated to the appropriate staff member. In this way, the superintendents strive to be wearing the "white hats" on issues of service where the "black hats" were worn by administrative subordinates charged with monitoring with specific local requirements.

Very seldom addressed during the daily activities of the intermediate school district superintendent were instructional and/or curricular issues. It did not appear that the superintendents consciously or knowingly relegated these to a lesser position, but in the crush of running a school district, the topics of curriculum, instructional technique and educational outcomes were seldom discussed.

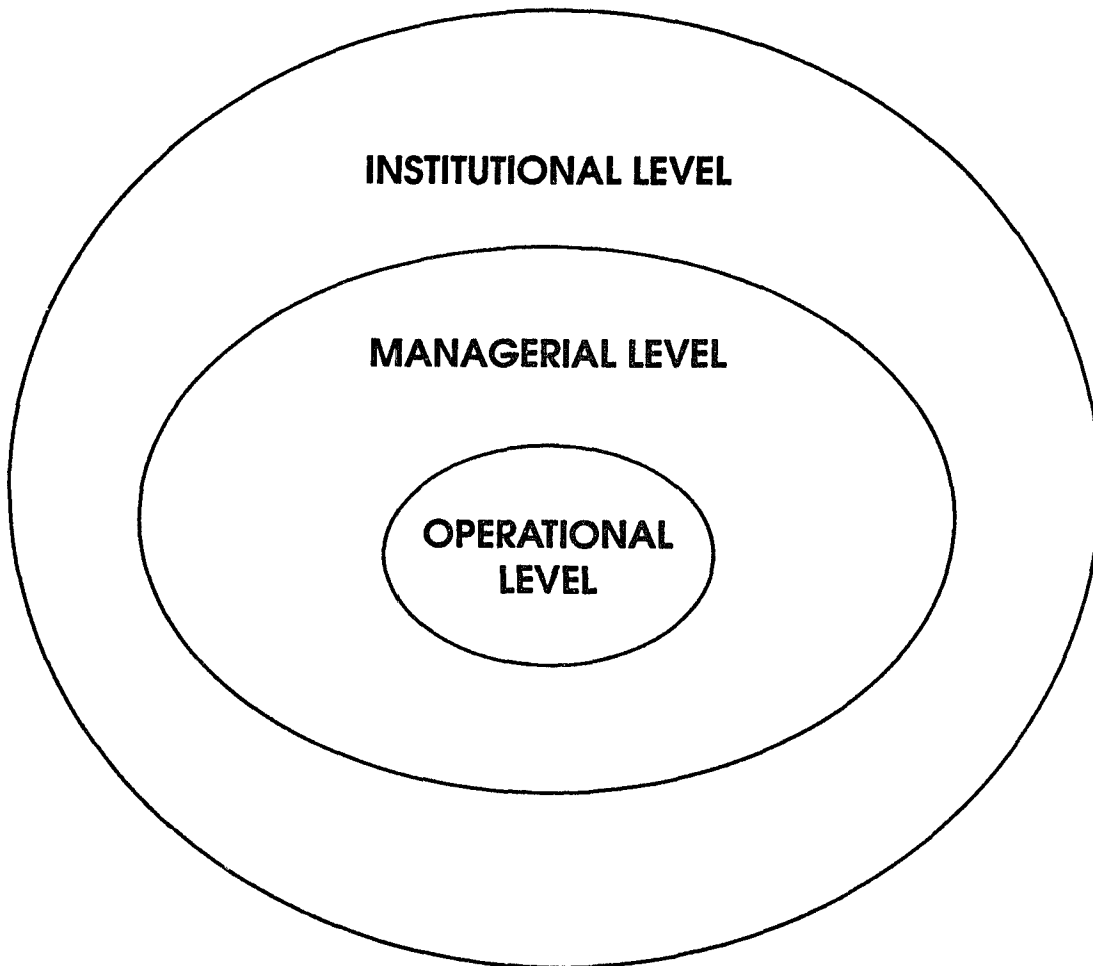
But, this researcher was not content to explain job content patterns simply in terms of this dichotomy. The

researcher expanded his theory by explaining the intermediate school district superintendent's job content patterns in relation to levels of responsibility in specific content areas.

Previous research, such as James Thompson's work, Organizations in Action (1967), contend that complex organization can be considered as consisting of three organizational levels of responsibility and control. These levels include: 1) technical; 2) managerial; and 3) institutional. The technical level involves one or more (likely a matrix) of core technical or operational functions which involve the processing of information and other resources, both human or nonhuman. The managerial level services the technical level suborganization by controlling, coordinating and supplying resources to the technical core functions and by mediating between technical core functions. The institutional level involves maintaining the image and reputation of the organization and those individuals and/or institutions who depend on the organization (refer to Figure 4).

These researchers contend that the primary activity of an administrator is to coordinate exchanges between those organizational levels and task environments and to respond to uncertainties which may disrupt the exchange relationship between organizational domains and their related work environments.

FIGURE 4
WORK ACTIVITY ENVIRONMENTS



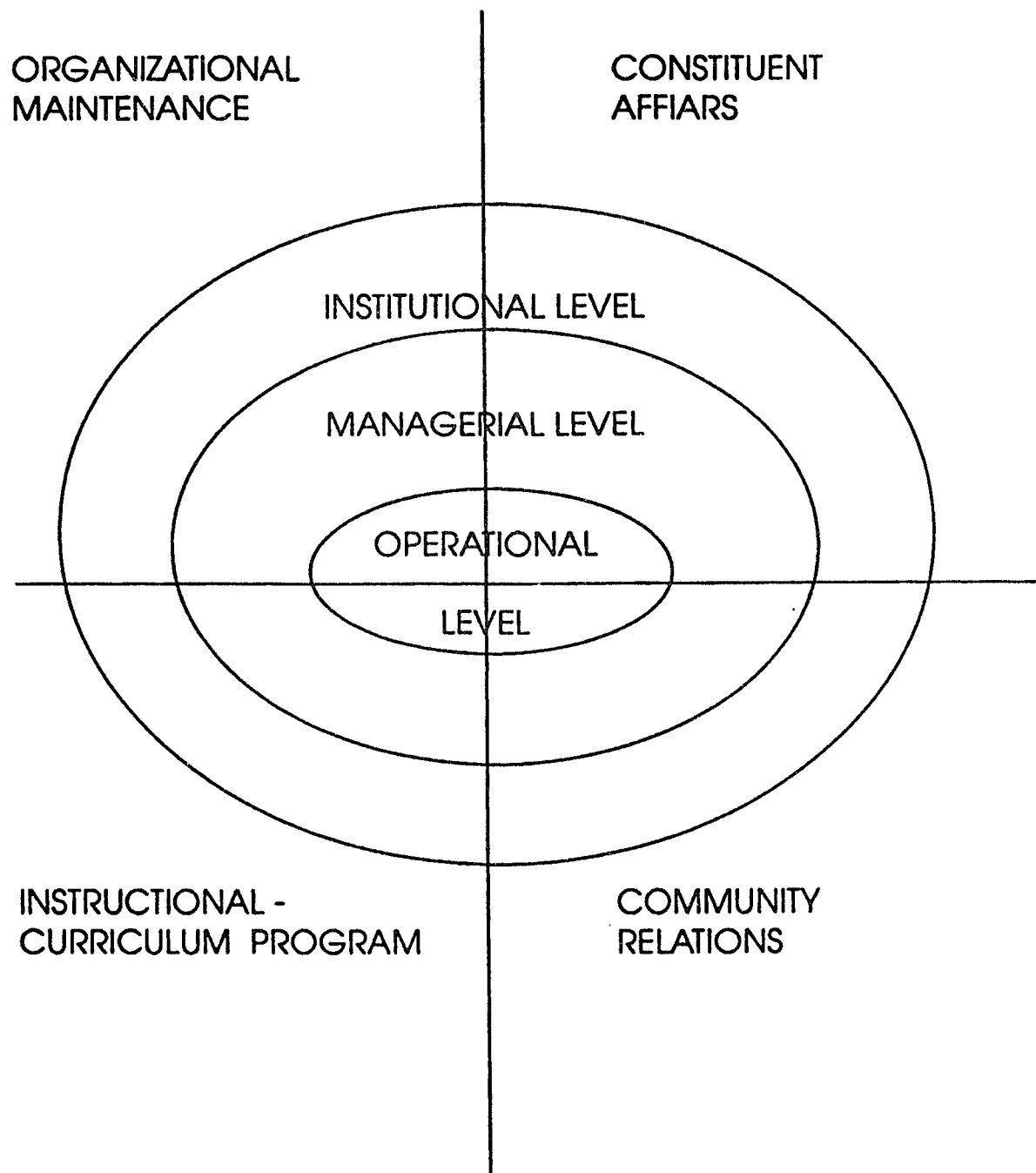
In this study, the work associated with the superintendency encompasses a wide variety of tasks. At the technical level intermediate school district superintendents have the task of preparing budgets, negotiating employee contracts and selecting personnel for a variety of positions. At the managerial level they have the tasks of managing the district's service programs, such as special education, vocational education and general education. At the institutional level they have the task of representing, supporting, and defending all organizational domains to all task environments.

The researcher identified the following content areas that represent the major issues addressed by the intermediate school district superintendent in the course of his work day:

1. Organizational Maintenance/Operation
2. Instructional/Curricular Program
3. Constituent Affairs
4. Community Relations

When the researcher superimposed the content domains on the work activity environments, the following model results (see Figure 5).

In the internal domain, the superintendent tends to focus on the operational and managerial level of activity. The majority of issues encountered in internal work environment are centered around organizational maintenance and operational issues. For example, most of

FIGURE 5**CONTENT DOMAINS**INTERNAL DOMAINEXTERNAL DOMAIN

the issues involving the day to day operations of the district require the superintendent to function at the operational or managerial level. Also, the less frequent issues of instructional management are also handled by the intermediate school district superintendent at the operational or managerial level.

Conversely, the job content found in the external domain; i.e., those of constituent affairs and community relations, require the intermediate school district superintendent to function at the institutional level. That is, the superintendent tends to represent the institution in constituent affairs and community relations as opposed to operating at the operational level

It should be noted that these partitions are not discrete. During the course of the work day, the intermediate school district superintendent flows from one domain to another. At the same time, he moves from one task environment to another. So, not only does he address different issues continuously (i.e., organizational maintenance issues, community relations' issues, etc.), he addresses them at different levels of responsibility and control (i.e., in certain situations, he functions at the technical level and at other times, at the institutional level).

Finally, an interesting phenomenon emerged in the development of job content patterns. That is, the process of picking and choosing and sorting of job issues to be addressed by the intermediate school district superintendent.

In those instances where the superintendent exercised some degree of control over the content of work activities, intermediate school district superintendents tended to delegate what they dislike or was unfamiliar and concentrate on what they do like. As an example, in this sorting process, Superintendent Alpha, Beta and Gamma delegated most business issues, and Superintendent Delta delegated most curriculum issues. They tended to participate most in those content areas that gave them the greatest sense of satisfaction and had the highest degree of interest.

For example, Superintendent Alpha was attracted to public speaking, legislative involvement, participation in workshops and consulting with local school districts and intermediate school districts involving inservice opportunities. Superintendent Beta was highly involved in community service and was very active as an educational representative in community organizations. Superintendent Gamma strived to be an educational innovator and was interested in program development, and tended to choose activities that involved him as the educational leader within the intermediate school

district and among the local school districts. Superintendent Delta was a computer expert and highly involved in computer technology and served as a computer consultant and resource person for the local school districts.

A review of the background of each superintendent (see Appendix 4) reveals that none of the superintendents were grounded in broad based liberal arts or taught in the humanities. It is not surprising that their interests and, consequently, their activities are influenced by their training and past experience.

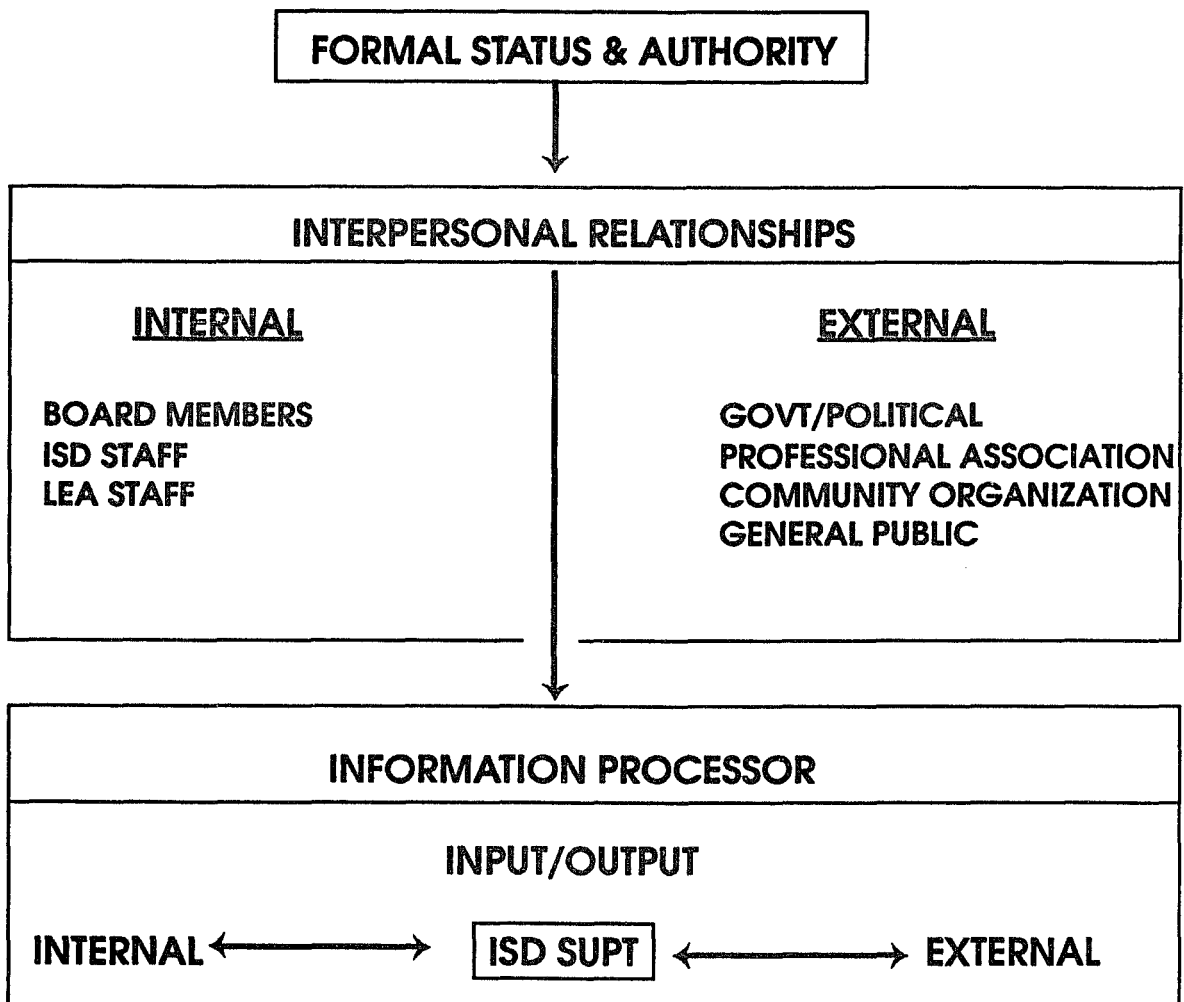
Once the researcher completed his analysis of what the superintendent does, as proposed in the job profile, the researcher turned his attention to explore why the superintendent engages in these managerial behaviors.

JOB ROLE

Evolution of Role. (See Figure 6) It appears to this researcher that when an individual assumes the position of intermediate school district superintendent, incumbent in that position is formal authority and status. The individual becomes empowered and has the opportunity to do things and meet people that are only available to him due to the fact that he holds the position.

This formal authority and status provides the opportunity for and, often times, requires the establishment and maintenance of certain interpersonal relationships. In the case of the intermediate school district

FIGURE 6
EVOLUTION OF ROLE



superintendent, these relationships are both internal and external. By virtue of his position, the individual holding the position is able to establish and maintain internal personal relationships with board of education members, intermediate school district staff members and local school district superintendents and staff members. Likewise, the formal status and authority that facilitates the establishment of personal relationships creates certain contacts with external sources. In the case of the intermediate school district superintendent, they include political and governmental relationships, professional association relationships, community organization relationships and certain relationships with the general public.

Through these interpersonal relationships, the intermediate school district superintendent is placed in a strategic position. He becomes the vital link between his organization and its environment by virtue of his position. That link is manifested through the processing of information. Thus, the superintendent is placed in the position of information processor. That is, he uses these inter personal relationships to access and process information coming to and from him and his organization. He, in essence, functions in the role of an input-output system for his employer, the intermediate school district.

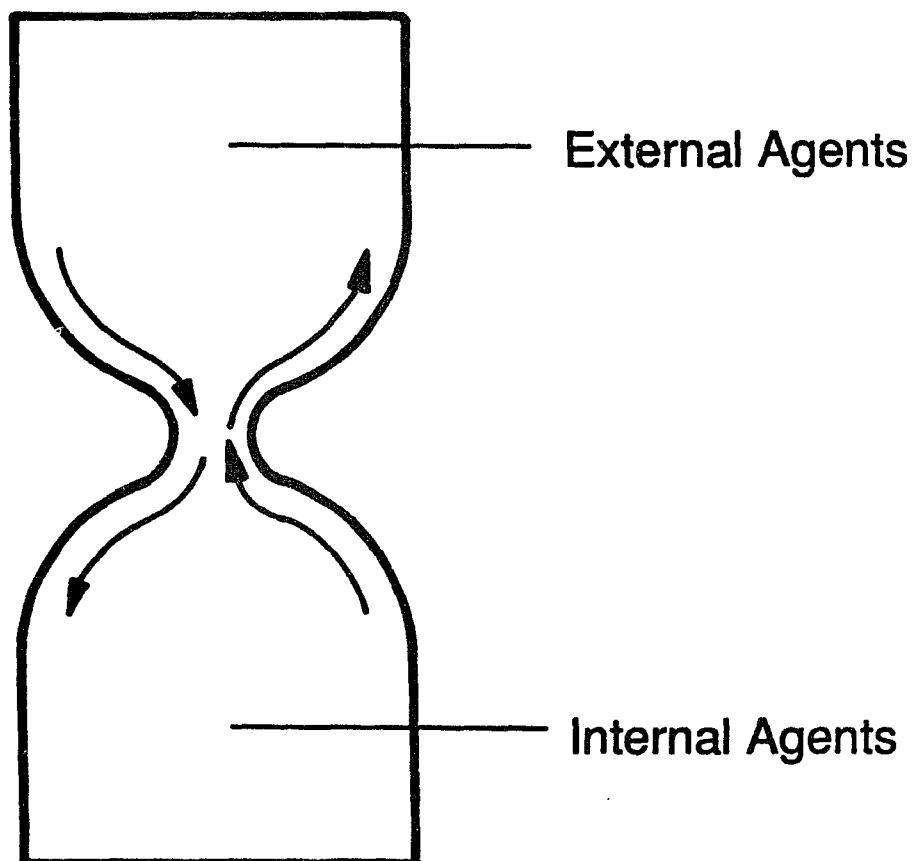
All these interpersonal relationships create networks established as a result of formal status and authority that comes with the position. This places the individual in a unique position to function as the nerve center and strategic information processor. The more information one possesses, the more valuable one becomes. Because the intermediate school district superintendent can access information from within the entire organization and because he has established an extensive, external network to give and get information, he possesses a vital information base. There is a constant need by internal and external agents to tap this information source. Thus, the intermediate school district superintendent's role is that of an information conduit. He functions much like the neck of an hourglass (see Figure 7).

The top bulb can be visualized as external agents; i.e., those individuals comprising contacts outside of the formal organization, such as political and government figures, members of professional associations, community organizations and the general public. The bottom bulb of the hourglass represents internal agents, those within the school community, such as board members, ISD staff and LEA staff.

The sand in the hourglass represents the flow of information. The sand can take the form of verbal or written communications and can flow in either direction.

Figure 7

**Role of ISD Superintendent
Information Conduit**



Each of the grains of sand represent certain issues addressed by the intermediate school district superintendent in the course of his work. More often than not, these represent organizational issues but could also encompass community relations issues or school programming issues.

The position in which the hourglass is kept determines the direction and flow of information. This flow can be set in motion by the intermediate school district superintendent himself, or more often than not, can be set in motion or change the direction of the flow of information at the request of other individuals.

The purpose of this flow of sand between the two bulbs is to give or get information. The intermediate school district superintendent plays a vital link in this information flow. He functions as a conduit to process the milieu of inputs and outputs so the right information gets to the right people. Functioning as the information conduit, the intermediate superintendent is in a strategic position to access the appropriate people and have the appropriate people access him to give and get data for decision making. It also allows the intermediate school district superintendent to make informed decisions because so much of the organizational communication flows through him. He becomes the vital link in major decision making processes within the organization. Further, he serves as a gatekeeper, sorting and determining what

information will be disseminated within the organization. He, likewise, influences what information is disseminated to people external to the organization.

However, having to function as the information gatekeeper, can also have problematic effects. Because of his strategic position, the superintendent is able to see the big picture. Consequently, he does not have the luxury of responding to a small component of the operation without being cognizant of the effect the decision or information might have on other parts of the organization. Because of his connecting link with various departments, he has multiple agendas to address. Decisions that might favorably affect one of the constituencies might have an adverse effect on the other.

Also, the intermediate school district superintendent is in a position where he must weigh alternatives and consequences. Individuals with limited amounts of information may make inappropriate decisions based on their limited knowledge. The intermediate school district superintendent, because of his role as conduit, has the information and responsibility to weigh the consequences of actions and determine how actions will impact each segment of the organization.

In conclusion, the researcher has developed a model in which the role of the intermediate school district superintendent evolved sequentially. The status and authority incumbent in the position itself gives rise to

the opportunity and, in some cases, obligation for the superintendent to interact with certain other position holders. The establishment of these working relationships creates and, in some instances, mandates the exchange of information. This sequence of events and position obligation places the intermediate school district superintendent in a strategic position. His primary function becomes one of information conduit. He fills the role of an input/output system processing information in and out of the organization. This information, once processed, becomes vital in the decision making process. His effectiveness in performing his role will help determine the success of his organization. The right information in the right hands at the right time increases effective decision making internally and promotes a positive image externally.

SUMMARY

As noted previously in Chapter II, there exists a voluminous base of knowledge on managerial behavior generally and school administration, specifically. But there was a research void involving the study of intermediate school district superintendents. The conclusions drawn in Chapter V were an attempt by this researcher to fill that void by offering a description of job characteristics and job role of the intermediate school district superintendent. Although the conclusions were compatible

with Mintzberg's findings, the researcher believes his theories on job characteristics and job roles are more specific to the intermediate school district superintendency and thus provide greater utility. But this additional research contribution should not be considered in isolation.

By integrating the findings of this study concerning the managerial behavior of ISD superintendents with the existing knowledge base regarding other categories of educational managers, the researcher believes a missing piece of the administrative behavioral continuum is added.

It has been demonstrated in this and previous studies that managers in both the public and private sector have managerial jobs that exhibit certain generic characteristics. Various typologies have been offered to help explain and describe such behavior and each must be judged based on their utility when applied to the specific position under study.

But, what has not been discussed previously, is the changing pattern and emphasis of these basic characteristics. This researcher proposes that by examining the managerial behavior of the elementary principals, the secondary principals, the local school district superintendent and the intermediate school district superintendent, a continuum of administrative behavior can be demonstrated.

A number of examples may be in order to illustrate the existence of this continuum.

-Educational managers at all levels handle large volumes of work at a hectic pace. But, both the volume and pace of this work tends to decrease as one ascends the educational hierarchy.

-All levels of school administrators exhibit fragmentation and an unpredictable work environment. However, that work environment becomes less fragment and more predictable for superintendents as opposed to building principals.

-All levels of school administrators establish and maintain a contact network but with a different focus. Elementary and secondary principals' network tended to be dominated by internal agents, that is, those contacts within their school building. Superintendents, on the other hand, exhibited a mix of contact networks, both internal and external to the organization.

-All levels of the school administration were subject to a blend of rights and duties. However, at the building principal's level, the job was heavily weighted toward required job responsibilities. The LEA superintendent and the ISD superintendent had more opportunity for discretionary job activities.

-Daily job mobility is also a variable in this behavioral continuum. The school principals were quite "place bound" in their job. The LEA superintendents had

some discretion in their work location. The ISD superintendent had a high degree of job mobility.

-All these positions are public jobs and, as such, offer public exposure, however, positional visibility increased as individuals move from the principalship to the LEA superintendency to the ISD superintendency.

-The scope and the consequences of information processed and decisions made are also influenced by position. Generally speaking, LEA superintendents and ISD superintendents are exposed to more and richer sources of information than elementary and secondary principals. Consequently, the superintendents are called upon to make decisions that tend to have greater influence and consequence for the total organization than do building level principals.

It appears to this researcher that the underlying variable in this behavioral continuum is the degree of control administrative managers exert over their daily activities. Although all are subject to the general nature of managerial work and the accompanying job characteristics, as a school administrator moves from elementary principal to secondary principal to local school district superintendent to ISD superintendent, he has a tendency to assume greater control over the job variables that impact his work activities and affect the changing nature of the job characteristics. These characteristics form a continuum that moves from the more

restrictive to the less restrictive job activities, from limited mobility to greater mobility, from less control to greater control and from limited visibility to high visibility.

It is anticipated that the results of this research endeavor, not only add an additional "piece" to the existing knowledge base of the managerial behavior of educational managers, but it contributes a missing link by including the intermediate school district superintendent. This missing piece completes and demonstrates the changing nature of the managerial job characteristics when applied to different positions within the educational hierarchy.

IMPLICATIONS

Researchers must continually be challenged to answer the question, "What value or utility is contained in the knowledge and information resulting from the research endeavor?" The researcher believes the results of this study may prove useful to three groups.

For Current and Aspiring Intermediate School District Superintendents. The career path of educational administrators in general, and superintendents specifically, is typically sequential in organizational size and responsibility. Beginning with the teaching position, the individual usually rises through the chairs of assistant

principal, principal, central office position, LEA superintendent and ISD superintendent. Although individuals may skip a step or two along the way, it represents a typical rise to the ISD superintendency.

Consequently, a thorough understanding of the job requirements and characteristics of the position would help job incumbents better understand the demands of these positions and aid the aspiring administrators in appropriate career preparation and selection.

Although most administrative positions require long hours, it has been demonstrated that distinct differences exist between the job requirements of various educational administrators. The pace of daily activities lessens as one moves from the building level to the central office. But, with this lessening pace comes a greater isolation from the "process of education." Little contact exists between the intermediate school district superintendent and teachers and students. These characteristics should enter into career decisions. The results lead one to question the automatic assumption that a good teacher will be a good principal; a good principal will be a good superintendent, or a good local superintendent will be a good intermediate school district superintendent.

For Intermediate School District Boards of Education. It has been demonstrated that the intermediate school district superintendent functions more as an organizational manager than an educational leader. The

position places more emphasis on day to day organizational operations than long term educational leadership and direction. Boards of education should be aware of this factor when considering candidates. It also raises the possibility of employing CEO's from the private sector to head educational organizations.

Also, the intermediate school district superintendent is placed in a very visible position, often acting as a representative of educational institutions to the community. The position requires the establishment and maintenance of effective working relationships with numerous individuals and institutions. It would behoove the boards of education to look for individuals who possess the interpersonal skills necessary to function in this heightened level of exposure.

Finally, the job requirement to service the constituent districts is a marked difference from the LEA superintendent. Although local districts are more connected to the general public and thus more visible, it is generally a less informed constituency. The intermediate school district superintendent, on the other hand, serves the educators in the local districts. Consequently, they are usually well informed and exhibit a high level of expectation.

For Administrator Training Institutions. The researcher concluded that the intermediate school district superintendent functions primarily as an

information processor providing the strategic conduit for vital information to flow between his organization and its environment.

Consequently, curriculums should be reviewed and emphasis placed on the cognitive and affective skills required to perform effectively in this input/output mode.

Additionally, it has been proposed that management skills are emphasized over educational expertise as a result of the demands of the job. Therefore, some type of interdisciplinary training might be in order to expose the individual to the principles of organizational management.

Finally, because the actual demands of the job are difficult to demonstrate or articulate in a university classroom setting, it may be more appropriate to require an internship or work experience component to expose candidates to the realities of the position. This component may be required in the initial stages of the administrative preparation program; so that large amounts of time, money and energy are not expended before potential incompatibility is identified.

RECOMMENDATIONS FOR FURTHER STUDY

Any researcher would be remiss if he failed to offer suggestions to enhance the knowledge base of the phenomenon under study. In order to foster a greater

understanding of the managerial behavior of the intermediate school district superintendent, the researcher offers the following recommendations:

Follow Up Studies. The researcher has made a number of claims in this study that warrant further investigation. Do the set of characteristics delineated here in fact have validity for describing the work of the intermediate school district superintendent? Can the role described be specified in more precise, more operational terms? Clearly, there is a need for more studies with larger and more diverse samples of intermediate school district superintendents to test the validity of these findings.

Studies of Specific Aspects of the Job. There is merit in focusing attention on specific aspects of the intermediate school district superintendency; so long as the inter relatedness of the parts are not forgotten. More detailed study could be focused on a specific job profile component such as job contact patterns or issues management. Additionally, more comprehensive analysis of the superintendent as an information processor could be conducted. Each aspect of the intermediate school district superintendent's job requires intensive research.

Studies of the Intermediate School District Superintendent's Effectiveness. The purpose of this study was to conduct an objective analysis of work activities to define work characteristics and work role.

No attempt was made to subjectively evaluate the effectiveness of the managerial behavior observed. It may be useful to investigate what it is in their actions that distinguishes successful from unsuccessful superintendents.

CONCLUDING THOUGHTS

The researcher concludes this dissertation by reflecting on the impact and consequences these findings have on the current state of public school administration and the future of Michigan schools.

It has been demonstrated that school administrators operate at a hectic pace, processing large volumes of work in short periods of time. The reactive nature of their job requires ad hoc decision making and the job demands are such that they do not allow for reflective planning. The focus is on short term results rather than long range answers.

Add to these job characteristics the results of the content analysis which reveal that the school administrator's day is dominated by issues involving organizational maintenance and survival. Little time is spent addressing the instructional and curricular issues that impact the process or product of education. Rather, the superintendent is preoccupied with issues that impact the operations of the institution and focus on the maintenance of the system.

The job contact analysis reveals that the ability to influence the thoughts and actions of the superintendent to a great extent is a function of access. Those individuals who have the most frequent and prolonged contact with the superintendent have the greatest opportunity to provide the information being processed and impact the decisions being made by the superintendent. Ironically, those individuals closest to the instructional process, students, teachers and building principals are the same individuals who have the most restricted exposure to and interaction with the superintendent. Thus, they exert limited influence on the superintendent's information processing and decision making.

With this empirically based description of the managerial behavior of the superintendent as a backdrop, the researcher explored the implications of these findings when addressing:

- The current state of school administration
- The ability of Michigan schools to improve
- The contrasting nature of public school management and private sector management

The Current State of School Administration

Putting all this data together, we paint a portrait of the individuals who manage our public school systems. They are harried individuals, isolated from the process of education, who spend the majority of their day reacting to the diverse demands of individuals, both

internal and external to the organization. We see a portrait of an organizational manager, rather than an educational leader.

These superintendents do not consciously choose to operate in this manner. As noted earlier, they exhibit more control over the job variables, than do most other educational managers. But, the demands of the job are so great that they are continually required to react to the ebb and flow of events that surround them.

Consequently, our public school systems are structured and managed in such a way that they are predominantly reactive rather than proactive. Our educational leaders are drowning in a sea of organizational inertia, struggling just to maintain the status quo. The job demands allow little time for the superintendent to provide instructional leadership or exhibit foresight and vision which would enable the superintendent to plan for meaningful, long term change.

The Ability of Michigan Public Schools to Improve

In light of this assessment of the current status of public education and the role of the superintendent and its management, this researcher raised the question of the ability of Michigan schools to improve.

Left to its own devices, the public school system through its administrator will change little. Because of the nature of managerial work, there is little time to generate change internally. The system grinds along,

dealing with self generated maintenance issues that drain all of the time and the creativity out of its leaders. However, the researcher believes there is a movement nationally to induce change in the public schools. In Michigan, this demand for change is manifested in the School Improvement movement. There is public pressure for more accountability to justify the large burden of local property taxes on its citizens. There is a heightened public awareness generated by the media regarding our alleged deterioration in academic competitiveness. Our business and corporate structures cry of an ill prepared, under motivated work force, which impact their bottom line. There is a growing demand for change and for improvement. But, this demand is external to the system. Thus, it fits the modus operandi of the public school system; it is reacting to a stimuli. Left unchallenged, the system and its leaders can't generate the time and energy necessary to effectuate change internally. There are too many factors within the system and the job working against internally generated change. But, the superintendent and his system are more adept at reacting to demands. In Michigan, through the passage of PA 25 and its so called "Quality Issues", public schools in this state will be forced to change and implement the quality measures to retain or expand funding.

The researcher believes that once these quality issues are infused into the existing system and

structure, they will become a primary organizational maintenance issue which will demand attention. This externally generated requirement will be internalized by the school system and its superintendent. The old adage, "what gets measured, gets done" will come to the forefront. If organizational survival is determined by funding and funding is determined by student outcomes, then student outcomes will become a priority of the superintendent and, thus, the school system. The focus on student outcomes will necessitate more attention and emphasis on the instructional process. Changes, such as teacher empowerment, site based management and measurable student outcomes will evolve, not because the superintendent or the school system planned for and initiated such changes for improvement sake, but because these issues now become organizational maintenance and survival issues that demand the time and attention of the superintendent.

The Contrasting Nature of Public School Management and Private Sector Management

As noted previously, the nature of managerial work as described by Mintzberg when studying private sector CEO's is also applicable to educational managers. Although this researcher proposes the nature of these characteristics exhibit a behavioral continuum when applied to the educational hierarchy, they still demonstrate utility in the public sector. However, the researcher believes

there is an inherent difference in the institutions (Public vs. Private) that may impact the managerial behavior of its leaders.

In the private sector, there is a direct relationship between risk and reward. Risk involves implementing change with the chance to gain a competitive edge. This competitive edge translates into greater profits. Although the risk of change might result in failure with adverse consequences, there is a tangible benefit associated with taking risks.

In the public sector, all the negative consequences associated with the risk of change are in evidence. But, the rewards associated with taking risks are minimal. For the most part, public schools are a monopoly. Thus, there is no competitive advantage to be gained by risk taking. Funding is based on inputs (i.e., numbers of pupils, millage rates and tax base), rather than outputs, (i.e., student achievement). Consequently, little can be gained by the superintendent by risking failure in an attempt to improve student performance. It is no wonder superintendents exhibit little propensity to initiate change. The risk associated with failures far outweighs the potential benefits of success.

But, the researcher believes that we are experiencing a change in public education in Michigan that will impact the motivation of school superintendents and, thus, alter their managerial behavior. I believe we are entering an

era where it will be more of a risk not to attempt change than a risk to implement change for the sake of school improvement.

I believe the implementation of schools of choice will create competition among schools and among school districts. The public will reward diversity and innovation through increased enrollment. This will motivate educational managers to risk change in search of that competitive edge.

I believe that school districts will become "flatter organizations" as their counterparts in the private sector have become. This dismantling of the organizational hierarchy and structured bureaucracy will manifest itself through teacher empowerment, site based management and the inclusion of student input into the decision making process. This will accomplish two things:

1. It will spread the risk of change throughout the organization. It will no longer be the "superintendent's call." There will be multiple inputs regarding proposed change.
2. It will create a vested interest or "ownership" in the success of the recommended change. Many players in the organization will have a stake in the outcome and, thus, will work towards its success.

Finally, I believe funding for Michigan public schools will shift from input based to output based. That is, the critical variable in school operations, financial resources, will be determined by student outcomes. As such, school districts and the superintendents who head them, will be forced to experiment with instructional delivery systems and curriculum components to improve student achievement. In essence, they will be encouraged to take risks in an attempt to improve their financial base. Consequently, for the superintendent to do nothing will be more risky than to attempt change. This has always been a reality in the private sector.

The researcher believes all of these factors will work together to bring about change and improvement in Michigan's public schools and their leadership. The superintendent will be a facilitator of such change as a result of these external demands placed upon the system. The job profile and role of the superintendent will not change significantly from the one proposed in this paper, but, the social and political context in which public education operates will change.

APPENDIX

APPENDIX 1

STRUCTURED OBSERVATION RECORD - A

Supt. # _____ Date _____ Day of Observation _____ pp. ____ of ____

Activity #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Start Time																				
Duration (Minutes)																				

REFERENCE _____

ACTIVITY																				
Tours																				
Schd. Mtg.																				
Unschd. Mtg.																				
Tel./Out																				
Tel./In																				
Desk Work/Self																				
Desk Work/Sec.																				
Travel																				
Personal																				

LOCATION																				
Office																				
Ind. Sub. Ofc.																				
Other Ofc. Area																				
Other Schl. Bldg																				
Other Loc.																				

# OF PART.																				
1. Bd. Member																				
2. Peers-Supt.																				
3. Local Admin.																				
4. Immediate Sup																				
5. Other Adm/Sup																				
6. Teachers																				
7. Other Sub.																				
8. Student																				
9. Outsider																				
10. Unknown																				

INITIATION																				
Self																				
Opposite																				
Mutual																				
Clock																				

STRUCTURED OBSERVATION RECORD - B

Supt. # _____ Date _____ Day of Observation _____ pp. ____ of ____

ACTIVITY #	EXPLANATION/PURPOSE OF ACTIVITY	ISSUE(S)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

APPENDIX 2

DATA CODING MANUAL

1.0 A new activity begins when a change in participants or media occurs, unless the same activity is continued following an interruption. All contact activities are counted except instantaneous "hellos" and other similar greetings. In order for a noncontact activity to count, it must be at least one minute in duration. Each activity is tagged by its starting time.

1.1 Concurrent Activities occur when two or more activities take place at the same time, such as when the subject talks on the phone while traveling in his car. In this case, only the primary activity is coded (Telephone Call rather than Travel in this example). Priorities for Concurrent Activities are as follows: 1 = Tour; 2 = Scheduled Meeting; 3 = Unscheduled Meeting; 4 = Telephone Call; 5 = Desk Work; 6 = Travel; 7 = Personal.

2.0 The Duration of an activity is the difference between the starting and ending time appearing on a digital clock (no second hand). Contact activities

that occur during the time which the digital minuteindicator remains unchanged have zero duration; thus, it is possible for two or more activities to begin or end at the same recorded time.

3.0 Activities are the basic categories of events. Four are contact activities (Tours, Scheduled Meetings, Unscheduled Meetings, and Telephone Calls), and the remaining four are noncontact activities.

3.1 Tours occur when the subject leaves his office to inspect or observe other parts of the organization. For Tours, the subject's office is defined as the immediate area where he, his secretaries, his staff, and his conference room are located, provided that these are contiguous with one another and on the same floor.

3.2 Scheduled Meetings refer to meetings by appointments that were made at least the day ahead. Thus, if a meeting is on the subject's calendar at the beginning of the day, it is considered to be scheduled. Meetings which are

put on the calendar the same day that they take place are coded as Unscheduled.

3.3 Unscheduled Meetings refer to nonscheduled meetings, as when someone drops in. In order to be a contact, the subject must talk to or listen to the person. For example, if someone enters the subject's office and then leaves without any exchange of words, there is no contact.

3.4 Telephone Calls refer to incoming and outgoing telephone calls, intercom calls, and two-way radio conversations.

3.41 Outgoing Telephone Calls resulting in no answer, busy signal, wrong number, or person not being in the office all count as Desk Work.

3.42 Incoming Telephone Calls which are wrong numbers count as Desk Work.

3.5 Desk Work refers to periods of time when the subject works alone or with his secretary or a specified person who is acting in a secretarial role.

3.51 Working alone includes such things as: sorting and processing, reading and writing reports, preparing a tape-recorded message, replying to correspondence, signing letters, and writing speeches.

3.52 Working with a secretary includes: exchanging papers, receiving and sorting mail, giving dictation, signing forms and letters, reviewing calendar, and discussions regarding phone calls and other business matters. All business interactions between the subject and his secretary will count as Desk Work. Other people who can serve in a secretarial role shall be identified separately for each observation site.

3.6 Travel occurs when the subject leaves his office (as defined in Section 3.0, (Tours) to go directly to another location to conduct any other business activities. Travel can also occur between sites of business activities and on return trips to the office.

3.7 Personal is a nonbusiness activity which is included in Time Studied but not coded as to content.

3.71 Personal time consists of visits to the coffee machine, writing personal material, or balancing one's personal checkbook. It also includes nonorganizational contacts of a nonbusiness nature, such as conversations with wife or family, one's personal attorney, doctor, personal friends, etc.

3.72 All contacts with organizational personnel, whether of a business nature or not, are handled as business activities.

3.8 Observer Interaction takes place when the subject and the observer talk about explanations of ongoing activities, as when the subject explains what the forms are that he is signing. This time will be assigned to the activity under discussion.

4.0 Number of Participants of any face-to-face contact activity is the number of persons a subject comes in contact with. Whenever someone joins or leaves a contact already in progress, a new activity occurs unless the person is deemed to have arrived late or left early. The size of the group is recorded as the maximum number of people present during the contact.

5.0 Type of Participants are classified according to their organization title:

- 1) Superior (ISD Board Member)
- 2) Peers (Other Superintendents, Local or ISD)
- 3) Local Administrators (other than Superintendents)
- 4) Immediate Administrative Subordinates (those reporting directly to the Superintendent)
- 5) Other ISD Administrators
- 6) Teachers
- 7) Other Subordinates (non administrative)
- 8) Students
- 9) Outsiders (individuals not associated with ISD or LEA)
- 10) Unknown

5.1 Participants who act in a capacity not typical of their usual role are coded according to their regular organizational position, except those predetermined at any site to have secretarial role capabilities.

6.0 Form of Initiation refers to the person who initiated any contact activity.

6.1 There are four forms of initiation:

Self is initiation of the contact activity by the subject.

Opposite is initiation of the contact activity by other parties.

Mutual is where the initiator is indeterminate.

Clock is a regularly occurring Scheduled Meeting.

6.2 For purposes of coding, previous contacts are ignored. For example, if a subject returns a Telephone Call in response to an earlier phone call initiated by the other party, the subject is now the initiator.

7.0 Location of an activity can be:

1. The subject's office,
2. an immediate subordinate's office which is proximal to the subject's office,
3. other office areas within the administration building,
4. other ISD school buildings,
5. other locations.

7.1 When a subject has more than one office at different locations, both count as the "subject's office."

7.2 When an activity is split between two locations, only the one location where the majority of time was spent will count.

EVENING ACTIVITY LOG

To be completed by Superintendent:

[illegible]

APPENDIX 4

THE SUBJECTS

Superintendent Alpha

Superintendent Alpha is a 48 year old white male. He is married and has two sons, aged 29 and 13, and a daughter aged 26. He attended Northern Michigan University from 1958 to 1962, majoring in Elementary Education and received a Bachelor of Science Degree in June of 1962. He then continued at Northern Michigan University 1962 through 1965 receiving a Masters Degree in Elementary Education. He attended Michigan State University between 1969 and 1972 where he received his Ph.D. in Curriculum and Educational Administration. From 1975 to the present, Superintendent Alpha has done post doctoral work at the University of Michigan, University of Wisconsin, Michigan State University and Appalachia State University.

Superintendent Alpha began his professional career in January of 1962 as a teacher and coach in Escanaba. In June of 1962 he taught in the Iron River School District. In 1967, he moved to Northern Michigan University serving as a consultant. In 1968, he was the Assistant Superintendent of Menominee Public Schools with a staff of approximately 150 and student enrollment of

3,200. In 1971, he became an elementary principal in East Grand Rapids with a staff of 25 and approximately 375 students. In 1975, he was appointed the Assistant Superintendent for Instruction and Personnel in East Grand Rapids with a school district staff of 150 and student count of 3,000. In 1979, he began his employment with the Intermediate School District as Associate Superintendent with a district staff of 200 and a student enrollment of 90,000. In 1984, he was appointed Superintendent of the Intermediate School District. He currently has a staff of approximately 300 and a student population of 90,000.

The Intermediate School District is comprised of 20 local public school districts with a total state equalized value of \$7,067,401,921. The range of SEV per district runs from a low of a district with \$59,933,730 to a high of a district with \$1,875,393,000. The average SEV per district is \$353,370,096.

The districts range in SEV per pupil from a low of \$30,767 to a high of \$146,030. The average SEV per pupil is \$78,846.

Currently, the ISD has an estimated student population of 89,636 students with a range of district enrollment from a low of 1,050 to a high of 30,702 students.

Superintendent Alpha's district has an administrative staff of 21 people and a noninstructional support staff of 50. It employs an instructional staff of 73 and an instructional support staff of 90.

Superintendent Alpha has an organizational structure with 2 administrators reporting directly to him, the Associate Superintendent of Administrative Services and the Associate Superintendent of Educational Services. Also reporting directly to the Superintendent is an administrative assistant and a personal secretary.

In terms of fiscal operations, ISD Alpha has an authorized millage levy as follows: .1 mill levy for general operational purposes, a special education levy of 3 mills, a vocational education levy of 1 mill, and a debt retirement levy of .1 mill, for a total authorized levy of 4.2 mills.

The following is a recap of revenues and expenditures for Alpha Intermediate School District for the most recently audited fiscal year:

General Ed

Revenues		
Local	\$ 747,717	% 18.3
State	<u>1,664,667</u>	<u>40.8</u>
Federal	<u>1,475,480</u>	<u>36.1</u>
Transfers In	<u>195,761</u>	<u>4.8</u>
TOTAL	<u>\$4,083,625</u>	<u>%100</u>

Expenditures

Instruction	\$ -0-	0
Support Services	2,346,912	59.5
Community Service	776,747	19.7
Capital Outlay	279,022	7.1
Transfers Out	542,395	13.7

TOTAL	\$3,945,076	%100
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Special Ed

Revenues

Local	\$ 7,571,591	% 67.3
State	624,260	5.5
Federal	2,704,981	24.0
Transfers In	357,968	3.2

TOTAL	\$11,258,800	%100
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Expenditures

Instruction	\$ 22,354	% 0.2
Support Services	1,249,517	11.1
Community Service	0	0
Capital Outlay	195,882	1.7
Transfers Out	9,791,047	87.0

TOTAL	\$11,258,800	%100
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Vocational Ed

Revenues

Local	\$6,391,711	% 84.0
State	915,499	12.0
Federal	179,996	2.4
Transfers In	119,204	1.6

TOTAL	\$7,606,410	%100
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Expenditures

Instruction	\$3,281,949	% 47.7
Support Services	2,486,096	36.1
Community Service	18	0
Capital Outlay	737,974	10.7
Transfers Out	379,451	5.5

TOTAL	\$6,885,488	%100
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REMC

Revenues		
Local	\$ 13,102	% 2.7
State	150,829	31.5
Federal	0	0
Transfers In	315,088	65.8
TOTAL	\$ 479,019	%100
Expenditures		
Instruction	0	0
Support Services	358,873	90.0
Community Service	0	0
Capital Outlay	39,800	10.0
Transfers Out	0	0
TOTAL	\$ 398,673	%100

Programs/Services Offered:

The Alpha Intermediate School District offers services in three broad areas, General Education, Vocational Education and Special Education.

General Education - The Alpha ISD General Education division provides the following educational and administrative services to local school districts:

- Instructional Computers
- Regional Educational Media Center (REMC)
- Graphics and Media Technicians
- Audio-visual Repair
- Teacher Certification
- Truancy Services
- Cooperative Purchasing
- Data Research

- Out of classroom experiences
- (Close Up, Howard Christensen Nature Center, Instructional Television, Inservice Training, Staff Development)

Also included in General Education are the following services mandated by state law:

- Child Accounting
- Transportation Audits
- Food Service Consultation

General Education's **Staff Development** department coordinates a wide variety of inservice and professional development activities serving more than 5,000 teachers and 300 administrators and support staff in the following areas:

- Curriculum Development
- Gifted and Talented Education
- Substance Abuse Prevention/Health Education
- Microcomputer Lab for Educators
- Howard Christensen Nature Center
- Administrative In-Service

Vocational Education - The Alpha ISD operates two skills centers which train over 2,000 students daily and approximately 1,000 adults each week. The centers offer one and two-year programs in 34 vocational areas. Students are offered job placement services upon graduation.

The Vocational Education department also operates federal funded **Youth Employment** programs for disadvantaged youth:

- School-year employment training
- Summer work experience
- Summer Career Exploration Program

Special Education - The Alpha Special Education Department, working in cooperation with four Regional Offices and the twenty constituent districts, provides special education programs and services to over 8,000 handicapped students.

- Instructional Services
 - Classroom and teacher consultant programs
- Support Services
 - Diagnostic and consultant services
 - Inservice planning and coordinating
- Direct Services
 - Occupational Therapy
 - Physical Therapy
 - Homebound/Hospitalized Service
- Monitoring Special Education Programs

Professional/Community Involvement

Superintendent Alpha is active in professional and civic organizations. These include:

- American Association of School Administrators
- Association for Supervision and Curriculum Development Board of Directors, 1980-89
- National Association for Elementary School Principals
- National Community School Education Association
(Charter Member)

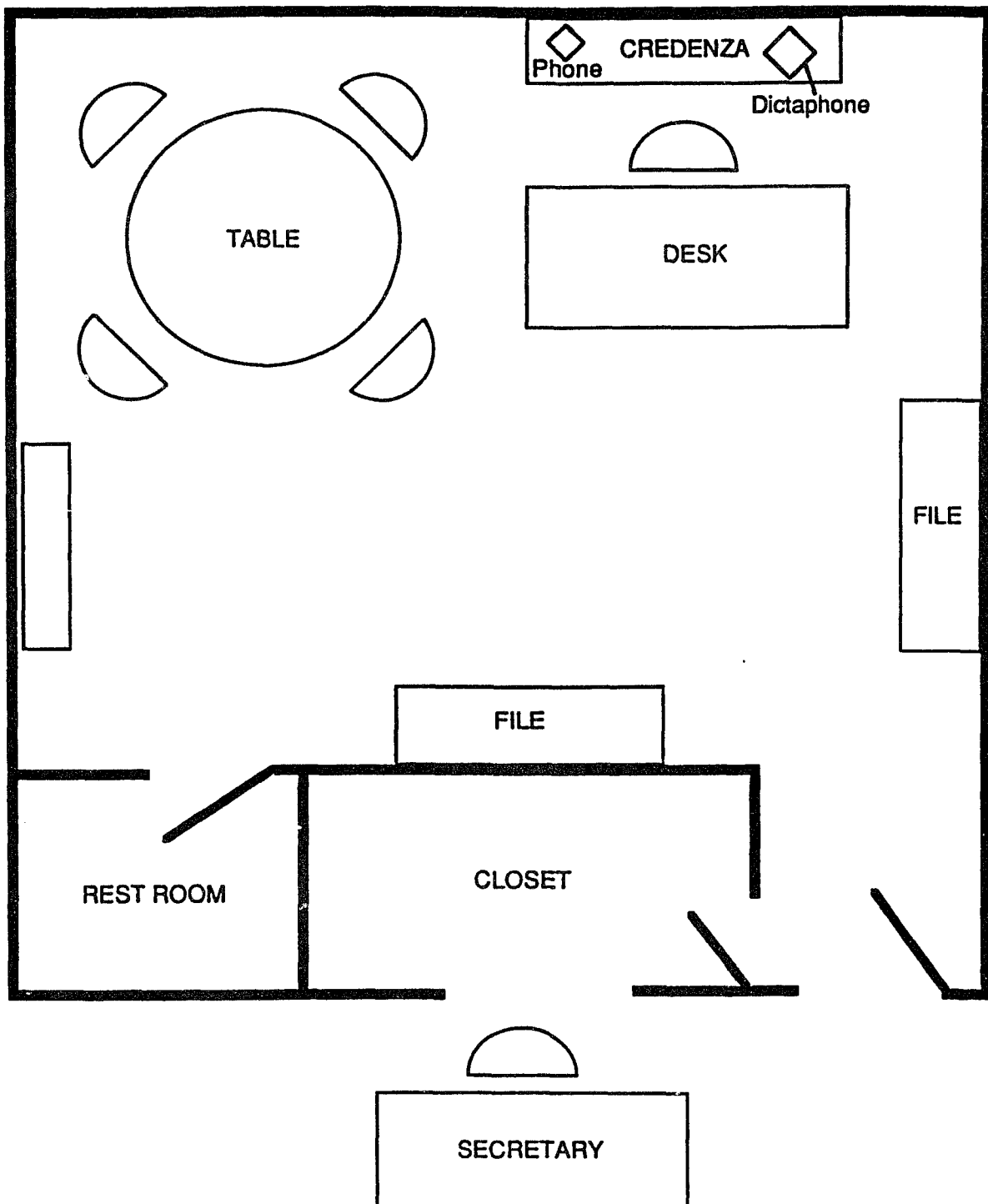
Michigan Association for Supervision and Curriculum Development, President 1978-79; Secretary, 1977-78; Board of Directors, 1974-Present

- Michigan Education Association, Chapter, President, 1965
- Michigan Association of Elementary School Principals
- Michigan Association of School Administrators
- Council for Basic Education
- Michigan Association of Intermediate School Administrators
- Michigan Community School Education Association (Charter Member)
- Planning Committee, 2nd State Conference on Individualized Instruction, 1971
- Co-chairperson, 1st State Conference on Individualized Instruction, 1971
- County Curriculum Council, President, 1977-78
- County Reading Association
- County Elementary Principals Association
- Planning Committee, MASCD Drive-in Conference, Escanaba, 1968; Grand Rapids, 1972-79; Co-Chairperson, 1968 and 1973
- County Superintendents Association
- County Association for Gifted and Talented
- Phi Delta Kappa, Grand Valley State University Chapter
- Job Corps Center, Advisory Board
- County Juvenile Court, Citizens Advisory Council
- Menominee-Marinette mental health Clinic, Inc., Executive Board
- Menominee County Administrators Organization
- Menominee County Act 54 Board

- Upper Peninsula Education Television Advisory Committee
- Kiwanis Club of Grand Rapids
- United Way - Board of Directors
- Lions Club
- Roger Chaffee Scholarship Fund, President
- County Private Industry Council
- Close Up Foundation - National Advisory Board
- Citizens Bee - County and State Board of Directors
- Krause Scholarship Fund, Chairperson
- County Emergency Needs Task Force

Physical Environment

Superintendent Alpha's office is located in the Administration Building. He occupies a single entrance office with his personal secretary's desk positioned immediately outside the entrance. There is a private restroom attached. Visitors normally stand in front of his desk or are invited to sit at the conference table. The predominate features of the office are the new office furniture and the art work on the walls. The office equipment noted included a phone, a dictation machine and a calculator.

Figure 8 Supt. Alpha's Office Layout

Superintendent Beta

Superintendent Beta is a sixty-four year old, white male. He is married and has four sons and two daughters, all adults. He attended Western Michigan University, receiving his BS Degree in Speech and English in 1950. He continued his formal education at Western Michigan, receiving a Masters Degree in Speech in 1956. He has continued post Masters work at Western Michigan University in Educational Administration and also did post graduate work at Columbia University.

Superintendent Beta began his professional career in 1950 as a teacher in the Coldwater Public School District. He taught Speech and English in Coldwater for two years, then left teaching for one year to sell cars. He returned to teaching in the Sturgis Public Schools in September of 1953 and taught Speech and English until 1959.

From 1959 to 1965, Superintendent Beta was the Director of Secondary Education in the Sturgis Public Schools. His major responsibilities involved the development of plans for a new high school, working with junior high and senior high administrators and instructors in improving instruction and curricular offerings. Sturgis had a staff of approximately 250 members and 3,200 students.

From 1964 to 1965, Superintendent Beta was the Deputy Superintendent of St. Joseph County Intermediate School District with a staff of 100 and approximately 16,000 students. His major responsibilities included assisting the Superintendent, directing Special Education activities and conducting a Community College feasibility study and holding an election creating a Community College.

From 1965 to 1973, Superintendent Beta was the Superintendent of the St. Joseph County Intermediate School District with a staff of 100 and approximately 16,000 students where he was the Chief Executive Officer of the District. From 1973 to the present, he has been the Superintendent of the Beta Intermediate School District with a staff of approximately 175 and 33,200 students.

The Intermediate School District is comprised of twelve local public school districts with a total state equalized value of \$1,485,442,448. The range of SEV per district runs from a low of a district with \$35,920,256 to a high of a district with \$299,550,333. The average SEV per district is \$123,786,871. The districts range in SEV per pupil from a low of \$23,813 to a high of \$96,557.

Currently, the ISD has an estimated student population of 32,989 students with a range of district enrollment from a low of 625 to a high of 8,021 students. Superintendent Beta's district has an administrative staff of eighteen people and a noninstructional support

staff of twenty-five employees, an instructional staff of eighty-eight and an instructional support staff of thirty.

Superintendent Beta has an organizational structure with a Deputy Superintendent reporting directly to him. The Director of Data Processing and the Director of Business and Finance also report directly to the Superintendent. The Superintendent also has a personal secretary and a State Affairs Consultant reporting directly to him.

In terms of fiscal operations, ISD Beta has an authorized levy of .5 mills for general operating purposes and a special education levy of 2.5 mills for a total authorized levy of 3.0. The following is a recap of revenues and expenditures for the Beta School District for the most recent audited fiscal year:

General Education

Revenues:

Local	\$ 804,585	% 39.7
State	<u>712,931</u>	<u>35.2</u>
Federal	<u>81,171</u>	<u>4.0</u>
Transfer In	<u>427,234</u>	<u>21.1</u>
Total	<u>\$2,025,921</u>	<u>%100.0</u>

Expenditures:

Instruction	\$ 121,365	% 6.0
Support Serv.	<u>1,717,518</u>	<u>85.7</u>
Comm. Serv.	<u>0</u>	<u>0</u>
Capital Outlay	<u>85,776</u>	<u>4.3</u>
Transfer Out	<u>80,217</u>	<u>4.0</u>
Total	<u>2,004,876</u>	<u>%100.0</u>

Special Education

Revenues:		
Local	\$ 3,864,329	% 35.2
State	4,626,683	42.1
Federal	1,113,053	10.1
Transfer In	1,376,732	12.6
Total	\$10,980,797	%100.0
Expenditures:		
Instruction	\$ 2,171,947	% 17.7
Support	2,100,955	17.2
Comm. Serv.	456	0
Capital Outlay	2,110,422	17.2
Transfer Out	5,866,580	47.9
Total	\$12,250,360	%100.0

Programs/Services Offered - The Beta Intermediate School District offers services in General/Vocational Education, Special Education, Media, Technology and Information Services, Data Processing, Business/Finance and Executive Administration.

General/Vocational Education

Vocational Consortium - Eight districts cooperate in providing vocational offerings to eleventh and twelfth grade students. While the program is operated by one of the local districts, the Beta ISD Vocational Director works closely with the Consortium and assists in the administration and coordination of the program.

Academic Consortium - The Beta ISD employs staff and operates this program on behalf of K-12 districts who wish to make selective academic courses available to interested students.

Talented and Gifted - A consultant is available to help K-12 districts develop programs which better serve talented and gifted students.

Fine Arts - The Beta ISD provides a consultant to assist K-12 districts in developing and enriching opportunities in the area of fine arts for all students.

Professional Development - The state funded consortium for professional development is coordinated by the Beta ISD, which also acts as fiscal agent. The Professional Development Consortium funds staff improvement activities in K-12 districts and sponsors numerous inservices.

Nutrition - To assist local districts in planning and preparing wholesome, economical school lunches, the Beta ISD provides the services of a nutrition consultant.

Health Education - The Beta ISD has a state funded project which assists local districts in implementing the Michigan Health Education Curriculum Model K-8.

One Room School - The Beta ISD has restored and operates a one room school as a historical site for the students of the area.

Special Education

The Department of Special Education provides leadership, coordination and curriculum consultant services, and monitoring for programs serving the handicapped

within the Beta ISD. The department directly operates programs for the severely mentally impaired, severely physically impaired, and the trainable mentally impaired. Special Education transportation, as related to the routes, equipment, and student scheduling of center programs is coordinated by the department.

Media, Technology and Information Services

The Regional Educational Media Center (REMC) serving neighboring counties operates out of the Beta ISD. Through its auspices, school districts receive 16mm films, video cassettes, and other instructional media to enhance classroom teaching. Workshop activities are held to acquaint teachers with advances in instructional technology. A-V equipment from local districts can be maintained through a media repair service available through REMC.

Data Processing

The Beta ISD operates a computer center which is continually striving to upgrade the number and quality of data processing applications which can be made available. With users having on-line capabilities, enhancements which provide greater potential for individual needs are under consideration. Assistance is available to help local districts resolve data processing problems.

Business/Finance

Aside from its regulatory and auditing functions involving state reporting, attendance, transportation, school lunch, etc., this department provides assistance to school districts in fiscal matters, budget development, data processing applications, and other financial management needs. Internally, services include payroll, budget development, budget control, accounts payable, insurance and the coordination of personnel functions.

Executive Administration

While the offices of the Superintendent and Associate Superintendent provide for the general management of the Beta ISD, they also provide administrative/educational support to local school districts and the broader educational community which complement services through various Beta ISD departments.

Professional/Community Involvement

Superintendent Beta is active in professional and civic organizations. His professional activities include:

Past President, Michigan Association of Intermediate School Administrators

Past President, Michigan Congress of School Administrator Associations

Past Member, Board of Directors, Michigan Association of the Professions

Member, Council of the Michigan Congress of School Administrator Associations

Member, American Association of School Administrators

Member, American Association of Educational Service Agencies

Past Member, Board of Managers, Michigan Congress of Parents, Teachers and Students

Past Chairman, Michigan Education Hall of Fame Dinner and Induction Ceremony

Member, Legislative Committee, Michigan Association of Intermediate School Administrators

Vice-President for Membership, Phi Delta Kappa, Grand Rapids Chapter 1027

His civic activities include:

Past President, Chapter of the American Red Cross

President, Goodwill Industries of County, Inc.

Member, County Economic Growth Alliance, Education Committee

Member, County Community Foundation Education Committee

Member, Children and Adolescents Service Council Executive Committee

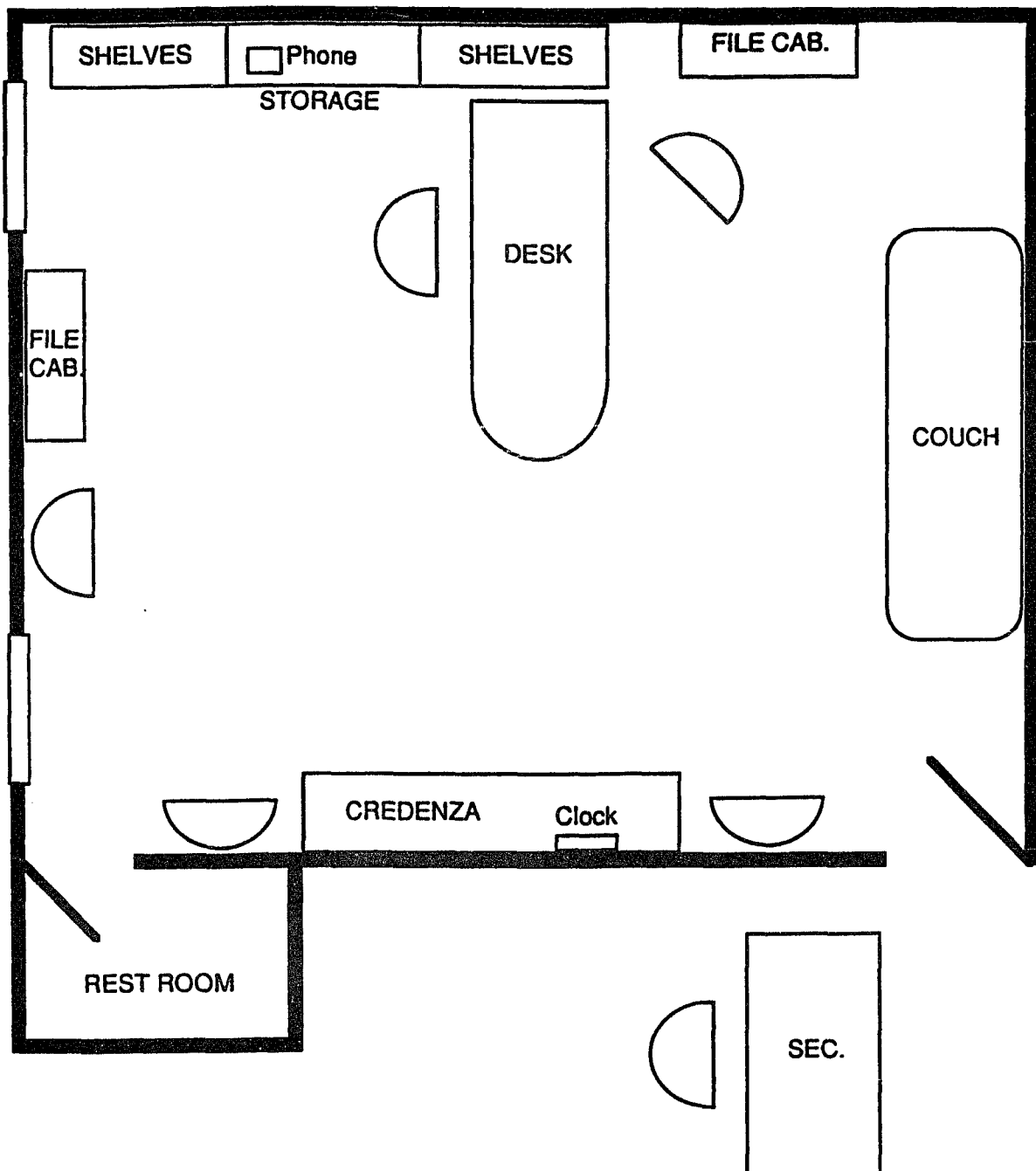
Member, Area Community Forum Committee

Member, Area African American 1992 Celebration, Planning Committee

Physical Environment

Superintendent Beta's office is housed in the Intermediate School District's Administrative Building. He occupies a single entrance office with his personal secretary's desk positioned at the entrance. There is a private rest room attached (see office layout). Visitors

are always seated at the chair in front of Superintendent Beta's desk. The predominate feature of the office is the amount of storage and filing space in the office. The only office equipment noted was a telephone and a hand held calculator.

Figure 9 Supt. Beta's Office Layout

Superintendent Gamma

Superintendent Gamma is a forty-six year old white male. He is married and has two daughters, aged fourteen and eleven. He attended Delta College from 1961 to 1963, receiving his Associates Degree in June of 1963. He then continued his formal education at Central Michigan University in 1963, receiving a Bachelor of Arts Degree in the Department of Social Studies, and a minor in Political Science in June of 1969. From 1969 until the present Superintendent Gamma has attended Michigan State University, receiving his Masters Degree in Educational Administration in 1973 and is currently working in the Ph.D. Program at Michigan State in Educational Administration.

Superintendent Gamma began his professional career in 1969 as a teacher for Grand Ledge Public Schools. He began his administrative career in Grand Ledge Public Schools as Assistant High School Principal and Athletic Director from 1974 to 1977. He had a staff of approximately 100 and approximately 2,000 students. From 1977 to 1979 he was the High School Principal at Hopkins Public Schools with a staff of approximately 30 and approximately 600 students. He was responsible for leadership and supervision of all aspects of the high school building program. In 1979, he was promoted to Superintendent of Hopkins Public Schools and served in

that capacity until 1981. He had a teaching staff of 45 members and approximately 1,100 students. In 1981, he was selected as the Superintendent of the Gamma Intermediate School District where he presently serves. He has a staff of approximately 135 members and approximately 15,000 students.

The Intermediate School District is comprised of 7 local, K-12 districts and 1 K-6 district, with a total state equalized value of \$763,660,086. The range of SEV per district runs from a low of a district with \$38,705,104 to a high of a district with \$155,571,064. The average SEV per district is \$109,094,298. The district range in SEV per pupil runs from a low of \$47,087 to a high of \$60,628. The average SEV per pupil is \$54,524.

Currently, the ISD has an estimated student population of 14,124 students with a range of district enrollment from a low of 872 to a high of 2,786. Superintendent Gamma's district has an administrative staff of 10 people with a noninstructional support staff of 30. It employs an instructional staff of 60 and an instructional support staff of 31.

Superintendent Gamma has an organizational structure with the following administrators reporting directly to him: Special Education Director, Instructional Services Director, Financial Administrative Services Director,

Cooperative Program Director and Vocational/Technical Center Director. In addition, he has a support staff of an administrative secretary and an Information Services Coordinator reporting to him.

In terms of fiscal operation, ISD Gamma has a .14 mill levy for general operating purposes, a special education levy of 3.75 mills and a vocational education levy of 1.78 mills for a total authorized levy of 5.67.

The following is a recap of revenues and expenditures for the Gamma ISD for the most recent audited fiscal year:

General Education

Revenues:		
Local	\$ 127,787	% 11.9
State	389,719	36.1
Federal	547,359	50.8
Transfer In	13,381	1.2
Total	\$1,078,246	%100.0

Expenditures:		
Instruction	\$ 0	% 0
Support Serv.	482,968	46.0
Comm. Serv.	531,894	50.7
Capital Outlay	3,154	0.3
Transfer Out	\$ 32,003	3.0
Total	\$1,050,019	%100.0

Special Education

Revenues:		
Local	\$1,014,482	% 39.5
State	1,022,297	39.9
Federal	526,297	20.5
Transfer In	2,120	.1
Total	\$2,565,196	%100.0

Expenditures:

Instruction	\$ 636,430	% 26.9
Support Serv.	<u>1,373,884</u>	<u>58.2</u>
Comm. Serv.	<u>0</u>	<u>0</u>
Capital Outlay	<u>95,142</u>	<u>4.0</u>
Transfer Out	<u>257,505</u>	<u>10.9</u>
Total	<u>\$2,362,961</u>	<u>%100.0</u>

Vocational Education**Revenues:**

Local	\$1,497,267	% 45.9
State	<u>707,047</u>	<u>21.7</u>
Federal	<u>113,549</u>	<u>3.5</u>
Transfer In	<u>940,980</u>	<u>28.9</u>
Total	<u>\$3,258,843</u>	<u>%100.0</u>

Expenditures:

Instruction	\$ 752,982	% 25.3
Support Serv.	<u>1,012,783</u>	<u>34.1</u>
Comm. Serv.	<u>76,122</u>	<u>2.6</u>
Capital Outlay	<u>93,408</u>	<u>3.1</u>
Transfer Out	<u>1,038,728</u>	<u>34.9</u>
Total	<u>\$2,974,023</u>	<u>%100.0</u>

Programs/Services Offered

The Gamma ISD offers services in three broad areas: General Education, Vocational Education and Special Education.

General Education

The Gamma ISD General Education division provides the following educational and administrative direct services: Planning, Data Collection, Program Evaluation/Monitoring, Grant Writing/Administration, Student Population/Projections and Curriculum Review; Staff Development/

Inservice: Administration, Teacher, Support Staff and Parenting; Programming: At-risk, Gifted/Talented, Curriculum Activities, Alternate Education, Preschool; General Education/Other: Gamma County School Board Association, Home Schools, Parochial Schools, Title IX, Business/Community.

Special Education

The following are special education services provided by the Gamma ISD. Students with greater needs are served in programs for the Educable Mentally Impaired, Emotionally Impaired and Autistic Impaired. The classrooms for these county-sponsored programs are in local school districts. Programs for the Trainable Mentally Impaired, Severely Mentally Impaired and Severely Multiply Impaired students are provided at the Gamma County Development Center operated by the Gamma ISD.

In addition to center programming, the Gamma ISD also provides special education transportation, consultants for visually and hearing impaired, physical therapists, occupational therapists, speech therapy services, school social worker services, school psychologist services, infant teacher and trainers and pre-primary impaired programs.

Vocational Education

The Gamma ISD operates a vocational technical center that offers training in 16 programs, in addition to direct instructional programs. The center also provides training in job skills, work habits, basic skills, careers, and employability skills. The center's services also include a Student Services Area, Industrial Staging Area, Business and Industry Training, Lecture Hall, PALS Lab. In addition to the vocational/technical center, the Gamma ISD also operates and coordinates academic and vocational shared time programs which are offered in all seven of the constituent school districts, as well as grant writing and skill training for business and industry.

The Gamma ISD Superintendent's professional activities include:

Michigan Association of Secondary School Principals (MASSP)

American Association of School Administrators (AASA)

Michigan Association of School Administrators (MASA)
- Region III Vice-President

County Superintendents' Association - Former Chair

Michigan Association of Intermediate School Administrators (MAISA)

Association for Supervision and Curriculum Development (ASCD)

His civic activities include:

Local Lions Club - Has held all offices

Area Future Farmers of America Alumni Association

Area Queen Pageant - Master of Ceremonies

Area Businessman's Association - Board of Directors

County Probate Court Advisory Council

County Association for Retarded Citizens - Board of Directors (member at the present time)

Local Private Industry Council - Executive Board

County Emergency Preparedness Committee

Treasure Island Property Owners Association, Higgins Lake - Treasurer

County Family Planning - Board of Directors

County Promotional Alliance (Economic Development) - Treasurer

County Economic Development Corporation - Board of Directors and Executive Board

County Groundwater Commission

Lake Monterey Highlands Property Owners Association - Board of Directors

Elks

All Area Chamber of Commerce (6)

Local School District Boosters Club

Local Educational Foundation - Board of Directors

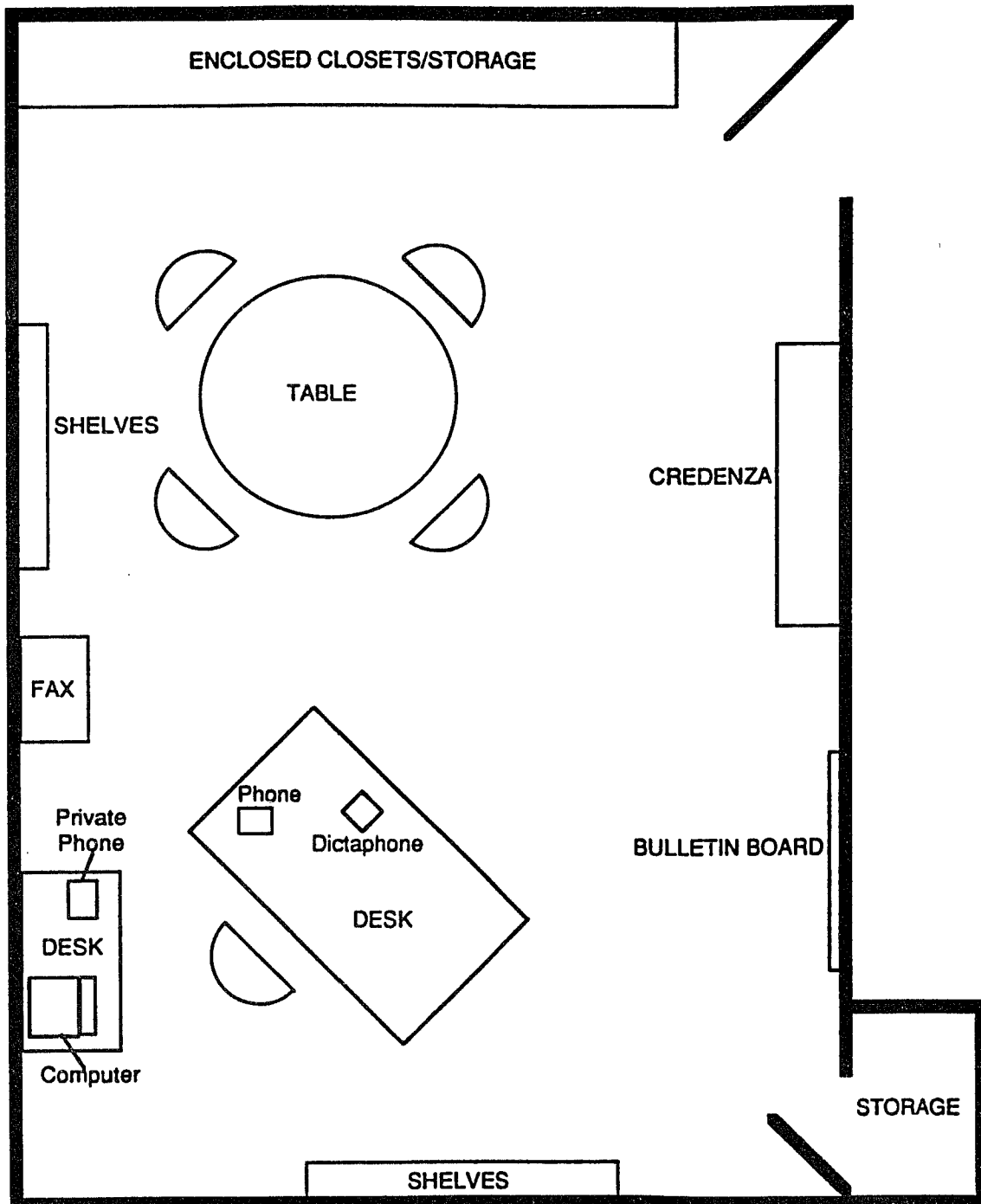
County Human Services Coordinating Committee - Board of Directors

Physical Environment

Superintendent Gamma's office is located in the Intermediate School District's Administration Building. He occupies a single entrance office at the end of a

hallway. His secretary is in a private office down the hall. Visitors usually stand in front of the desk or are invited to sit at the conference table. The predominant features of the office are the plaques and awards of recognition mounted on the walls. The equipment in the office includes an office phone, a private phone, computer and printer, fax machine and a dictation machine.

Figure 10 Supt. Gamma's Office Layout



Superintendent Delta

Superintendent Delta is a 49 year old white male. He is married and has 3 daughters, 27, 26 and 20, and three sons, 24, 23 and 18. He attended Northern Michigan University from 1963 to 1966 majoring in Industrial Arts, receiving a Bachelor of Science degree in June of 1966. He continued at Northern Michigan University in 1967 through 1968, receiving a Masters Degree in Secondary Education/Industrial Arts in June of 1968. He began his professional career as a teacher at Lakewood High School in St. Clair Shores. He taught from 1966 to 1968, then transferred to West Iron County as a teacher/administrator. He taught there from 1968 through 1970. In 1970, he moved to Gogebic-Ontonagon Intermediate School District as Director of Vocational Education, then Assistant Superintendent, and then Superintendent. He served in that district from 1970 through 1976. He had a staff of 40 and approximately 7,000 students. In 1976, he accepted the superintendency at Delta County ISD and has served as its superintendent to the present time. He has a staff of approximately 70 and student enrollment of approximately 12,000.

The Delta ISD is comprised of 5 local K-12 school districts with a state equalized valuation of \$534,829,625. The range of SEV per district runs from a low of \$50,570,600 to a high of a district with

\$126,708,233. The average SEV per district is \$106,965,925. The district range in SEV per pupil runs from a low of \$41,408 to a high of \$54,845. The average SEV per pupil is \$46,434. Currently the ISD has an estimated student population of 11,518 with a range from a low of 1,151 students to a high of 3,060.

Superintendent Delta's district has an administrative staff of 7 people with noninstructional support staff of 9, and employs an instructional staff of 34 and instructional support staff of 20. Superintendent Delta has an organizational structure with the following administrators reporting directly to him: Associate Superintendent/Special Education, Assistant Superintendent/Administrative Services, and Assistant Superintendent/Vocational Technical Education. In addition, he has a Staff Administrator, a Human Resource Development Director and a Gifted/Talented Consultant and an Executive Secretary.

In terms of fiscal operations, ISD Delta has a .15 mill levy for general operating purposes, and a special education levy of 3.00. In addition, Delta ISD is the fiscal agent for the Vocational Education consortium, with total revenues of \$1.1 million. The following is a recap of the revenues and expenditures for the Delta ISD, the most recently audited fiscal year available:

General Education

Revenues:

Local	\$ 82,651	% 8.0
State	259,086	25.0
Federal	581,432	56.1
Transfer In	112,967	10.9
Total	<u>\$1,036,136</u>	<u>%100.0</u>

Expenditures:

Instruction	\$ 10,705	% 1.0
Support Serv.	521,658	49.5
Comm. Serv.	309,998	29.4
Capital Outlay	129,164	12.2
Transfer Out	83,486	7.9
Total	<u>\$1,055,011</u>	<u>%100.0</u>

Special Education

Revenues:

Local	\$ 638,434	% 34.1
State	886,277	47.3
Federal	330,961	17.7
Transfer In	18,427	0.9
Total	<u>\$1,874,099</u>	<u>%100.0</u>

Expenditures:

Instruction	\$ 438,886	% 22.4
Support Serv.	1,024,648	52.2
Comm. Serv.	267	0.0
Capital Outlay	3,275	0.2
Transfer Out	\$ 495,475	25.2
Total	<u>\$1,962,551</u>	<u>%100.0</u>

Vocational Education

Revenues:

Local	\$ 213,462	% 19.9
State	73,159	6.8
Federal	12,487	1.2
Transfer In	775,160	72.1
Total	<u>\$1,074,268</u>	<u>%100.0</u>

Expenditures:

Support Serv.	\$ 167,349	% 16.9
Comm. Serv.	<u>110,544</u>	<u>11.2</u>
Capital Outlay	9,000	0.9
Transfer Out	<u>702,693</u>	<u>71.0</u>
 Total	 \$ 989,586	 %100.0

Programs/Services Offered

The Delta ISD offers services in the following areas.

General Services

The ISD functions as a support service for all districts within its boundaries. Two types of support are provided:

- A. **Regulatory** - includes all administrative functions required by state or local regulation, with emphasis on auditing and reporting of all school records, such as financial accounting, academic status and teacher certification. A master computing system links all school districts to a centralized ISD mainframe to satisfy these requirements with a minimal startup cost and no annual fee.
- B. **Permissive** - includes services cooperatively or jointly run by individual districts or schools, based either on a need to consolidate services or to offer special programs. Examples are special project procurements for individual communities, obtained via grant writing and gifted and talented programming.

The ISD also provides its districts with an extensive Resource Center, which includes an instructional media center that features audio-visual instruction on current management, evaluation and instructional techniques.

The ISD is a member of Educational Research Services (ERS), Washington, D.C., which permits any of its districts free computer access to a volume of nationwide studies and information relating to all forms of education and training. In addition, it provides a full range of financial and student management computer support services to its constituents at no charge.

Vocational/Technical Education

With the advent of new technology and continued pressure on matching personnel with job requirements, the Intermediate District has committed to an ambitious program.

Operated through the county's Vocational/Technical Education Consortium, the program offers training in 14 vocationally approved programs to all area high school juniors and seniors. Task-based curriculum and competency-based testing are used to achieve results with the program monitored by local advisory committees.

Vo-Tech preparation includes personal development in five key areas: personal skills and attitudes; Communication, computational and technological skills literacy; employability; broad and specific occupational skills, plus general knowledge; and foundations for career planning and learning.

Individual effort in training and job search is emphasized in the program which annually serves over 1,200 students. The Voc-Tech program, monitored by the governing board of the Delta County Vocational-Technical Consortium, leads into the ISD's Placement Program, in which Vo-Tech grads gain a high percentage rate of placement at potentially higher lifetime earning rates.

Special Education

The ISD oversees a number of programs that assist students and individuals confronted with physical and/or learning impairments. Services are available in-home, at hospitals or other institutions and within the local school districts.

Supported by a county-wide staff of 80 professionals, the Special Education department provides both direct and coordinating services to all potentially eligible students from birth through age 25. These include SHARE, a direct service, early intervention and parent support

program that begins with children as young as two months old, and the Preprimary Impaired Program, a follow-up to SHARE which involves out-of-home classes.

ISD's on-site Freedom Acres facility, located directly east of the administration offices, features full-day special education for those mentally and multiply impaired students who require full-time special education assistance.

The ISD coordinates local district programs which are designed to provide a continuum of services for those with physical, emotional or learning disabilities and are in accordance with State and Federal regulations for providing special education services.

Recreation

The Delta County ISD maintains 12 softball/baseball fields, including two lighted fields, for both youth and adult summer programs.

Nine of the fields serve over 750 boys and girls, ages 6-14, who participate in organized weekly leagues via an agreement with the Greater Delta Youth League. Over 700 men and women participate in weekly adult leagues. Both programs are funded through player/team fees.

The ISD also has on-site playground equipment, a nature trail and informal cross-country skiing on its 150-acre site.

Superintendent Delta's professional activities include membership in the following:

American Association of School Administrators (AASA)

Michigan Association of Intermediate School Administrators (MAISA)

Michigan Association of School Administrators (MASA)

Michigan Association of School Boards (MASB)

Western Michigan Intermediate Superintendents' Association

Michigan Negotiators' Association

Michigan Pupil Accounting Association

Offices held include the following:

MAISA, Voc. Ed. Committee Chair, 2 terms

MASA, Interorganizational Committee Chair, 2 terms

His civic activities include:

Elk's Lodge

Rotary Club

County Fair Board

Chamber of Commerce

D.A.R.E.

Various Computer "User" groups

Chamber of Commerce, Board Director, 1 term

Offices held include the following:

Rotary International, Board Member, 2 terms

Rotary International, Youth Chairman, 2 terms

Elks' Lodge, Past Exalted Ruler, Board Trustee

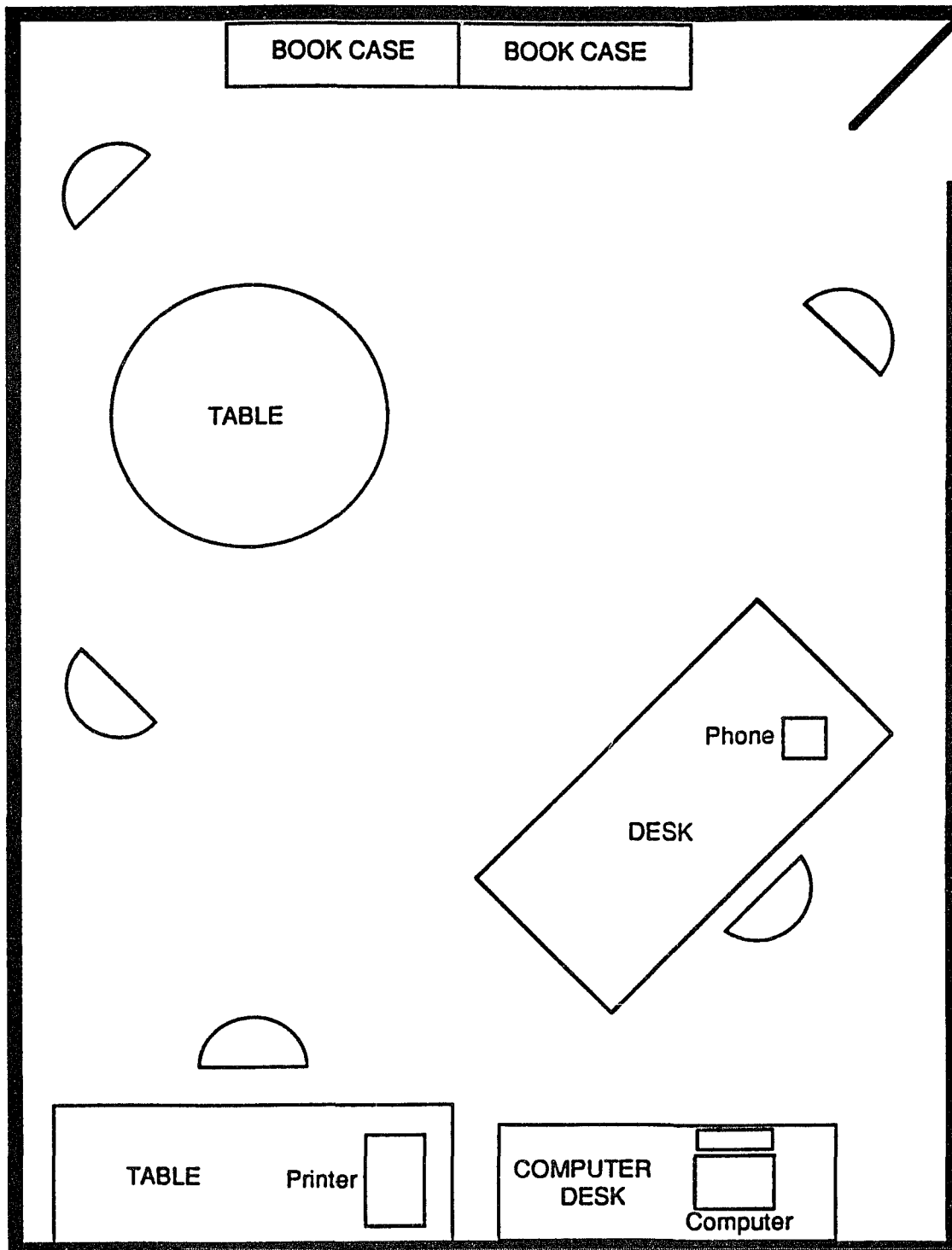
MDE, Chairman, State Board Advisory Committee - 2 terms

County Fair Board, Member Board of Directors

D.A.R.E., Board Member

Physical Environment

Superintendent Delta's office is located in the Intermediate School District's administrative office building. He occupies a single entrance office. His secretary is in an adjoining private office. Visitors usually stand or sit directly in front of the desk. The predominant feature of the office is the amount of computer equipment and data storage. The office equipment noted included a phone, and a computer workstation comprising of a computer, printer and modem.

Figure 11 Supt. Delta's Office Layout

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